Campus Improvement Plan

PSJA Memorial ECHS

2026 - 2027

Submitted for Board Approval on September 10, 2026

Board Approved Date: September 28, 2026

Texas Accountability System

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Vision

At PSJA Memorial ECHS, we are committed to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance, inclusion, and excellence.

Mission

At PSJA Memorial ECHS, we are committed to provide a high-quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

A wolverine is PROUD—

Positive, Responsible, Optimistic, University-Bound, and Dedicated.

District Strategic Direction

Campus Executive Summary

Demographics:

Pharr San Juan Alamo ISD serves students across three communities—Pharr, San Juan, and Alamo—many sharing similar cultural and socioeconomic backgrounds, with strong ties to Mexico. The district-wide student population is overwhelmingly Hispanic and includes a high proportion of students qualifying for economically disadvantaged status and emergent bilingual services.

At PSJA Memorial ECHS, approximately 11.6% of students receive special education services, and roughly 36.8% are emergent bilingual learners (Spanish spoken at home) campus maintains a high rate of economic disadvantage among students, aligning closely with district trends (99.9% economically disadvantaged)

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

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	1,854	938	916	215	682	81	1,852	113	1,227
Percent		50.6%	49.4%	11.6%	36.8%	4.4%	99.9%	6.1%	66.2%

Comprehensive Needs Assessment:

Based on the 2026 accountability results, PSJA Memorial Early College High School earned an overall score of 90, resulting in an “A” rating from the Texas Education Agency. This achievement reflects continued growth and focused efforts to strengthen instruction, student achievement, and outcomes across content areas.

In Domain I: Student Achievement, the campus earned a score of 87, reflecting strong and consistent performance across STAAR EOC assessments and college and career readiness indicators. In Domain II: School Progress, the campus earned 83 in Academic Growth (Part A) and 89 in Relative Performance (Part B). Because Part B is the higher score, 89 was used as the Domain II score. Under the accountability methodology, the higher score between Domain I and Domain II is used for the portion representing 70% of the overall rating, resulting in a weighted contribution of 62.3 points.

In Domain III: Closing the Gaps, PSJA Memorial earned a strong score of 92, contributing 27.6 points to the overall rating. This domain highlights the campus’s continued commitment to equity and improving academic outcomes for all student groups. The campus remains focused on targeted interventions, data-driven instruction, and maintaining high expectations to ensure every student has the opportunity to succeed.

Curriculum and Instruction and Assessment:

PSJA Memorial 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 Memorial ECHS offer high school and dual language credits to eligible students. Students attending PSJA Memorial 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:

Student Performance:

For the 2026-2027 school year, the Student Performance goals are the following:

- Increase the percentage of students achieving Meets Grade Level or Above in STAAR Reading and Math combined by 3 percentage points by June 2027.
- Improve STAAR Reading performance at the Meets level or above by +3 percentage points, and Math by +2 percentage points.
- Raise the Domain I Student Achievement score from 87 to 90 and increase the Relative Performance score to 90 or higher.
- Improve Academic Growth (Domain II Part A) from 83 to 85 through strengthened Tier 1 instruction and targeted support.
- Increase the CCMR (College, Career, and Military Readiness) rate by expanding access to college-level courses, certifications, and military readiness opportunities.
- Increase the percentage of students earning industry certifications by strengthening career pathways and program alignment.
- Ensure the ALL-student group meets 70% of ESSA Long-Term and Interim Goals in Academic Growth by June 2026.
- Increase score of 92 in Domain III to 95 by continuing focused support for English learners, students with disabilities, and other student groups.
- Raise the overall accountability score from 90 to 93 or higher to continue with an A rating for the 2026–2027 school year.

Effective Teaching and Learning:

PSJA ISD's Curriculum & Instruction Office continues to lead the implementation of a TEKS-aligned curriculum that is rigorous, engaging, and culturally relevant to meet the diverse needs of all students, including those at PSJA Memorial Early College High School. Curriculum alignment remains an ongoing priority, with the integration of TEKS Resource System, comprehensive unit planning, and job-embedded professional development that is responsive to teacher and student needs.

For the 2026–2027 school year, PSJA Memorial ECHS continues to advance instruction through:

- Curriculum refinement and alignment led by department chairs and instructional leadership teams
- Strategic planning driven by data analysis of STAAR, TELPAS, EOC, and CCMR indicators
- Ongoing coaching and PLCs to support teachers in lesson design and high-yield strategies
- Integration of STAAR 2.0 assessment format in classroom practices, with emphasis on constructed responses and academic vocabulary

As a designated Early College High School, PSJA Memorial offers students the opportunity to graduate with a high school diploma and up to 60 college credit hours. The campus continues to build a college-going culture through:

- Dual Enrollment and Dual Credit offerings via STC and UTRGV partnerships
- Expansion of Advanced Placement (AP) courses and supports, with 216 students meeting AP/IB criteria (10% of enrollment)
- Active collaboration with the counseling and Go Center teams to support FAFSA/TASFA completion, college applications, and scholarship readiness

Aligned with PSJA ISD's sustainability vision, the campus continues to embed the UN's 17 Sustainable Development Goals (SDGs) into instruction, student projects, and environmental campus practices. The district's multi-departmental approach, in which PSJA Memorial participates, emphasizes:

1. Embedding SDG principles into unit lessons and interdisciplinary activities
2. Involving students in authentic problem-solving projects with local and global impact
3. Promoting leadership and civic engagement through service-learning connected to sustainability

In addition, the Dual Language Enrichment Program continues to be implemented through a Pre-K to 12th grade pathway, allowing students to develop bilingualism and biliteracy in Spanish and English. This program empowers students at PSJA Memorial ECHS to graduate fully equipped to thrive in bilingual professional environments, with the ability to critically read, write, and communicate in two languages.

PSJA Memorial ECHS teachers are committed to student-centered instruction, preparing all learners for post-secondary success and competitiveness in a global workforce. Instruction is designed to challenge students, foster inquiry, and leverage 21st-century skills across content areas.

Curriculum/ Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned to district and state standards that include college- and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling);
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

Summary of Goals:

For the 2026–2027 academic year, the campus is committed to improving student outcomes through a comprehensive set of goals and objectives. The primary focus is to increase overall student performance on state assessments (STAAR and TELPAS) by 5% by June 2027. This includes raising the Approaches level for first-time testers in English I and II, as well as enhancing ELA II scores using targeted reading and writing strategies. Algebra I EOC performance for first-time testers and high-focus students is expected to increase by at least 5% across Approaches, Meets, and Masters levels. Biology EOC scores will improve by 5% in Approaches and Meets and by 5% in Masters. Social Studies will target increases in the Meets and Masters performance levels. TELPAS scores will rise by 5% across all four domains, with an increase of students reclassified during the year.

Dr. Raquel Garcia, Principal | **Elizabeth Cuadra, CPOC Teacher Leader** | **Julissa Hernandez, CPOC Parent**

Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	**Role**
Dr. Gina Saenz	Dean of Instruction
Otila Bazan	Teacher/Department Head
Zerlynda Cervantes	Teacher/Department Head
Brenda Vazquez	Teacher/Department Head
Jessica Ortega	Teacher/Department Head
Elizabeth Cuadra	Teacher/Department Head
Vanessa Rodriguez	Teacher
Rosa Cardenas	Head Counselor
Maribel Marin	Librarian

Focus Area 2: Student Supports	
Name	**Role**
Rebecca Youngeberg	Assistant Principal
Norma Zavala	Teacher/Department Head
Klarissa Garcia	Teacher/Department Head
Oscar Barbosa	Teacher/Department Head
Martin Trevino	Teacher/Department Head
Maria del Rosario Garcia	Teacher/Department Head
Albesa Contreras	DC Teacher
Emilio Champion	Teacher
Rachelle Gonzalez	Teacher
Areli Garcia	Student
Giovani Cantu Garza	Student
Carlos Garza	Head Custodian
Rafaela Delgado	Paraprofessional

Focus Area 3: Leadership Growth	
Name	**Role**
Dr. Raquel Garcia	Principal
Esteban Trevino	Early College Director
Maria Cantu	CLL
Analyssa Shultis	Teacher
Carlos Flores	DC Teacher
Diego Figueroa	Teacher
Veronica Garza-Flores	Teacher
Javier Garza	Teacher
Naomi Perez	Student

Focus Area 4: Family & Community Empowerment	
Name	**Role**
Daleth Juarez	Assistant Principal
Lee Garcia	Assistant Principal
Olga Tamez-Lozano	Parent Educator
Javier Gonzalez	Head Soccer Coach
Beverly Esparza	Teacher
Rosa Grimaldo Luna	Parent
Julissa Hernandez	Parent
City of Alamo Representative	Community Member
El Manjar Bakery Representative	Business Member
Lesley Martinez	Liaison
Alexis Sandoval	Student
Jorge Lozano	Teacher/Campus PR

Data Sources Reviewed

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

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary
PSJA MEMORIAL EARLY COLLEGE H S (108909002) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**90**	**A**	
Student Achievement		**87**	**B**	**0%**
STAAR Performance	49	77		
College, Career and Military Readiness	90	92		
Graduation Rate	99.6	95		
School Progress		**89**	**B**	**70%**
Academic Growth	77	83	B	
Relative Performance (Eco Dis: 99.3%)		89	B	✓
Closing the Gaps	**80**	**92**	**A**	**30%**

Identification of Schools for Improvement

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

Distinction Designations

Academic Achievement in Reading/ Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% : Comparative Academic Growth

Postsecondary Readiness

Top 25% : Comparative Closing the Gaps

Retrieved on August 14, 2026 from TEA 2026 Accountability Reports

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement
PSJA MEMORIAL EARLY COLLEGE H S (108909002) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

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

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance
PSJA MEMORIAL EARLY COLLEGE H S (108909002) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,230	532	493	486	2,741	
Approaches GL or Above	820	457	440	432	2,149	78%
Meets GL or Above	606	268	281	266	1,421	52%
Masters GL	92	127	111	119	449	16%
Total Percentage Points						146%
Component Score						**49**

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)+	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	78%	78%	92%	99%	66%	74%	62%	92%	80%	72%	75%	50%	*	75%
At Meets GL Standard or Above	52%	52%	58%	85%	30%	45%	32%	69%	55%	41%	45%	33%	*	45%
At Masters GL Standard	16%	16%	33%	49%	5%	13%	13%	8%	18%	10%	8%	0%	*	8%
Number of Tests														
At Approaches GL Standard or Above	2,149	2,138	11	133	790	1,184	179	12	1,675	474	105	3	*	100
At Meets GL Standard or Above	1,421	1,414	7	114	364	723	93	9	1,150	271	63	2	*	60
At Masters GL Standard	449	445	4	65	63	205	37	1	381	68	11	0	*	11
Total Tests	2,741	2,729	12	134	1,204	1,607	291	13	2,086	655	140	6	*	134
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	67%	67%	*	100%	49%	60%	48%	*	69%	60%	62%	*	*	61%
At Meets GL Standard or Above	49%	49%	*	95%	27%	42%	33%	*	52%	40%	41%	*	*	41%
At Masters GL Standard	7%	7%	*	43%	1%	5%	9%	*	9%	4%	2%	*	*	2%
Number of Tests														
At Approaches GL Standard or Above	820	818	*	44	297	459	59	*	637	183	39	*	*	37
At Meets GL Standard or Above	606	604	*	42	165	322	40	*	483	123	26	*	*	25
At Masters GL Standard	92	91	*	19	6	38	11	*	79	13	1	*	*	1
Total Tests	1,230	1,228	*	44	601	766	123	*	925	305	63	*	*	61
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	86%	86%	*	98%	81%	85%	71%	*	89%	77%	89%	*	*	88%
At Meets GL Standard or Above	50%	51%	*	60%	34%	46%	36%	*	53%	41%	63%	*	*	64%
At Masters GL Standard	24%	24%	*	25%	12%	23%	14%	*	26%	16%	19%	*	*	20%
Number of Tests														
At Approaches GL Standard or Above	457	453	*	39	167	234	42	*	361	96	24	*	*	22
At Meets GL Standard or Above	268	267	*	24	71	126	21	*	217	51	17	*	*	16
At Masters GL Standard	127	126	*	10	25	64	8	*	107	20	5	*	*	5
Total Tests	532	528	*	40	206	275	59	*	407	125	27	*	*	25
Science														
Percent of Tests														
At Approaches GL Standard or Above	89%	89%	*	100%	82%	86%	79%	*	90%	87%	88%	*	-	87%
At Meets GL Standard or Above	57%	57%	*	100%	36%	50%	30%	*	62%	43%	46%	*	-	43%
At Masters GL Standard	23%	22%	*	79%	7%	16%	14%	*	26%	13%	4%	*	-	4%
Number of Tests														
At Approaches GL Standard or Above	440	439	*	24	166	243	44	*	333	107	21	*	-	20
At Meets GL Standard or Above	281	280	*	24	72	140	17	*	228	53	11	*	-	10
At Masters GL Standard	111	110	*	19	14	46	8	*	95	16	1	*	-	1
Total Tests	493	491	*	24	202	281	56	*	370	123	24	*	-	23
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	89%	89%	*	100%	82%	87%	64%	100%	90%	86%	81%	*	-	84%
At Meets GL Standard or Above	55%	55%	*	92%	29%	47%	28%	100%	58%	43%	35%	*	-	36%
At Masters GL Standard	24%	24%	*	65%	9%	20%	19%	20%	26%	19%	15%	*	-	16%
Number of Tests														
At Approaches GL Standard or Above	432	428	*	26	160	248	34	5	344	88	21	*	-	21
At Meets GL Standard or Above	266	263	*	24	56	135	15	5	222	44	9	*	-	9
At Masters GL Standard	119	118	*	17	18	57	10	1	100	19	4	*	-	4
Total Tests	486	482	*	26	195	285	53	5	384	102	26	*	-	25

School Progress: Academic Growth

2026 Academic Growth
PSJA MEMORIAL EARLY COLLEGE H S (108909002) - 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	921.0	1	921.00
Accelerated Learning Points Earned	145	0.25	36.25
Sum of Annual Growth plus Accelerated Learning Points			957.25
Total Tests Evaluated			1,248
Academic Growth Score			**77**

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	285	0	0
Tests Earning 0.5 Points	84	0.5	42.0
Tests Earning 1 Point	879	1	879
Annual Growth Points Earned			921.0
Total Tests Evaluated			1,248
Annual Growth Score			**74**

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	191	0	0
Tests Earning 1 Point	145	1	145
Accelerated Learning Points Earned			145
Total Tests Evaluated			336
Accelerated Learning Score			**43**

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

PSJA MEMORIAL EARLY COLLEGE H S (108909002) - 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	99.3%	49	86
College, Career, and Military Readiness		90	92
Relative Performance			**89**

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

PSJA MEMORIAL EARLY COLLEGE H S (108909002) - 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	3	4	75.0	10.0%	7.5
School Quality Status	11	12	91.7	30.0%	27.5
Closing the Gaps Score					**80**

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
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	49%	*	49%	*	-	-	-	-	49%		
2026 # at Meets GL Standard or Above	606	*	605	*	-	-	-	-	604		
2026 Total Tests (Adjusted)	1,230	*	1,228	*	-	-	-	-	1,228		
2025 % at Meets GL Standard or Above	44%	-	44%	--	-	-	-	-	43%		
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%	*	51%	*	-	*	-	*	51%		
2026 # at Meets GL Standard or Above	268	*	267	*	-	*	-	*	267		
2026 Total Tests (Adjusted)	532	*	528	*	-	*	-	*	528		
2025 % at Meets GL Standard or Above	44%	-	44%	-	-	-	-	-	44%		
Total Points										18	24

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
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2025 % Graduated	97.2%	*	97.2%	*	-	-	-	-	97.1%		
2025 # Graduated	481	*	478	*	-	-	-	-	474		
2025 Total in Class	495	*	492	*	-	-	-	-	488		
2024 % Graduated	96.4%	--	96.4%	--	--	-	-	-	96.4%		
Total Points										9	12

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									28%		
Next Interim Target (2027-28 through 2031-32)									30%		
Long Term Target (2037-38)									34%		
Points Earned for Accountability Rating									3		
Points Evaluated for Federal School Improvement									3		
2026 TELPAS Progress Rate									29%		
2026 TELPAS Progress									185		
2026 TELPAS Total									632		
2025 TELPAS Progress Rate									38%		
Total Points										3	4

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
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating	3		4						4		
Points Evaluated for Federal School Improvement	3		4						4		
2025 % Students Meeting CCMR	90%	*	90%	*	-	-	-	-	90%		
2025 # Students Meeting CCMR	446	*	443	*	-	-	-	-	439		
2025 Total Students	495	*	492	*	-	-	-	-	488		
2024 % Students Meeting CCMR	73%	--	74%	--	--	-	-	-	73%		
Total Points										11	12

Comprehensive Needs Assessment

AREA LEADS:

Dr. Gina Saenz	Dean of Instruction
Otila Bazan	Teacher/Department Head
Zerlynda Cervantes	Teacher/Department Head
Brenda Vazquez	Teacher/Department Head
Jessica Ortega	Teacher/Department Head
Elizabeth Cuadra	Teacher/Department Head
Vanessa Rodriguez	Teacher
Rosa Cardenas	Head Counselor
Maribel Marin	Librarian

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

PSJA Memorial Early College High School provides teachers with a standards-aligned Guaranteed and Viable Curriculum, scope and sequence, instructional resources, and assessments designed to support mastery of the Texas Essential Knowledge and Skills (TEKS) and preparation for state assessments. Campus instructional practices are guided by student performance data, benchmark assessments, STAAR/EOC results, classroom formative assessments, and progress-monitoring data.

The campus demonstrates several areas of strength reflected in the 2026 TEA Accountability results:

- The campus earned an Overall Accountability Rating of A with a scaled score of 90.
- The Student Achievement Domain earned a scaled score of 87 (B).
- STAAR Performance earned a scaled score of 77, providing an identified opportunity for continued improvement in academic achievement.
- College, Career, and Military Readiness (CCMR) earned a scaled score of 92, demonstrating strong postsecondary readiness.
- The Graduation Rate earned a scaled score of 95, reflecting a strong commitment to student completion and graduation.
- Campus teachers and leaders use assessment and student performance data to identify gaps, monitor progress, and adjust instruction.
- Professional learning and collaborative planning are aligned to identified student needs and campus instructional priorities.
- Instructional practices incorporate strategies such as AVID/WICOR, SIOP, lesson internalization, writing strategies, and targeted intervention to support rigorous, student-centered instruction.
- Targeted academic supports, including EOC tutoring, after-school interventions, Power Saturdays, mini-academies, and content-specific intervention programs, are used to address identified learning gaps.
- Cross-curricular literacy strategies are integrated into instruction to strengthen students' reading comprehension, academic vocabulary, constructed responses, and extended written responses.
- Teachers participate in PLCs and data-review processes to analyze student performance and determine appropriate instructional responses.

Challenges

Although PSJA Memorial ECHS earned an A rating overall, the 2026 accountability results indicate an opportunity to strengthen the Student Achievement Domain, particularly STAAR Performance, which earned a scaled score of 77. The campus will focus on increasing the percentage of students demonstrating mastery of grade-level TEKS and performing at the Meets Grade Level or higher standard on STAAR/EOC assessments.

Key areas of need include:

- Student Achievement earned a scaled score of 87, establishing a campus goal to increase the domain score to 90 by the end of the 2026–2027 school year.
- STAAR Performance earned a scaled score of 77, making improvement in academic achievement on state assessments a primary instructional priority.
- Continued gaps in student performance across tested EOC subjects require content-specific interventions, targeted reteaching, and progress monitoring.
- Students performing below the Meets Grade Level standard require systematic intervention and accelerated instruction based on identified TEKS gaps.
- Continued emphasis is needed on reading comprehension, academic vocabulary, and writing across the curriculum, particularly students' ability to analyze complex texts and produce evidence-based constructed and extended responses.
- Mathematics instruction should continue to emphasize conceptual understanding, problem-solving, mathematical reasoning, and application of TEKS to increase EOC performance.
- Instructional teams must consistently use benchmark, formative, and common assessment data to identify specific student misconceptions and adjust instruction.
- Targeted support is needed for Emergent Bilingual, Special Education, At-Risk, and other identified student groups to ensure equitable access to rigorous instruction and academic interventions.
- Continued monitoring of the Guaranteed and Viable Curriculum, lesson internalization, instructional rigor, and alignment between classroom instruction and state assessment expectations is necessary.
- Professional development should continue to focus on high-impact instructional strategies, data-driven instruction, literacy across the curriculum, constructed/extended responses, and effective intervention practices.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the 2026–2027 school year, PSJA Memorial Early College High School will increase the Student Achievement Domain scaled score from 87 to 90, with targeted improvement in its components: STAAR Performance, College, Career and Military Readiness (CCMR), and Graduation Rate. Progress will be monitored through STAAR/EOC performance and other student achievement data, with targeted interventions, instructional adjustments, and academic support implemented to increase student performance and maintain strong postsecondary readiness and graduation outcomes.

OBJECTIVE 1: By June 2027, the percentage of English I EOC students that score meets grade level or above on STAAR English I EOC will increase from 45% to 50%. (demonstrating a 5% increase)

Strategy 1: We will meet weekly to internalize district curriculum and spiral out activities through collaboration and data desegregation, as well as keeping track of progress monitoring.
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, Content teachers, and CLL.
Action Steps:

- **Develop and Share a Weekly Lesson Plan:**
  Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week. Plan and deliver instruction using close reading strategies and the development of academic vocabulary to support rigor and performance at the Meets and Masters levels.
- **Analyze Data:**
  Analyze benchmark data to identify gaps in TEKS mastery and strategically group students during classroom instruction and tutoring to provide targeted, needs-based support.
- **Facilitate Collaborative Planning:**
  Facilitate PLCs and coaching cycles to support teachers in adjusting instruction-based on student performance, sharing best practices, and monitoring growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum/Pacing calendar/Daily lessons • IXL, Study Sync, Spring Board, Summit K12 and Lowman Instructional Resources • State and local student data • PLC and coaching protocols • Campus based progress monitoring system • English Academies • EOC student tracker (district) • Student Instructional Materials	• Lesson plans • Walkthrough and observation documentation • PLC sign -ins • Student Data • Student Grouping • Tutoring/intervention rosters • Meeting notes	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Improved performance on CFAs	• Formative assessments • Benchmarks [BMs] and Common formative assessments [CFAs] • STAAR • TELPAS • Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 2: By June 2027, the percentage of English I EOC students that score masters on STAAR ENGLISH I EOC will increase from 8% to 10%. (demonstrating a 2% increase)

Strategy 1: We will meet weekly to internalize district curriculum and spiral out activities through collaboration and data desegregation, as well as keeping track of progress monitoring.
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, Content teachers, and CLL.
Action Steps:

- **Develop and Share a Weekly Lesson Plan:**
  Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week. Plan and deliver instruction using close reading strategies and the development of academic vocabulary to support rigor and performance at the Meets and Masters levels.
- **Analyze Data:**
  Analyze benchmark data to identify gaps in TEKS mastery and strategically group students during classroom instruction and tutoring to provide targeted, needs-based support.
- **Facilitate Collaborative Planning:**
  Facilitate PLCs and coaching cycles to support teachers in adjusting instruction-based on student performance, sharing best practices, and monitoring growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum/Pacing calendar/Daily lessons • IXL, Study Sync, Spring Board, and Lowman Instructional Resources • State and local student data • PLC and coaching protocols • Campus based progress monitoring system • English Academies • EOC student tracker (district) • Student Instructional Materials	• Lesson plans • Walkthrough and observation documentation • PLC sign -ins • Student Data • Student Grouping • Tutoring/intervention rosters • Meeting notes	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Improved performance on CFAs	• Formative assessments • Benchmarks [BMs] and Common formative assessments [CFAs] • STAAR • TELPAS • Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 3: By June 2027, the percentage of English II EOC students that score meets grade level or above on STAAR English II will increase from 53% to 58%. (demonstrating a 5% increase)

Strategy 1: Teachers will implement reading and writing instruction focused on academic vocabulary and evidence-based writing to increase student performance through planning, intentional grouping, and progress monitoring.
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, Content teachers, and CLL.
Action Steps:

- **Develop and Share a Weekly Lesson Plan:**
  Plan and deliver instruction using close reading strategies and the development of academic vocabulary to support rigor and performance at the Meets and Masters levels.
- **Analyze Data:**
  Analyze benchmark data to identify gaps in TEKS mastery and strategically group students during classroom instruction and tutoring to provide targeted, needs-based support.
- **Facilitate Collaborative Planning:**
  Facilitate PLCs and coaching cycles to support teachers in adjusting instruction-based on student performance, sharing best practices, and monitoring growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum/Pacing calendar/Daily lessons • IXL, Study Sync, and Lowman Instructional Resources • State and local student data • PLC and coaching protocols • Campus based progress monitoring system • English Academies • EOC student tracker (district) Student Instructional Materials	• Lesson plans • Walkthrough and observation documentation • PLC sign -ins • Student Data • Student Grouping • Tutoring/intervention rosters • Meeting notes	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Improved performance on CFAs	• Formative assessments • Benchmarks [BMs] and Common formative assessments [CFAs] • STAAR • TELPAS • Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 4: By June 2027, the percentage of English II EOC students that score masters on STAAR ENGLISH I EOC will increase from will increase from 7% to 10%. (demonstrating a 3% increase)

Strategy 1: Teachers will implement reading and writing instruction focused on academic vocabulary and evidence-based writing to increase student performance through planning, intentional grouping, and progress monitoring.
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, Content teachers, and CLL.
Action Steps:

- **Develop and Share a Weekly Lesson Plan:**
  Plan and deliver instruction using close reading strategies and the development of academic vocabulary to support rigor and performance at the Meets and Masters levels.
- **Analyze Data:**
  Analyze benchmark data to identify gaps in TEKS mastery and strategically group students during classroom instruction and tutoring to provide targeted, needs-based support.
- **Facilitate Collaborative Planning:**
  Facilitate PLCs and coaching cycles to support teachers in adjusting instruction-based on student performance, sharing best practices, and monitoring growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System/ TEKS Guide/ TCMPC • Curriculum/Pacing calendar/Daily lessons • IXL, Study Sync, Spring Board, and Lowman Instructional Resources • State and local student data • PLC and coaching protocols • Campus based progress monitoring system • English Academies • EOC student tracker (district) Student Instructional Materials	• Lesson plans • Walkthrough and observation documentation • PLC sign -ins • Student Data • Student Grouping • Tutoring/intervention rosters • Meeting notes	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Improved performance on CFAs	• Formative assessments • Benchmarks [BMs] and Common formative assessments [CFAs] • STAAR • TELPAS • Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 5: By June 2027, the percentage of Algebra 1 EOC students that score meets grade level performance or higher for first time tester and high focus students will increase by at least 7% obtaining Meets 60% .

Strategy 1: Algebra I teachers will receive and collaborate in targeted training to unpack TEKS for depth, complexity, and academic vocabulary retention techniques. Teachers will use this learning to plan rigorous instruction that strengthens students' mathematical understanding and communication, while incorporating STAAR redesign-type questions to prepare students for the rigor, language, and format of the Algebra I EOC.

Timeline: August 2026 – June 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:

- **Data-Driven TEKS Analysis & Targeted Intervention:**
  Analyze TEKS and student data to identify priority skills, academic vocabulary, and learning gaps. Use findings to differentiate instruction and provide targeted interventions through pullouts, tutoring, and Saturday academies.
- **Collaborative Planning for Rigorous Instruction:**
  Collaboratively plan rigorous, standards-aligned instruction that strengthens academic vocabulary, mathematical communication, questioning, and differentiation based on student needs and performance data.
- **STAAR rigor & DESMOS Professional Learning:**
  Engage in targeted professional learning focused on STAAR redesign-type questions, DESMOS tools, academic vocabulary, and instructional strategies aligned to the rigor and language demands of the Algebra I EOC. Apply new learning to lesson design and classroom instruction and evaluate its impact on student performance.
- **Instructional Coaching & Classroom Support:**
  Provide weekly walk-throughs, peer walk throughs and coaching cycles focused on rigorous instruction, differentiation, student engagement, mathematical communication, and effective use of DESMOS, with actionable feedback based on classroom observations and student data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides/Curriculum •GoGuardian Pear Deck Learning •Lesson Plans •DESMOS virtual lessons/calculator •Student instructional materials • Wayground	•Walkthrough documents • Planning agendas • Curriculum Pacing Guide • Weekly planning schedule • Grow/Glow form for peer observation	•BM1 and BM2 scores show increases in student achievement and student performance growth. •Performance gaps amongst high focus groups will decrease. •Students will develop calculator skills that will aid in their achievement in STAAR. • Continued adjustment and reevaluation of instruction and assessments to reflect student needs.	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 6: By June 2027, the percentage of Algebra 1 EOC students that score masters performance for first time tester students will increase by 2 % obtaining 30 %.

Strategy 1: Campus leadership and Algebra 1 teachers will conduct structured review sessions following each CBA and benchmark assessment to collaboratively analyze data, identify trends in TEKS performance, and plan targeted instructional adjustments and classroom activities and formative assessments that address identified areas of need.

Timeline: August 2026 – June 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:

- **Data-Driven Small Group Instruction:**
  Conduct data analysis sessions after CBA and benchmark to identify campus-wide and teacher-specific strengths in TEKS, identify performance gaps, and trends to implement best practice sharing schedule.
- **Curriculum Alignment and Implementation:**
  Plan and align instructional activities that directly address low-performing TEKS, ensuring appropriate use of time, resources, and instructional supplies. needed.
- **Ongoing Teacher Collaboration and Planning:**
  Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.
- **Formative Assessment monitoring and adjustment:**
  Align formative assessments and review performance data to measure strengths, areas of concern, and adjust instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Lesson Plans • GoGuardian Pear Deck Learning •Lesson Plans •Bluebonnet Learning •TCMPC TCR •DESMOS virtual lessons/calculator •Student instructional materials	•Walkthrough documents • Planning agendas • Curriculum documents • Planning agendas • Classroom activities targeting low-performing standards	•BM1 and BM2 scores show increases in student achievement and student performance growth • Increased alignment between instruction and assessment • Improved student outcomes on redesign-type questions Higher quality of student responses and engagement in math tasks • Improved teacher integration of DESMOS in classroom instruction • Student demonstrate increased confidence using virtual tools	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

OBJECTIVE 7: By June 2027, the percentage of accelerated students meeting the college-readiness benchmark on the Math component of the ACT/SAT will increase by at least 5%.

Strategy 1: Campus leadership and accelerated math teachers will embed the new district ACT curriculum into instruction, collaboratively analyze ACT/SAT performance data, and plan rigorous college-readiness learning experiences. Teachers will receive targeted professional learning and use ongoing progress monitoring to adjust instruction and provide timely, data-driven support for students not yet meeting college-readiness benchmarks.

Timeline: August 2026 – June 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:

- **ACT Curriculum Implementation & Data Analysis:**
  Implement the district ACT Math curriculum and analyze ACT/SAT and benchmark data to identify priority skills, question types, and student learning gaps to guide instructional planning.
- **Collaborative Planning for College Readiness:**
  Collaboratively plan and embed the district ACT Math curriculum into accelerated instruction, connecting ACT skills to current content and reinforcing previously learned concepts through rigorous problem solving and mathematical reasoning.
- **ACT/SAT Professional Learning:**
  Provide targeted professional learning on the district ACT curriculum, ACT/SAT Math standards, question types, rigor, pacing, and effective instructional strategies to strengthen college-readiness instruction.
- **Formative Assessment monitoring and adjustment:**
  Use mini-assessments and unit assessments embedded in the district ACT curriculum to monitor student progress, identify skill gaps, adjust instruction, and provide targeted support for students not yet meeting college-readiness benchmarks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Lesson Plans • GoGuardian Pear Deck Learning •College Board Instructional Resources •ACT DESMOS virtual lessons/ calculator •Student instructional materials	•Walkthrough documents • Planning agendas • Curriculum documents • Planning agendas • Classroom activities targeting low-performing standards	•BM1 scores show increases in student achievement and student performance growth • Increased alignment between instruction and assessment • Improved student outcomes on redesign-type questions Higher quality of student responses and engagement in math tasks • Improved teacher integration of ACT DESMOS in classroom instruction • Student demonstrate increased confidence using virtual tools	•Formative assessments •Benchmarks [BMs] BM1 •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 8: By June 2027, the percentage of US History EOC students that score meets grade level or above on STAAR US History will increase by 15% & masters scores will increase 10%. Obtaining Meets 60% and Master 28%.

Strategy 1: Implementation of rigorous data-driven instructional activities
Timeline: August 2026- June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Campus Principal, SS Assistant Principal, Social Studies Department Chair, Social Studies teachers
Action Steps:
1) Review of historical student performance by student expectation.
2) Review of instructional activities by student expectation.
3) Development of student-centered instructional activities that are aligned to assessed curriculum and the rigor of STAAR 2.0 question types.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR data • Instructional resources, activities and materials • Qwizdom student assessment program and devices (data collection) • Professional development on STAAR data review and instructional pedagogy and methodology • Student incentives including snacks, prizes, field trips and supplies	• Lesson plans • Walkthrough documentation • Content planning agendas • PD Agendas	• Student Achievement gains on the STAAR assessment	• Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 9: By June 2027, the percentage of US History EOC students that score approaches grade level will increase 5% to 92% and 100% of re-testers will meet the passing standard.

Strategy 2: Implementation of tutorials during the school day (pull-out tutoring and academies), extended day and Saturdays.
Timeline: August 2026- June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Campus Principal, SS Assistant Principal, Social Studies Department Chair, Social Studies teachers
Action Steps:
1) Selection of target students based on performance on STAAR-aligned assessments.
2) Development of instructional activities aligned to target areas identified on STAAR-aligned assessments.
3) Execution of strategically planned tutorial sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR data • Instructional resources, activities and materials • Qwizdom student assessment program and devices (data collection) • Professional development on STAAR data review and instructional pedagogy and methodology • Student incentives including snacks, prizes, field trips and supplies	• Tutorial attendance rosters • Tutorial Plan of Action • Academy Plan of Action	• Student achievement gains on the STAAR assessment	• Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 10: By June 2027, the percentage of Biology EOC first time testers that score meets grade level or above and masters level on STAAR Biology will increase by 5%. Obtaining Meets 60% and Master 30%.
Strategy 1: Advanced Enrichment and Mastery-Focused Instruction
Timeline: August 2026 – June 2027
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:

1) Analyze Baseline Mastery Data: Review current Science STAAR data to identify students at meets and masters levels and pinpoint those close to Masters.
2) Integrate Mastery-Focused Activities into Daily Instruction: Embed critical thinking questions, problem-solving tasks, and real-world application projects in standard lessons.
3) Train Teachers on Differentiation and Mastery Instruction: Provide professional development on scaffolding for advanced learners, differentiation techniques, and designing enrichment tasks.
4) Identify Target Students for Mastery Support: Use data to select students near Meets level who show potential to reach master with additional support.
5) Implement Targeted Small-Group Enrichment Sessions: Schedule regular sessions focusing on higher-order skills, inquiry labs, and challenge problems for target students.
6) Conduct Frequent Formative Assessments: Use quizzes, performance tasks, and STAAR-style questions to monitor progress toward mastery.
7) Adjust Instruction Based on Assessment Data: Review assessment results regularly and refine instruction or intervention to address remaining gaps.
8) Engage Students and Families: Communicate the focus on mastery and encourage student ownership and family support for advanced learning.
9) Evaluate and Report Progress: Track growth in Masters-level performance quarterly and share outcomes with staff and stakeholders.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Pacing Guides and Curriculum •Lead4ward Field Guides •TCMPC TEKS Resource System and TFAR Assessments •Professional Development and conferences •Programs: Wayground, Gimkit, Gizmos, and McGraw Hill Textbook Resources •Lab Materials (lighters, consumables) •Lab Equipment (scales, microscopes, 3D Models) •STAAR Released Questions •School Supplies and Instructional Supplies •Incentives for performance (snacks, stickers, fidget toys, gift cards) •Snacks for tutoring and learning academies	•Walkthrough documents • Weekly alignment schedule • Planning agendas • Curriculum Pacing guide • Student Data wall	•BM1 and BM2 scores show increases in student performance • Increased proficiency on campus-based unit assessments • Higher quality of student responses and engagement • Student demonstrate increased confidence using virtual tools	•Formative assessments • BM1 and BM2 scores indicating progress toward STAAR readiness •STAAR scores •Student Growth Measures [SGMs] Pre/Post Tests • Teacher implementation fidelity as shown through observations and planning artifacts

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 11: By June 2027, the percentage of Biology EOC students that score approaches grade level will increase 10% to 90% and 100% of re-testers will meet the passing standard on STAAR Biology.

Strategy 2: Implementation of tutorials during the school day (pull-out tutoring and academies), extended day and Saturdays.
Timeline: August 2026- June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Campus Principal, Science Assistant Principal, Science Department Chair, Science teachers
Action Steps:
1) Selection of target students based on performance on STAAR-aligned assessments.
2) Development of instructional activities aligned to target areas identified on STAAR-aligned assessments.
3) Execution of strategically planned tutorial sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR data • Instructional resources, activities and materials • Professional development • Student incentives • Printer for teacher (STAAR released test) • Wayground/Blookit/Gimkit (online assessment resources with annual registration fees) • Dedicated COW for Re-testers • Summit K12 Accelerated Science Biology for Re-testers • Gizmos and McGraw Hill • Composition NBs and Binders • Attendance incentives (gift cards/snacks) (Devices from Gear Up)	Tutorial attendance rosters Tutorial Plan of Action •Walkthrough documents • Weekly alignment schedule • Planning agendas • Curriculum Pacing guide Student Data wall	• Student achievement gains on the STAAR assessment	• Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 12: By June 2027, the percentage of EB students that progress in TELPAS scores will increase by 5% holistically in all four domains obtaining 34% progress and reclassification will increase by 80 students for the 2026-2027 school year.

Strategy 1: Train teachers on effective ELPS strategies to improve instruction for Emergent Bilinguals.
Timeline: August 2026- June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Campus Principal, TELPAS Administrator, Lead TELPAS teachers
Action Steps:
1) Selection of target students based on performance on TELPAS.
2) Development of instructional activities aligned to target areas identified on the TELPAS assessment.
3) Execution of strategically planned academies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS data • Instructional resources, activities and materials • Professional development on TELPAS data review and instructional pedagogy and methodology • Student incentives including snacks, prizes, field trips and supplies • Summit K12	• Academy attendance rosters • Plan of Action	• Student achievement gains on the TELPAS assessment	• TELPAS • Summit K 12 • Writing samples with rubrics • Student Progress Monitoring • Formative Assessment • Benchmarks

Goal Area 1: Effective Teaching and Learning

***Annual Goal 1*: Student Achievement**

Objective 12: By June 2027, the percentage of EB students that progress in TELPAS scores will increase by 5% holistically in all four domains obtaining 34% progress and reclassification will increase by 80 students for the 2026-2027 school year.

Strategy 1: Implementation of academies during the school day for targeted students.
Timeline: August 2026- June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (high school)
Action Steps:
1) Order and purchase supplemental resources to guide teachers in navigating the ELPS in the subjects of Reading, Math, Social Studies, Science and RTI for EBs.
2) Provide professional development focusing on ELP integration and instructional strategies for EB students.
3) Implementation will be monitored through walkthroughs, with coaching and support provided during CLCs and PLCs, and instruction will be adjusted as needed based on ongoing monitoring.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Seidlitz Education materials including: ELPS Flipbook, Navigating the ELPS in core classrooms, RTI for EBs • PPD time and materials • DMAC student data profiles • Summit K 12 • Develop graphic organizers across content • Divide domains by content • Provide hard copies for students that do not have laptop/cow	• Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Professional Development sign in • Calendar Timeline: Oct. only during Wolverine Time and Nov.-March in all classes (45 minutes)	• Student Achievement gains on the TELPAS • Increase in reclassification • Improved proficiency in all four domains	• TELPAS • Summit K 12 • Writing samples with rubrics • Student Progress Monitoring

Goal Area 1: Effective Teaching and Learning

***Annual Goal 2*:** Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 1: Increase the percentage of students scoring 3 or higher on AP English Language from 20% to 30%, and on AP English Literature from 21% to 31%, while also increasing overall enrollment in AP English courses.

Strategy 1: Implement targeted AP exam practice through AP Classroom, mock exams, and writing workshops to strengthen student analytical and composition skills.

Timeline: August 2026- June2027

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

Persons Responsible: English AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

1) Provide Saturday/AP Lab sessions focused on FRQs and timed practice exams.
2) Use AP Classroom progress checks to monitor student growth.
3) Offer small-group tutoring for students near the “on target” threshold.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• AP Classroom • Mock Exams • Released FRQs • Novel Studies	• Tutoring logs • AP Bootcamp Unit1-4/ 2-5/3-6 • Unit Progress Monitoring	• Increase from 16–37% scoring 3+ to at least 26–47% • Increase in AP enrollment	• Semester benchmarks • Classroom assessments • Practice Timed essays • Unit Progress Checks: locked browsers

Goal Area 1: Effective Teaching and Learning

***Annual Goal 2*:** Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 2: Increase the percentage of students scoring 3 or higher on AP Calculus AB from 67% to 77%, AP Pre- Calculus from 13% to 23%, and AP Statistics from 5% to 15%, while maintaining 100% success in AP Calculus BC and expanding enrollment in AP math courses.

Strategy 1: Provide targeted instructional support through tutoring, problem-solving labs, and structured practice using released AP exam questions**.**

Timeline: August 2026- June 2027

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

Persons Responsible: Math AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

1) Identify students scoring below 2 on practice assessments and assign targeted tutorials.
2) Implement AP Saturday math workshops focused on FRQs and calculator skills.
3) Provide teacher PD on AP Math scoring rubrics and instructional strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• AP Classroom • AP Prep Books • Tutoring • TI-84 calculators • DESMOS • AP CED	• Tutoring attendance • PD logs • Benchmark results	• Growth from 6–14% scoring 3+ in Calculus AB to at least 16–24% • Growth from 9% - 15% scoring 3+ in AP statistics • Growth from • 19% -28% scoring 3+ in AP Pre-Calculus	• Mock exams • Benchmark reviews

Goal Area 1: Effective Teaching and Learning

***Annual Goal 2*:** Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 3: Increase the percentage of students scoring 3 or higher on AP Science exams (Biology, Chemistry, Environmental Science, Computer Science, Physics) from 0–60% ranges to at least 10–70%, while increasing student participation in AP science courses.

Strategy 1: Strengthen lab-based instruction and use AP Classroom progress checks to target content weaknesses.

Timeline: August 2026-June 2027

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

Persons Responsible: Science AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

1) Provide hands-on lab tutorials for Biology, Chemistry, and Physics.
2) Use practice exam data to re-teach low-performing units.
3) Partner students with mentors (teachers/peers) for content-specific tutoring.
4) Scheduling classes by level

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lab Supplies • AP online Classroom • Manipulatives • Simulation Software • Updated physical models • Outdoor Classroom • Calculators • Fiveable (online annual registration fee) • Gimkit & Waygrround • Incentives for attendance at tutorials and district AP bootcamp	• Lab attendance • Tutoring logs • Practice exam results •Walkthrough documents • Weekly alignment schedule • Planning agendas • Curriculum Pacing guide Classroom engagement	• Increase passing rates (currently as low as 0–16%) by 10% • Increased AP test participation • AP exam scores	• Semester data checks, • AP practice scores • AP Benchmarks

Goal Area 1: Effective Teaching and Learning

***Annual Goal 2*:** Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 4: Increase the percentage of students scoring 3 or higher on AP Social Studies exams (US History, World History, Government/Politics, Economics, Human Geography, European History) from 0–31% ranges to at least 10–41%.

Strategy 1: Increase AP student success through structured document-based question (DBQ/FRQ) writing workshops and Saturday/AP Lab review sessions.

Timeline: August 2026- June 2027

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

Persons Responsible:

Action Steps:

1) Implement DBQ writing clinics with peer review and teacher feedback.
2) Offer AP Saturday study sessions focused on multiple-choice and FRQs.
3) Align classroom instruction with AP exam rubrics and scoring guides.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• AP Classroom, • Released Exams, • Rubrics • Review Materials and resources • Student incentives	• Saturday Tutorials-agendas and rosters • AP Lab attendance, • Mock exam results	• Raise passing rates (currently as low as 0–30%) by at least 10%	• Benchmark assessments, • Assessment results

Goal Area 1: Effective Teaching and Learning

***Annual Goal 2*:** Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 5: Increase the percentage of students scoring 3 or higher on the AP Spanish Language exam from 35% to 45% and maintain 41% of students scoring 3 or higher on the AP Spanish Literature exam while also increasing student enrollment and participation in both AP Spanish courses.

Strategy 1:

Provide targeted support for AP Spanish Language and Literature students through data-driven instruction, AP resources, and recruitment of fluent Spanish speakers into AP course

Timeline: August 2026- June 2027

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

Persons Responsible: Spanish Department Chair, Spanish Teachers, Advanced Academics Coordinator, Counselors, Campus Administration

Action Steps:

1) Identify fluent Spanish speakers through assessments, classroom performance, and teacher recommendations, and encourage their enrollment in AP Spanish courses.
2) Provide AP-focused tutoring, benchmark assessments, and access to College Board/AP Classroom resources to strengthen student performance.
3) Facilitate professional development and AP workshops for Spanish teachers to enhance instructional practices and support student success.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• College Board/AP Classroom, • AP Workshops, • AP Benchmarks for AP Spanish • Tutoring	• Student enrollment in AP Spanish Language & Literature, • AP tutoring logs, • PD attendance, • Use of AP Classroom • Follow sequence of Spanish Pathways	• Increased percentage of students on target, • Increased enrollment in AP Spanish courses	• Semester reports, • Benchmark data, • Classroom assessments

AREA LEADS:

Rebecca Youngeberg	Assistant Principal
Norma Zavala	Teacher/Department Head
Klarissa Garcia	Teacher/Department Head
Oscar Barbosa	Teacher/Department Head
Martin Trevino	Teacher/Department Head
Maria del Rosario Garcia	Teacher/Department Head
Albesa Contreras	DC Teacher
Emilio Champion	Teacher
Rachelle Gonzalez	Teacher
Areli Garcia	Student
Giovani Cantu Garza	Student
Carlos Garza	Head Custodian
Rafaela Delgado	Paraprofessional

GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

PSJA Memorial Early College High School provides a comprehensive system of academic and student supports designed to address the needs of all learners, including Emergent Bilingual (EB), Special Education (SPED), At-Risk, and other identified student groups. Student support systems are informed by assessment data, student performance, individual student needs, and progress-monitoring information.

The 2026 TEA Accountability Report reflects several significant campus strengths:

- PSJA Memorial ECHS earned an Overall Accountability Rating of A with a scaled score of 90.
- The Closing the Gaps Domain earned a scaled score of 92 (A), demonstrating strong overall performance in addressing outcomes for student groups.
- The Student Achievement Domain earned a scaled score of 87 (B).
- College, Career, and Military Readiness (CCMR) earned a scaled score of 92, reflecting strong postsecondary readiness outcomes.
- The Graduation Rate component earned a scaled score of 95, with a component score of 99.6%, demonstrating a strong commitment to keeping students on track for graduation.
- The campus continues to provide targeted academic supports, including EOC tutoring, after-school tutoring, Power Saturdays, mini-academies, content-area interventions, and accelerated instruction.
- PLCs and collaborative planning provide structures for teachers to analyze student data, identify individual learning gaps, and develop targeted instructional responses.
- The campus provides support structures for SPED and EB students, including appropriate instructional accommodations, intervention, progress monitoring, and collaboration among general education and specialized support personnel.
- The campus's strong CCMR and graduation outcomes indicate that student-support systems are effectively contributing to students' persistence, completion, and postsecondary readiness.

Challenges

Although PSJA Memorial ECHS earned an A rating overall, the 2026 accountability results identify Student Achievement and STAAR Performance as areas requiring continued improvement. Student Achievement earned a scaled score of 87, while STAAR Performance earned a scaled score of 77.

The primary challenge is ensuring that all student groups, particularly Special Education and Emergent Bilingual students, demonstrate increased performance across STAAR/EOC content areas and move from lower performance levels toward Meets Grade Level and Masters Grade Level.

Specific areas of focus include:

- English I / English II: Strengthen reading comprehension, academic vocabulary, constructed response, and extended written response skills for SPED and EB students.
- Algebra I: Increase mastery of prerequisite mathematical concepts, problem-solving, mathematical reasoning, and application of TEKS for SPED and EB students.
- Biology: Strengthen scientific reasoning, analysis of data, academic vocabulary, and application of content knowledge for SPED and EB students.
- U.S. History: Strengthen students' ability to analyze primary and secondary sources, interpret historical evidence, and construct evidence-based responses.
- Increase the percentage of SPED and EB students achieving Meets and Masters performance levels across all EOC-tested content areas.
- Implement more systematic Tier 2 and Tier 3 interventions for students who demonstrate persistent academic gaps.
- Strengthen progress monitoring so that intervention decisions are based on timely student performance data and student response to intervention.
- Ensure that instructional accommodations documented in students' IEPs, 504 plans, and other applicable plans are consistently implemented.
- Strengthen collaboration between general education teachers, Special Education teachers, EB support personnel, counselors, interventionists, and administrators to ensure that student supports are coordinated and responsive.
- Continue monitoring students who are not meeting course or grade-level expectations and provide early intervention before academic gaps become more significant.
- Maintain the campus's strong CCMR and graduation outcomes while increasing the academic performance component of student achievement.

Goal Area 2: Student Supports

Annual Goal 1: **School Progress**
By June 2027, PSJA Memorial Early College High School will increase overall student proficiency progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs) using the updated English Language Proficiency Standards (ELPS), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: School Administration, all campus teachers, CLL & support staff
Action Steps:

- Embed Stems in Daily Content Objectives & Tasks:
  Display sentence stems alongside your learning objective or essential question, provide visuals, and google translate, dual language word wall.
- Use Partner or Group Talk with Scaffolded Prompts:
  During collaborative activities (like Think-Write-Pair-Share or group discussions), assign stems to guide student responses, Jigsaw, Gallery Walk, Role-Playing with scripts
- Create a Classroom Language Toolkit: Vocabulary, Reference Sheets, Visual Supports Library, Conversation Cards for Workplace Scenarios, Audio and Video References, and Graphic Organizers for Language Practice

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC TEKS Resource System • District Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • Summit K12 • Writing TELPAS prompts	• Curriculum documents • Lesson plans • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Summit K-12

Goal Area 2: Student Supports

Strategy 2: Vocabulary Instruction
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, & Bilingual Funds
Persons Responsible: Executive Officers, Content Coordinators, School Administration, Content teachers, CLL
Action Steps:

- **Pre-Teach Vocabulary:**
  Before introducing new content, select key academic vocabulary and pair each word with a picture, diagram, or gesture.
- **Use Realia and Hands-On Materials During Instruction:**
  Bring in real objects or manipulatives related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).
- **Interactive Vocabulary Journals:**
  Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Summit K12 Diagnostic

Goal Area 2: Student Supports

Strategy 3: Incorporate Structured Collaborative Conversations
Timeline: August 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: School Administration, all campus teachers, CLL & support staff
Action Steps:

- **Establish and Teach Conversation Norms & Roles:**
  Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign role. Use Sentence Stems and Conversation Prompts: Provide students with sentence starters to guide academic discussion.
  - **Implement Consistent Routines like Think-Write-Pair-Share:**
    Build collaborative talk into daily instruction with routines such as:
    - Think-Pair-Share: Students think individually, share with a partner, then with the group.

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

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: August 2026 – June 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, Case Monitoring, Inclusion Teachers, and CCMR Post Secondary
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 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
• TCMPC TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • Continue to meet w/ dept. to discuss student data (SPED time, attendance, behavior and attention)	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 2: Student Supports

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter
Timeline: August 2026 – June 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, General ED, Special Ed. Teacher
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, student group 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 to ensure all student pops have access to appropriate support and interventions. 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
• TEKS Resource System • Curriculum Templates/Calendar • Reading by Design • IXL • monitoring system • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Special population data review documentation	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Achievement gains across special populations	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 2: Student Supports

Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 Instruction
Timeline: August 2026 – June 2027 **Title I School Components: T**itle I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Gen Ed Teacher, Special Ed. Teacher, Case Monitor
Action Steps:

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**
  Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 support instruction.
- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**
  Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)
- **Track Student Participation and Progress After Each Session:**
  Use a simple log or digital form to document attendance, instructional focus, ICS logs, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • Reading by Design • SuccessEd program • professional development on tier 2/3 instructions • prof. development in strategies/implementation techniques rather than tiers training • touch computer • CPI training • De-escalation techniques • Desktop in designated room • Printer and scanner for room	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Designated time/schedule embedded during school day	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

AREA LEADS:

Dr. Raquel Garcia	Principal
Esteban Trevino	Early College Director
Maria Cantu	CLL
Analyssa Shultis	Teacher
Carlos Flores	DC Teacher
Diego Figueroa	Teacher
Veronica Garza	Teacher
Javier Garza	Teacher
Naomi Perez	Student

GOAL AREA 3: Leadership Growth

Areas Reviewed: Instructional Leadership, Data-Driven Decision Making, Teacher Development, and Student Performance Student Performance

Strengths

PSJA Memorial Early College High School demonstrates a strong foundation of instructional leadership focused on continuous improvement, data-driven decision making, and student achievement. Campus leaders use state accountability results, STAAR/EOC data, benchmark assessments, classroom observations, and PLC data to identify areas of strength and prioritize instructional improvement. The 2026 TEA Accountability results provide evidence of effective campus leadership while also identifying opportunities for continued growth:

- The campus earned an Overall Accountability Rating of A with a scaled score of 90.
- Closing the Gaps earned a 92 (A), demonstrating strong leadership in addressing the needs of diverse student groups.
- Student Achievement earned an 87 (B), providing an opportunity for leadership to further strengthen academic outcomes.
- School Progress earned an 89 (B), demonstrating positive student progress while identifying room for continued growth.
- CCMR earned a 92, reflecting strong leadership in preparing students for college, career, and military pathways.
- Graduation Rate earned a 95, demonstrating effective systems for monitoring student progress toward graduation and supporting student completion.
- Campus leaders establish structures for PLCs, collaborative planning, data analysis, instructional coaching, and professional development aligned to identified student needs.
- Leadership uses assessment data to identify performance gaps and develop targeted interventions, including EOC tutoring, Power Saturdays, mini-academies, after-school tutoring, and content-specific interventions.
- Professional development is aligned to campus performance data and instructional priorities, with emphasis on high-impact instructional practices, literacy, writing, data analysis, and student engagement.
- Campus leadership promotes collaboration among administrators, department heads, teachers, counselors, interventionists, and support staff to establish shared responsibility for student outcomes.

Challenges

The 2026 accountability results indicate that continued leadership growth is needed to translate the campus's strong overall performance into increased Student Achievement and STAAR Performance. While the campus earned an A overall, the Student Achievement score of 87 and STAAR Performance score of 77 indicate an opportunity for leaders to strengthen instructional systems and ensure greater consistency in implementation.

Key leadership challenges include:

- Increase the Student Achievement Domain from 87 to 90 through stronger instructional leadership and more consistent monitoring of student performance.
- Improve STAAR Performance (77) by ensuring that campus instructional practices are consistently aligned to TEKS, assessment expectations, and identified student learning gaps.
- Strengthen the use of disaggregated data to identify performance gaps among Emergent Bilingual, Special Education, At-Risk, and other identified student groups.
- Increase leadership monitoring of the effectiveness of Tier 2 and Tier 3 interventions, ensuring that interventions are implemented consistently and adjusted when students do not demonstrate sufficient growth.
- Strengthen the connection between PLC discussions, instructional planning, classroom implementation, and student outcomes.
- Increase accountability for the implementation of campus instructional priorities, particularly literacy across the curriculum, writing, constructed responses, and content-specific academic vocabulary.
- Provide targeted professional development based on teacher needs identified through T-TESS observations, walkthroughs, student performance data, and PLC reviews.
- Strengthen leadership capacity among department heads and teacher leaders so that instructional monitoring and data-driven decision making occur consistently across departments.
- Establish clearer short-cycle progress-monitoring systems to determine whether instructional adjustments and interventions are producing measurable student growth.
- Continue leveraging the campus's strong CCMR, graduation, and Closing the Gaps outcomes while focusing leadership efforts on increasing academic achievement.

Goal Area 3: Leadership Growth

***Annual Goal 1*: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction**

OBJECTIVE 1: Increase the consistency and effectiveness of high-quality, student-centered instruction by ensuring teachers maximize instructional time, implement rigorous standards-aligned lessons, actively engage students in learning, and use formative assessment to monitor and respond to student needs.

Strategy 1: Implement a campus-wide instructional framework focused on maximizing instructional time, rigorous TEKS-aligned instruction, student engagement, lesson internalization, and effective checks for understanding.
Timeline: August 2026 – June 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 clear campus expectations for maximizing instructional time, including minimizing transitions, downtime, and non-instructional activities.
- Provide professional development on high-quality instruction, student engagement, lesson internalization, questioning strategies, checks for understanding, and differentiation
- Require teachers to plan and internalize standards-aligned lessons using the district Lesson Internalization Guide
- Use walkthrough and observation data to identify campus-wide and individual professional learning needs.
- Utilize PLCs to analyze student performance data and collaboratively plan rigorous, engaging lessons and interventions.
- Provide targeted coaching, modeling, and feedback to teachers based on observation and student performance data.
- Share effective instructional practices and exemplars across departments to build collective teacher capacity.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC TEKS Resource System • T-TESS rubric and walkthrough tools • District Curriculum • Lesson Internalization Guide • Benchmark and STAAR/EOC data • State and local student data • Campus based progress monitoring system • Google drive folders • Technology tools to revise, create, and edit lesson plans • Teacher made rubrics	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology • Change Student Roles Weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Peer Monitoring (formative assessments)

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: August 2026 – June 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 dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • annotated lesson plans using technology	• Walkthrough documents • Student Roles • Change Student Roles Weekly	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: August 2026 – June 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:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (weekly), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans once a month in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data	• Training Agenda • Collaborative Learning Community Meetings • Weekly Check-In Meetings • Interactive Folders • Peer and Self Evaluation	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by June 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development
Timeline: August 2026 – June 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 evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations • Plan from administrator for professional development • Add checkpoints • Differentiated support	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Survey sent to teachers to rate the impact of strategies taught • Photos/highlights in action	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: August 2026 – June 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:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design new hires interview protocols that reflect identified traits and competencies of high-performing teachers.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.
- Evaluation trends to measure student growth

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 • Ongoing professional development • 3 year plan with continued support	• Walkthrough documents • peer to peer observations • summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth • Measurable hiring and retention outcomes	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability •

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: August 2026 – June 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:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.
- Middle of Year and End of Year check-in

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	• Training Agenda • Collaborative Learning Community Meetings • Shout Out wall • Department Planning Day	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability

AREA LEADS:

Daleth Juarez	Assistant Principal
Lee Garcia	Assistant Principal
Olga Tamez-Lozano	Parent Educator
Javier Gonzalez	Head Soccer Coach
Beverly Esparza	Teacher
Rosa Grimaldo Luna	Parent
Julissa Hernandez	Parent
City of Alamo Representative	Community Member
El Manjar Bakery Representative	Business Member
Lesley Martinez	Liaison
Alexis Sandoval	Student
Jorge Lozano	Teacher/Campus PR

GOAL AREA 4: Family Community

Areas Reviewed: Family Engagement, Community Partnerships, Student Achievement, and Postsecondary Readiness

Strengths

PSJA Memorial Early College High School recognizes families and community partners as essential partners in student success. The campus has established systems to communicate student progress, provide academic and postsecondary information, connect families with available resources, and engage community partners in supporting student achievement and college, career, and military readiness.

The 2026 TEA Accountability results demonstrate several areas of strong student outcomes that provide a foundation for continued family and community engagement:

- The campus earned an Overall Accountability Rating of A with a scaled score of 90.
- Closing the Gaps earned a scaled score of 92 (A), demonstrating a strong commitment to supporting diverse student populations and reducing achievement gaps.
- College, Career, and Military Readiness (CCMR) earned a scaled score of 92, reflecting strong postsecondary readiness outcomes.
- The Graduation Rate earned a scaled score of 95, demonstrating that the campus effectively supports students in remaining on track for graduation.
- The campus provides families with opportunities to receive information regarding academic progress, graduation requirements, STAAR/EOC assessments, college and career readiness, advanced coursework, and available interventions.
- Campus staff collaborate with families, counselors, teachers, and support personnel to address academic and student needs.
- Community partnerships and postsecondary connections provide students with opportunities to explore college, career, and military pathways.
- The campus's Early College model provides a strong foundation for engaging families in discussions about postsecondary education and long-term student success.

Challenges

While PSJA Memorial ECHS demonstrates strong outcomes in **Closing the Gaps, CCMR, and Graduation Rate**, the **Student Achievement Domain score of 87** and **STAAR Performance score of 77** indicate an opportunity to strengthen family and community engagement as a component of the campus's academic improvement efforts.

Key challenges include:

- Increase meaningful family engagement around student academic achievement, particularly in response to STAAR/EOC performance and identified learning gaps.
- Strengthen communication with families of students who are performing below the Meets Grade Level standard to ensure parents/guardians understand available interventions and how they can support learning at home.
- Increase family awareness and participation in tutoring, EOC preparation, Power Saturdays, mini-academies, and other academic intervention opportunities.
- Develop targeted outreach for families of Emergent Bilingual and Special Education students to ensure they are informed about academic progress, instructional supports, accommodations, and available resources.
- Strengthen two-way communication so family engagement moves beyond information-sharing toward active collaboration in student goal-setting and academic decision-making.
- Increase parent/guardian participation in activities related to college applications, financial aid, dual credit, CCMR indicators, career exploration, and postsecondary planning.
- Expand partnerships with community organizations, colleges, businesses, and other stakeholders to provide additional academic, mentoring, career, and postsecondary opportunities.
- Use student performance data to identify groups of families who may require additional outreach, resources, or flexible engagement opportunities.
- Continue strengthening communication regarding graduation requirements and ensure students and families understand the steps necessary to remain on track for graduation and postsecondary readiness.

Goal Area 4: Family Community

***Annual Goal 1*:** By the end of the 2026–2027 school year, PSJA Memorial Early College High School will increase meaningful family and community engagement by 30%, as measured by participation in academic, college/career/military readiness, attendance, and family engagement activities, while increasing opportunities for families to provide feedback, participate in decision-making, access resources, and collaborate with the campus to support student achievement and postsecondary success

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

Strategy 1: Provide predictable monthly family engagement opportunities that build relationships, increase parent knowledge, and connect families to academic, assessment, attendance, graduation, and postsecondary resources.
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 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., Meet the Teacher/Open House, Special Education Parent Conference, Café Sessions with Counselors, Literacy Night, TELPAS Night, Curriculum Night, Graduation/Graduation Requirements Night, FAFSA/Financial Aid Workshop, and Attendance Awareness Events)
- **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: Provide monthly family workshops that equip parents/guardians with the knowledge and resources necessary to support academic achievement, graduation, college readiness, career readiness, and student success.
Timeline: September 2026 – June 2027
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- **Identify Key Workshop Topics Through Family Input:**
  Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.
- **Schedule and Promote Monthly Parent Workshops:**
  Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.
- **Send Home Resources for Continued Support:**
  After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

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

Goal Area 4: Family Community

Strategy 3: Create inclusive opportunities that strengthen relationships among students, families, staff, and community members while celebrating the diverse cultures and talents represented at PSJA Memorial ECHS.
Timeline: September 2026 – June 2027
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
  Host family-centered celebrations such as a **Día de los Muertos, Tradiciones Mexicanas Concert, Fall Festival**, **Posada**, and **Spring Festival**, 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.
- **Implement Two-Way Communication Systems:**
  Allow families to receive information, ask questions, provide feedback, submit concerns, and make recommendations through parent meetings, surveys, phone calls, email, digital communication, and individual conferences.
- **Conduct targeted outreach and family support opportunities for Special Population:**
  Offer outreach opportunities for Special Education, 504, and Emergent Bilingual families to provide information regarding academic progress, instructional supports, accommodations, assessment expectations, and available campus resources.

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 2026–2027 school year, PSJA Memorial Early College High School will increase and maintain an average daily student attendance rate of at least 95% through targeted family outreach, proactive attendance interventions, community partnerships, and student engagement strategies. These efforts will focus on reducing barriers to attendance, increasing student and family accountability, and ensuring students have consistent access to instruction and academic support necessary for student achievement, graduation, and postsecondary 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 2026 – June 2027
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
  Host parent information sessions, send monthly newsletters to promote the importance of daily attendance. Provide targeted family outreach to students demonstrating attendance concerns and connect families with campus and community resources designed to remove barriers to regular 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 2026 – June 2027
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- **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 2026 – June 2027
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- **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:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	PSJA Memorial ECHS is committed to our vision: At PSJA Memorial ECHS, we are committed to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance, inclusion, and excellence. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of

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

FamilyTrainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Nights/Open House at PSJA Memorial ECHS (September 2026 and March 2027) • Parent-Teacher Conferences (August 2026 - June 2027) • Adult Literacy Book Club for Parents (September 2026 - May 2027) • Winter Literacy Night (December 9, 2027) • Tradiciones Mexicanas Concert (September 2026-2027) Folklorico, Conjunto, Mariachi, etc. • Halloween Trunk/ Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) Saturday Morning- Alamo Rd, Alamo Texas • School Health Advisory Committee Meetings (October 2026), (February 2027) and (April 2027) • Special Education Parent Conference (November 2026-June 2027) • National Parent Involvement Day (November 2026-2027) • Café Sessions with Counselors (September 2026 - May 2027) • Book Authors for Student and Parent Sessions (August 2026 - June 2027) • Christmas Posada Family Event (December 2027) @ PSJA Stadium Evening Event • Understanding State and Local Assessments (August 2026 - March 2027) • District Programs Presentation Sponsored by Dual Language and Parental Engagement (March 2027) • District Advisory Council Officer Meetings for Parent Officers from all Campuses (October 2026, December 2026, and March 2027 @ Bowie Parent Center.
Curriculum	PSJA Memorial ECHS utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TCMPC TEKS Resource System and TCR • Lead4Ward Field Guides • Pear Assessment • Study Sync • Summit k12 • District created curriculum • Lowman • IXL • Bluebonnet Learning • ExploreLearning • DESMOS virtual lessons and calculator • Qwizdom

	• Gizmos • McGraw Hill • Wayground • Gimkit • Fiveable • Reading by Design			
Forms of Academic Assessments	PSJA Memorial ECHS All students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to 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 Memorial ECHS tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	PSJA Memorial ECHS values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. PSJA Memorial ECHS welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	PSJA Memorial ECHS values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success**.**			
School-Parent Compact	**The School's Responsibilities**	**The Guardian's Responsibilities**	**The Student's Responsibilities**	**On-Going Communication**
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and

	communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	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.	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.	phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family. **This policy is also available in Spanish. (Esta política también está disponible en español.)**				

2025-2026 Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	PSJA Memorial ECHS está comprometida con nuestra visión: Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA**)** y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116.La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I**.** En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así

	como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En **s**eptiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Noches de Conozca al Maestro/Casa Abierta en PSJA Memorial ECHS (septiembre de 2026 y marzo de 2027) • Conferencias de Padres y Maestros (agosto de 2026 - junio de 2027) • Club de Lectura de Alfabetización para Padres (septiembre de 2026 - mayo de 2027) • Noche de Alfabetización de Invierno (9 de diciembre de 2027) • Concierto de Tradiciones Mexicanas (septiembre de 2026 - 2027): Folklórico, Conjunto, Mariachi, etc.

	• Noche Familiar de Halloween: Trunk or Treat (octubre de 2026) • Desfile de Red Ribbon (octubre de 2026), sábado por la mañana - Alamo Road, Alamo, Texas • Reuniones del Comité Asesor de Salud Escolar (octubre de 2026, febrero de 2027 y abril de 2027) • Conferencia para Padres de Educación Especial (noviembre de 2026 - junio de 2027) • Día Nacional de la Participación de los Padres (noviembre de 2026 - 2027) • Sesiones de Café con los Consejeros (septiembre de 2026 - mayo de 2027) • Autores de Libros para Sesiones con Estudiantes y Padres (agosto de 2026 - junio de 2027) • Posada Navideña Familiar (diciembre de 2027) en el Estadio de PSJA, evento vespertino • Comprendiendo las Evaluaciones Estatales y Locales (agosto de 2026 - marzo de 2027) • Presentación de los Programas del Distrito, patrocinada por el Departamento de Lenguaje Dual y Participación de los Padres (marzo de 2027) • Reuniones de Oficiales del Consejo Asesor del Distrito para los Representantes de Padres de todos los planteles (octubre de 2026, diciembre de 2026 y marzo de 2027) en el Centro de Padres Bowie
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. PSJA Memorial ECHS utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TCMPC TEKS Resource System and TCR • Lead4Ward Field Guides • Pear Assessment • Study Sync • Summit k12 • District created curriculum • Lowman • IXL • Bluebonnet Learning • ExploreLearning • DESMOS virtual lessons and calculator • Qwizdom • Gizmos • McGraw Hill • Wayground • Gimkit • Fiveable • Reading by Design

Formas de Evaluacion Académica	PSJA Memorial ECHS Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards PSJA Memorial ECHS da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.			
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. PSJA Memorial ECHS valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	PSJA Memorial ECHS reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	**Las responsabilidades de la escuela**	**Las responsabilidades del guardián**	**Las Responsabilidades del Estudiante**	**Comunicación Continua**
	-Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas	-Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles.

	- Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! **Esta política también está disponible en inglés.**				