Agenda of Special Meeting

The Board of Trustees
San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!

A Special Meeting of the Board of Trustees of San Elizario ISD will be held in person on Tuesday, September 17, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**
   Mr. Eduardo Chavez, Board President
   A. Call Meeting to Order
   B. Roll Call
   C. Establish Quorum
   D. The Pledge of Allegiance 6
      San Elizario ISD Student
   E. Texas Pledge of Allegiance 7
      San Elizario ISD Student
   F. **San Elizario ISD Mission Statement**
      The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.
      Mr. Eduardo Chavez, Board President
2. **OPEN FORUM** (five-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
   A. Bee Real 2024 San Elizario ISD Participants
      Mr. Lorenzo Luevano, Board of Trustee
   B. Teacher and Employee of the Month for San Elizario High School

Mr. Troy Enriquez, Principal, San Elizario High School

C. Introduction of new Human Resources Coordinator - Ms. Stephanie Ruiz
Dr. Jeannie Meza-Chavez, Superintendent

D. Introduction of new Instructional Programs Administrator - Ms. Leticia De Santos
Dr. Jeannie Meza-Chavez, Superintendent

E. Introduction of new Associate Superintendent - Ms. Blanca Cruz
Dr. Jeannie Meza-Chavez, Superintendent

4. **NEW BUSINESS / BOARD ACTION ITEMS**

A. Team Building Training as required by statute, provided by MoakCasey, LLC., to include introduction to the Strategic Planning Process — 8
Dr. Jodi Duron, MoakCasey Vice-President, and Mr. Greg Gibson, MoakCasey Chief Strategy Officer

B. Advocacy & Engagement Board Training, provided by MoakCasey, LLC., to include Setting the Belief(s) Statement with the Strategic Advisory Committee
Dr. Jodi Duron, MoakCasey Vice-President, and Mr. Greg Gibson, MoakCasey Chief Strategy Officer

C. Book Study Discussion on: *The Governance Core* — 13
Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent
1. Chapter 3: Superintendent Governance Mindset
2. Chapter 4: Welcoming New Trustees

D. Student Outcome Goals
1. San Elizario High School - Monitoring Student Progress — 21
Mr. Troy Enriquez, Principal, San Elizario High School

E. Public Hearing on Proposed Tax Rate for the 2024-2025 fiscal year — 32
Mr. Norberto Rivas, Chief Financial Officer

F. Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2024-2025 School Year — 44
Mr. Norberto Rivas, Chief Financial Officer

G. Discussion and budget update for the 2024-2025 School Year — 46
Mr. Norberto Rivas, Chief Financial Officer

H. Consider and possible Board action to amend the 2024-2025 general fund budget — 73
Mr. Norberto Rivas, Chief Financial Officer

5. **CONSENT AGENDA** - Consider and possible Board action on

A. Financial Reports
Mr. Norberto Rivas, Chief Financial Officer
1. Tax Report — 75
2. Financial Statements — 77
3. Investment Report — 81
4. Purchase Orders exceeding $25,000.00 — 92
   - PO# 51854 - Labatt Food Service LLC - $85,000.00
   - PO# 51855 - City Fence & Pipe Co - $75,658.00
5. Budget Amendment — 96

B. Consider and possible Board action to approve request for competitive sealed proposals for risk management insurance provider (RFP#25-1161) — 98
Mr. Norberto Rivas, Chief Financial Officer, and Ms. Nancy Tinoco, Purchasing Specialist

C. Consider and possible Board action to approve the final payment to AREDI Enterprises, LLC for the modifications to room 510 - Health Science Classroom PO#51358 — 118
Mr. Norberto Rivas, Chief Financial Officer

D. Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 25, 2024 — 120
Mr. Norberto Rivas, Chief Financial Officer

E. Consider and possible Board action on the Aliviane - Memorandum of Understanding and Agreement — 127
Ms. Blanca Cruz, Associate Superintendent, and Mr. Troy Enriquez, SEHS Principal

F. Consider and possible Board action on Creative Kids MOU — 131
Ms. Blanca Cruz, Associate Superintendent, Mr. Troy Enriquez, SEHS Principal, and Mr. Edgar Ponce, Federal & Special Programs Coordinator

G. Consider and possible Board action to approve revision to the 2024-2025 District Calendar — 140
Ms. Lisa Renegar, Research and Evaluation Administrator

H. 2024-2025 District and Campus Improvement Plans — 142
Ms. Lisa Renegar, Research & Evaluation Administrator
1. San Elizario Independent School District — 143
2. San Elizario High School — 256
3. Ann M. Garcia-Enriquez Middle School — 351
4. Lorenzo G. Alarcon Elementary School — 415
5. Alfonso Borrego, Sr. Elementary School — 470
6. Josefa L. Sambrano Elementary School — 522
7. Lorenzo G. Loya Primary School — 579

I. Consider and possible Board action on disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.
1. Technology Department — 631
Mr. Horacio Hernandez, Executive Director Technology
2. Support Services Department — 634
Mr. Jesus Martinez, Executive Director Support Services

J. Consider and possible Board action on approval of minutes for the following:
Board of Trustees
1. August 14, 2024 - Regular Board Meeting — 643

6. **PRESENTATION / REPORTS / INFORMATION**

A. Presentations
1. No items

B. Reports
1. Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School — 654
Ms. Lisa Renegar, Research and Evaluation Administrator
2. Annual Report on Cooperative Purchasing Fees for FY 2023-2024 — 656
Mr. Norberto Rivas, Chief Financial Officer
3. Meal Service Update
Ms. Agueda Reyes, Executive Director Child Nutrition Services

a. July 2024 658
b. August 2024 659

C. Information

1. Board Training
   Dr. Jeannie Meza-Chavez, Superintendent
   a. TASA | TASB Convention txEDCON24 - September 27 - September 29, 2024 in San Antonio, TX 660
   b. Far West Texas School Boards Association Meetings 669
      - Saturday, November 16, 2024 - 8:30 am to 4:30 pm
      - Thursday, February 27, 2025 - 5:30 pm to 8:30 pm (Team of 8)
      - Tuesday, May 6, 2025 - 5:00 pm to 9:00 pm
      - Saturday, July 12, 2025 - TBD
2. Update on FB (EXHIBIT), DIA (EXHIBIT) and FFH(EXHIBIT) 670
   Dr. Jeannie Meza-Chavez, Superintendent

7. **EXECUTIVE SESSION**
   The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:
   A. Discussion on Employee / Board / Superintendent Communication
   B. Discussion on Special Education Department personnel matters
   C. Discussion regarding the Administration's recommendation for the Assistant Principal positions at San Elizario High School
      Dr. Jeannie Meza-Chavez, Superintendent
   D. Discussion regarding the Administration's recommendation for the Principal position at Lorenzo G. Alarcon Elementary School
      Dr. Jeannie Meza-Chavez, Superintendent
   E. Discussion regarding the Administration's recommendation for the Executive Director of Human Resources position
      Dr. Jeannie Meza-Chavez, Superintendent
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
   A. Discussion and possible Board action to approve the Administration's recommendation for the Assistant Principal positions at San Elizario High School
      Dr. Jeannie Meza-Chavez, Superintendent
   B. Discussion and possible Board action to approve the Administration's recommendation for the Principal position at Lorenzo G. Alarcon Elementary School
      Dr. Jeannie Meza-Chavez, Superintendent
   C. Discussion and possible Board action to approve the Administration's recommendation for the Executive Director of Human Resources position
      Dr. Jeannie Meza-Chavez, Superintendent
9. **NEXT MEETING DATE:**
   Regular Board Meeting: Wednesday, October 9, 2024, at 5:30 p.m.
10. **ADJOURNMENT**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

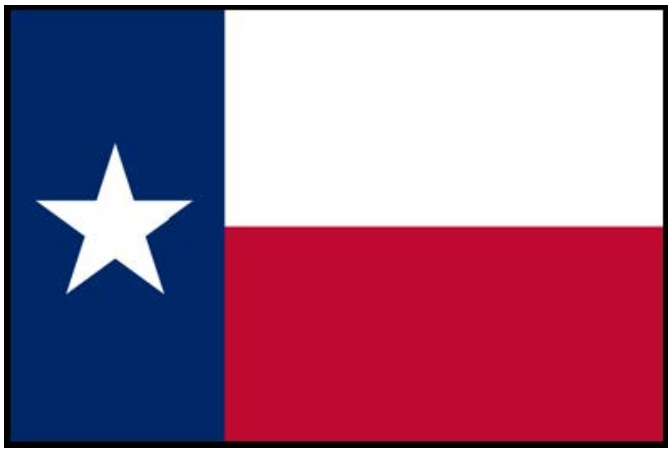
551-071	Private consultation with the board's attorney.
551-072	Discussing purchases, exchange, leases, or value of real property.
551-073	Discussing negotiated contracts for prospective gifts or donations.
551-074	Discussing personnel or to hear complaints against personnel
551-076	Deliberation regarding security devices
551-082	Considering discipline of a public school child, or complaint or charge against personnel
551-083	Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
551-084	Excluding witnesses from a hearing.

Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA, AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL.

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."



Strategic Planning: Board of Trustees

1. Welcome and Introductions
    a. Why did you run for the Board?
    b. How long have you served?
    c. What has surprised you the most?

2. Governance **Mindset**
    a. Team Trust: SAQ Review and Discussion
    b. Three Essential Roles
    c. Staying in the "Strategic" Zone
    d. Governance Framework: Inventory Review and Discussion

3. Governance as a **Systems** Approach
    a. Aligning Sub Systems
        i. Review Model
        ii. Self-Assess Stages 1 – 4 with Discussion
            1. How do you assess the processes within your system?
            2. How do you manage the performance to align your arrows?

4. Governance as a **Strategic** Approach: Strategy Execution Tools

5. Governance as a **Learning** Approach: Continuous Improvement Model

6. Governance as a **Manners** Approach
    a. Board Policy
    b. Board Operating Procedures

7. Final Thoughts/Reflections

8. Adjourn

Three Essential Roles in an Aligned School System

Strategic Role

- Board and Superintendent
- Big Picture…View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long term…usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

Superintendent

Superintendent

Tactical Role

- Superintendent and Leadership Team
- Sees the wide picture…View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

Administrator

Administrator

Operational Role

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture…what is happening day to day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out…sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

Source: Van Clay, Mark, and Soldwedel, Perry. *The School Board Fieldbook: Leading with Vision.* Solution Tree Press, 2008.

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Twenty Signs the Board (or Individual Board Member) Has Left the Strategic Role:

1. Board member(s) insist on doing their own research instead of asking the Tactical Team for the information.
2. Board member(s) bring their own discussion materials to Board meetings instead of asking the Tactical Team to provide it (similar to #1).
3. Board member(s) operating with outdated norms/expectations and/or lacking formally adopted Board Operating Procedures that clearly describe desired behaviors aligning to the Strategic Role.
4. Board member(s) "calling out" individual Tactical Team members and/or other Trustees in a duly called meeting.
5. Board member(s) failure to personally detach from a Board decision.
6. Board member(s) failure to follow existing guidelines (if guidelines/norms exist).
7. Board member(s) desire/occurrence of having to conduct "meetings prior to/after the meeting."
8. Board member(s) that dominate discussion and do not listen critically to other Trustee perspectives.
9. Board member(s) not participating in discussion and sharing either support or concerns(s).
10. Board member(s) openly not supporting the final decision of the Board.
11. Board member(s) inability to disagree agreeably and not recognize that it is important that they think together, not alike.
12. Board member(s) not prepared for discussing items on the agenda.
13. Board member(s) stepping into the Tactical or Operational Roles and micromanaging staff.
14. Board member(s) responding to community pressures without data and outside of district processes.
15. Board member(s) failure to build a systematic process for progress review toward Strategic Objectives.
16. Board member(s) avoiding the more challenging questions and/or topics.
17. Board member(s) naively believing that conflict will not occasionally occur and/or not sharpening conflict management skills.
18. Board member(s) failing to understand that communication needs are different at each of the Three Roles (and the importance of messaging across roles).
19. Board member(s) wanting to apply their own (expert) advice (literally) without Tactical Team consultation.
20. Board member(s) being unaware of non-verbal cues they send during public meetings.

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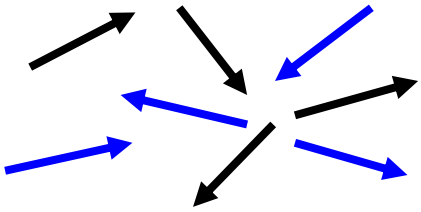
Aligning Sub-Systems In A Continuous Improvement Environment:

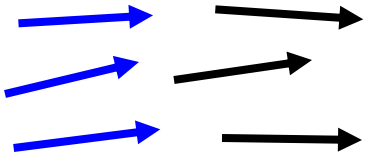
Steps toward Mature Process

STAGE 1: Reacting to Problems



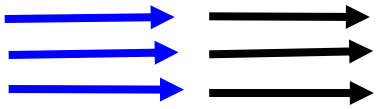
Work is characterized by activities rather than by processes, and they are largely responsive to immediate needs or problems. Goals are poorly defined.

STAGE 2: Early Systematic Approaches



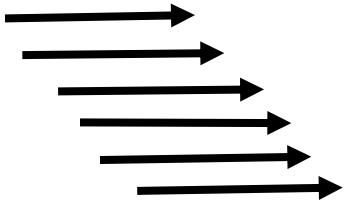
The organization is beginning to carry out repeatable processes, evaluation, and improvement, and there is some early coordination among organizational units. Strategy and quantitative goals are being defined.

STAGE 3: Aligned Approaches



Processes are characterized by repeatable steps that are regularly evaluated for improvement. Learnings are shared, and there is coordination among organizational units. Processes address key strategies and goals.

STAGE 4: Integrated Approaches



Processes are characterized by repeatable steps that are regularly evaluated for change and improvement in collaboration with other affected units. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Processes and measures track progress on key strategic and sustainable goals.

Strategic Thought, Design, and Continuous Improvement

Everyone
In the system
Has a role, but
everyone is not
In every role.

NETWORK OF QUALITY SCHOOLS
Values Driven, Data Informed

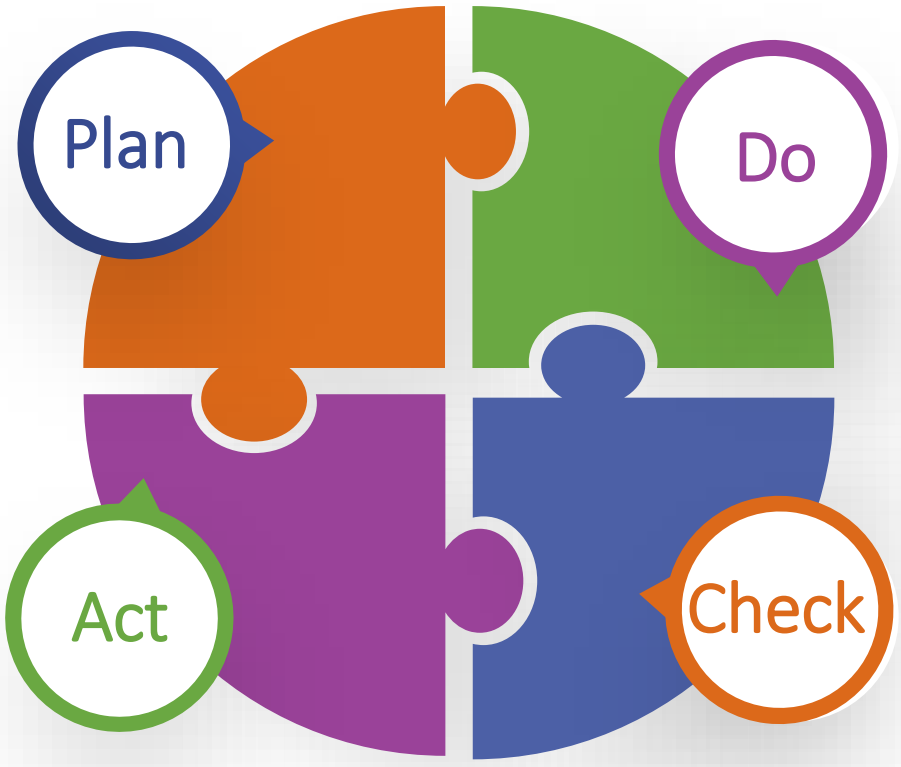
THREE ESSENTIAL ROLES AND CONTINUOUS IMPROVEMENT MODEL

Plan

- Key strategic actions
- Key work & key support plans
- Tactical team gathers

Do

- Execution of key strategic actions
- Tactical and operational roles



Act

- Tactical team adjusts key strategic actions as appropriate
- Adjustments reported to strategic and operational roles

Check

- Outputs/interim measures
- Tactical team reports to strategic/ operational roles and community advisory committee

MoakCasey
PROVEN LEADERS ADVANCING TEXAS SCHOOLS

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: The Governance Core Book Study
Date: September 17, 2024

HISTORY:

In June of 2024, the Trustees and the Superintendent of the San Elizario Independent School District (SEISD) embarked on a book study of "The Governance Core" to enhance their effectiveness and leadership. This decision stems from recognizing the crucial role that school board governance plays in shaping educational outcomes and fostering a positive school environment.

"The Governance Core," by Mike Johnson and Brian B. Gibbons, offers a comprehensive framework for effective governance in educational settings. The book focuses on the core principles and practices that enable school boards to provide strong leadership and oversight, ensuring that schools meet their goals and serve their communities effectively.

In summary, this initiative reflects their commitment to continuous improvement and making a positive difference in the educational experience of students within their district.

RATIONALE:

The SEISD trustees are participating in a book study of "The Governance Core" to better equip themselves with the knowledge and skills needed for effective governance.

BUDGET:

There is not an impact on the budget.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to use the book study guideline and identify the two quotes per chapter that will be shared at the regular board meeting.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

The Governance Core
Book Study

June 12, 2024:
Part I. Introduction and Mindsets for Efficacy
Introduction to the Book
- Read the Foreword by Frank Pugh pg. IX
- Read the Foreword by John Malloy pg. XI
- Read Introduction pgs. 1-10

August 14, 2024:
Chapter 1. Moral Imperative and the Governance Core pgs. 13-27
- Read Chapter 1 and highlight key concepts

Chapter 2. Trustee Governance Mindset pgs. 29-52
- Read Chapter 2 and reflect on the trustee's role in governance.

September 10, 2024:
Chapter 3. Superintendent Governance Mindset pgs. 53-72
- Read Chapter 3 and compare it with the trustee's perspective.

Chapter 4. Welcoming New Trustees pgs. 73-83
- Read Chapter 4 and explore strategies for integrating new trustees.

October 9, 2024:
Part II. Governance for Efficacy pgs. 87-107
Chapter 5. Governing with Coherence
- Read Chapter 5 and analyze how coherence enhances governance.

Chapter 6. Governance Culture pgs. 109-120
- Read Chapter 6 and reflect on the importance of organizational culture.

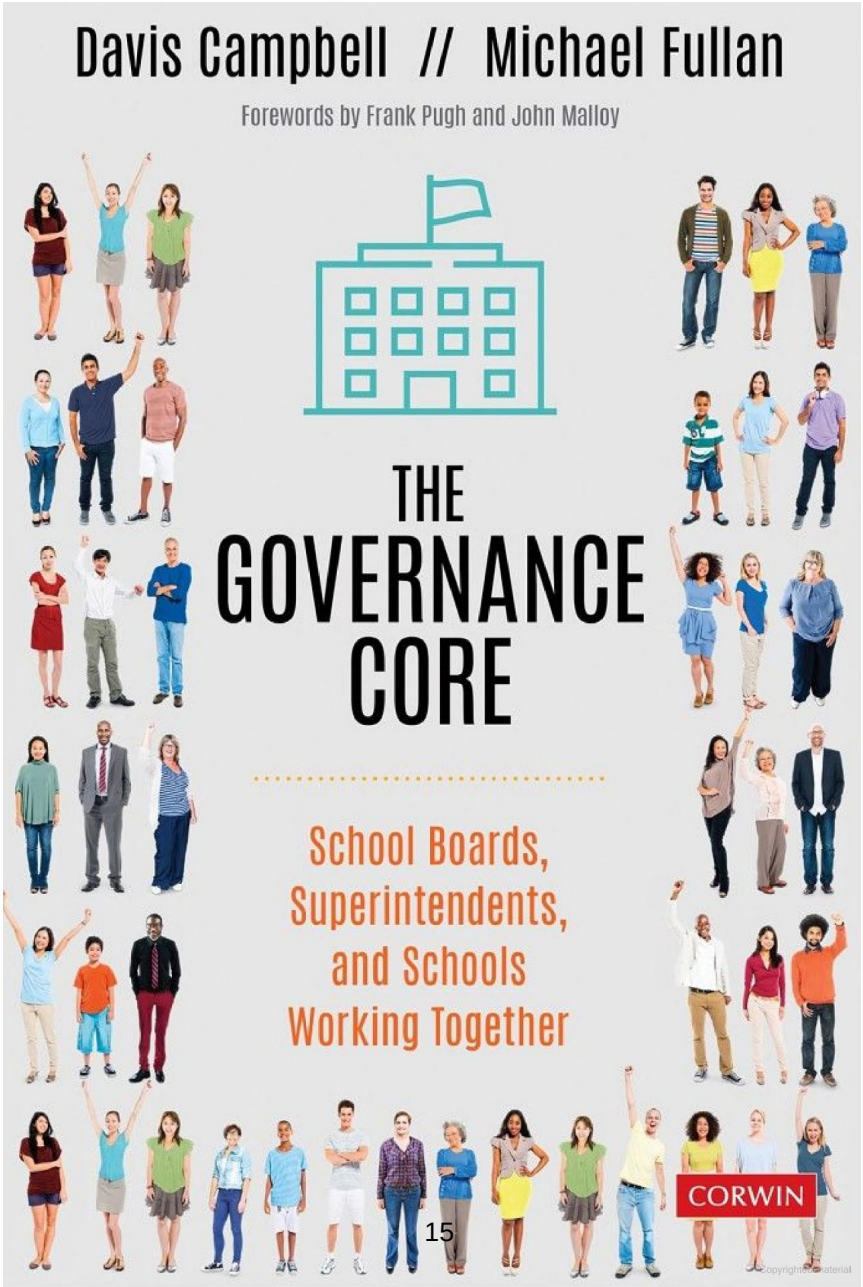
November 13, 2024:
Chapter 7. The Governance Job: Systems Thinking and Strategic Action pgs. 121-134
- Read Chapter 7 and understand the role of systems thinking in governance.

Chapter 8. Governance Tools pgs. 135-144
- Read Chapter 8 and explore various tools available for effective governance.

January 15, 2025:
Chapter 9. Rising to the Classroom pgs. 147-152
- Read Chapter 9 and identify key challenges and opportunities for improvement.

February 12, 2025:
Appendix I Template for Creating Board Protocols pgs. 153-154
Appendix II Three Comparisons of Effective Governance Principles pgs. 155-157

San Elizario ISD Board of Trustees Book Study



The Governance Core
by Davis Campbell / Michael Fullan

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Editorial Reviews

Review

The Governance Core is a masterpiece that calls on governing board members to seize the moral high ground, establish a unity of purpose, and pursue governing excellence. The book is insightful, engaging, and filled with real-world examples that illuminate important principles needed for effective governing. *The Governance Core* is a must-read for new or veteran school board members.
-- Vernon Billy, CEO & Executive Director Published On: 2019-03-28

Brilliant and utterly compelling! I have sat in boardrooms for 46 years governing education institutions, hospitals, and universities. It's as if Davis Campbell and Michael Fullan were looking over my shoulder! *The Governance Core* captures the essence of effective governance in complex times. This book challenges us to focus on and achieve a higher moral purpose. Campbell and Fullan move beyond what governance is and explore how great leaders should govern.
-- Dr. Bill Hogarth, Consultant, and former Director of Education Published On: 2019-03-28

Governance, school boards, and superintendents are on the front line of meeting the challenges facing education in the 21st century. *The Governance Core* by Davis Campbell and Michael Fullan captures not only the nature of the challenges but also the characteristics of highly successful school board trustees and superintendents working together. *The Governance Core* goes deeply into the heart of effective governance. Incorporate these ideas, and you will become much more effective as governance leaders—and your students, parents and educators will benefit immensely.
-- Frank Pugh, Past President Published On: 2019-03-26

A treasure of a book, chock-full of guidance from the strategic to the pragmatic. I will refer to *The Governance Core* regularly as our board and principal work together in the service of the scholars and families in our school community. Whether you're a district leader or a principal, on a district school board, charter board, or local school council, you will find insights and tools to deepen your understanding and improve your practice of effective governance. Our nation's children deserve no less.
-- Susan Lucas, Co-Chair Published On: 2019-03-28

Davis Campbell and Michael Fullan do a masterful job of explaining how public school boards and superintendents working well together, with a shared moral imperative, can be a driving force for improvement in student learning as well as for society as a whole. This exquisite new book,
The Governance Core, beautifully explains why this is true and how to achieve it.
-- Leslie DeMersseman, Past President Published On: 2019-03-26

Simultaneously visionary and pragmatic,
The Governance Core provides a comprehensive, action-oriented blueprint for designing an effective governance system focused squarely on what matters: student learning. Davis Campbell and Michael Fullan demonstrate how the right approach to governance can make the critical difference in achieving learning for all students. This new book is a powerful, persuasive must-

read not only for superintendents and school board members but also for all of us in nonprofits and public agencies who share a commitment to students' succeeding in school and beyond. -- Glen Harvey, Chief Executive Officer Published On: 2019-03-26

Good governance is a skill, a discipline, and a commitment. Davis Campbell and Michael Fullan reveal new understandings and important lessons about governing public school systems for healthier communities. They make the compelling case that effective governance in these uncertain times is an essential driver for a better democracy. A must-read for all new and veteran board members and superintendents. -- Tony Smith, Former State Superintendent of Education Published On: 2019-03-26

Davis Campbell and Michael Fullan have provided great insights on the governance core in this inspiring book. I recommend that trustees and superintendents read this book together—and act on the key messages. -- John Malloy, Director of Education Published On: 2019-03-26

About the Author

Davis Campbell is the former Executive Director of the California School Boards Association and is Chair of the University of California Davis, School of Education Advisory Board and a Senior Fellow at the Center for Applied Policy in Education.

Campbell has a deep and broad background in public education. He served for 12 years in the California Department of Education, serving six of those as Deputy State Superintendent of Public Instruction in charge of all education programs. In 1988 he was appointed Executive Director of the California School Boards Association, serving in that capacity until his retirement in 2001. He has also served as an elected trustee on the Yolo County Board of Education. In 2020, Campbell was awarded the 2020 University of California Davis Alumni Association Distinguished Achievement Award.

Campbell maintains an active consulting practice in effective governance in education as well as nonprofit agencies at both the state and international level. In California, in addition to continuing education governance programs with school districts, Campbell has provided workshops for nonprofit organizations as well as governance workshops and presentations with cities, counties, and special districts. Campbell's international work includes governance support for American and International schools in Madrid Spain (15 years), Barcelona Spain, Lisbon Portugal, Paris France, Rome and Milan Italy, Tunis Tunisia, Cairo Egypt and British Columbia Canada.

Michael Fullan served as Premier Dalton McGuinty's Special Policy Adviser in Ontario from 2003-2013. He received the Order of Canada (OC) in December 2012 and holds five honorary doctorates from universities around the world. His 'interim autobiography', Surreal Change, covers his work to 2018. Michael and his colleagues are now working diligently on field-based comprehensive system change in several countries. This work operates under the umbrella of what they call the 'shared humanity paradigm' —Equity, Engagement, Excellence--Deep change that integrates local (school and community), middle (district/regional), and state (policy) entities.

Fullan's favorite method of learning is to partner with groups that are engaged with change; and to learn together with them. (And then to write another book about the experiences, and what was learned).

Michael Fullan's latest books are: Nuance (2019), Spirit Work and the Science of Collaboration (with Mark Edwards, 2022), The Principal 2.0 (2023), and The Drivers (with Joanne Quinn, 2023).

For more information on books, articles, videos, podcasts please go to: www.michaelfullan.ca

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 1		
Chapter 1		
Chapter 2		
Chapter 2		
Chapter 3		
Chapter 3		
Chapter 4		
Chapter 4		
Chapter 5		
Chapter 5		

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 6		
Chapter 6		
Chapter 7		
Chapter 7		
Chapter 8		
Chapter 8		
Chapter 9		
Chapter 9		
Appendix I	Not a quote, just a thought	No rationale, just a conversation
Appendix II	Not a quote, just a thought	No rationale, just a conversation

San Elizario High School

2024 – 2025

#SEHSPresentEngagedCoachable

Progress Monitoring

Reading

English I			
	STAAR 2023	4 Week Assessment [# 1]	EOY Return
Approaches	62%		49%
Meets	33%	30%	37%
Masters	3%	5%	6%

English 2			
	STAAR 2023	4 Week Assessment [# 1]	EOY Return
Approaches	67%		61%
Meets	34%	25%	40%
Masters	4%	6%	3%

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?
1. EB and Special Education students	1. Intervention must include rigorous texts and identifying students that are still unable to decode	1. Evident that first instruction is reaching roughly ¾ of the entire student population 2. Important to review instructional impact daily so that student gaps for EBs and SPED students do not go unaddressed for several weeks	1. Trained on collaboration strategies 2. In the lead up to assessments schedule these students for Wednesday tutorial **3. Ensure instructional staff knows who these students are and their top two critical gaps at a granular level** **4. Timely planning and feedback**

Math

Algebra I			
	STAAR 2023	4 Week Assessment [# 1]	STAAR 2024
Approaches	75%		59%
Meets	19%	40%	5%
Masters	3%	20%	0%

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
1. EB and SPED student (50%) of each of these populations neither approaching or meeting 2. **Overall general students not performing**	1. Intervention must be targeted and specific to a student's gap 2. Reviewing teacher models during PLC to ensure there is clarity 3. **Performance tracking 8th grade and each 4/8-week assessment** 4. **Review of student work at each quarterly assessment**	1. Evident that the rigor of instruction is increasing Approaches and Meets levels 2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages 3. Creating a routinized approach at the grade level to ensure class period start quickly	1. Review the effectiveness of First Instruction 2. Train and implement collaborative structures within each lesson 3. Ensure teachers are aware of all demographics that make up of each of their classrooms 4. **Consistent implementation of the teacher coaching cycle: timely and specific feedback** 5. **Personnel changes** 6. **Teacher awareness on where the child entered their room**	1. Come engage with teachers in the planning process for our PLCs

CCMR High School

CCMR [Current Status]		
Class	**Total students and Percentage**	**Preliminary Reporting for Senior Class of 24'**
Seniors - Class of 2024	**147 students out of 214 secured CCMR point**	**68.1%**
Class of 2025 - 12th	73 students out of 217 enrolled already have the CCMR point, or 33%	
Class of 2026 - 11th	43 students out of 303 enrolled already have the CCMR point, or 14%	
Class of 2027 - 10th	Pending October Snapshot	
Class of 2028 - 9th	Pending October Snapshot	

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	How can the Board help?
1. Upon reviewing final testing files determine which most recurring impediment to acquiring the CCMR point	1. Effective AP instructional coaching 2. Targeted and specified intervention that is consistently executed	**1. Advanced placement instructional coaching and college prep course achievement**	1. Identify number of students needed to reach 95% of Senior class receiving CCMR point **2. Maintain performance tracker for all students in College Bridge and College Prep Courses (like Early College Tracking)**	1. Consider when advocating to the TEA the importance of accountability metrics being clear and not altered mid-year 2. Consider adopting board amendment requiring CCMR point for walking at graduation; beginning with the class of 2028

Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 Current
90.3%	90.6%	92.96%

2024-2025 Grade Level Attendance	
9th	93.92%
10th	91.82%
11th	93.70%
12th	92.74%

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data
1. Campus currently holds a total of 14 students that have exceeded 15 absences	1. Conduct quarter 1 analysis to identify main trends and determine assistance that building can lend to families to improve attendance	1. Improving urgency throughout the day **2. Students late are received by teachers and administration** **3. Reducing absences throughout the day**	1. Conduct outbound calls to students that have accrued two plus absences over a 30-, 60-, or 90-day period 2. Campus will hold parent meetings that provide overall student achievement and attendance impact for all students exceeding 6 absences for the year **3. Assign personnel to 9-10 to follow up on individual students**

Overall Improvements

2024-2025
#SEISDCommitmentValorYCorazon

San Elizario High School

2024-2025
#SEISDCommitmentValorYCorazon

Questions?

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Public Hearing on Proposed Tax Rate for the 2024-2025 Fiscal Year
Date: September 17, 2024

HISTORY:

A **Notice of Public Meeting to Discuss Budget and Proposed Tax Rate** was published in the West Texas County Courier on June 6, 2024 in accordance with TEC 44.004(b) and the agenda for the special Board meeting on June 25, 2024 included the item *Public Hearing on Proposed Budget and Proposed Tax Rate for the 2024-2025 School Year.*

A second agenda item *Public Hearing on Proposed Tax Rate for the 2024-2025 Fiscal Year* is included on the September 17, 2024 special meeting agenda. The tax rate being presented for approval in September is the same tax rate that was previously presented in June.

RATIONALE:

The purpose of this agenda item is to allow for public input on the proposed tax rate.

BUDGET:

There is no budget impact with this agenda item as it is for discussion only

ADMINSTRATIVE RECOMMENDATION:

The administrative recommendation is to allow for public comment on the proposed tax rate.

For Approval? ☐ Yes ☒ No
If no, please check one: ☒ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

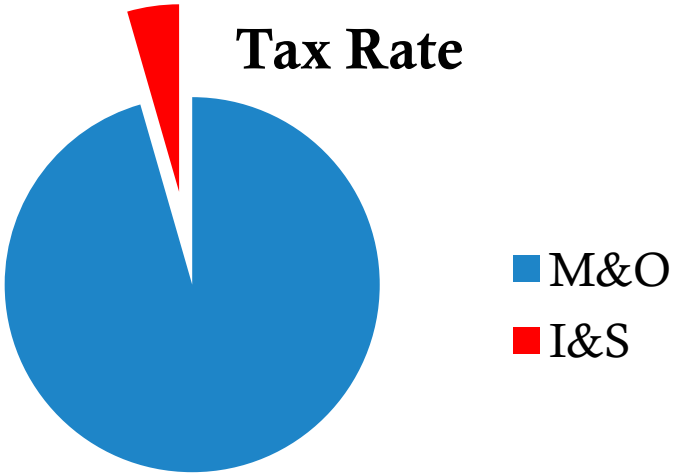
Public Hearing on Proposed Tax Rate for Fiscal Year 2024-2025

September 17, 2024

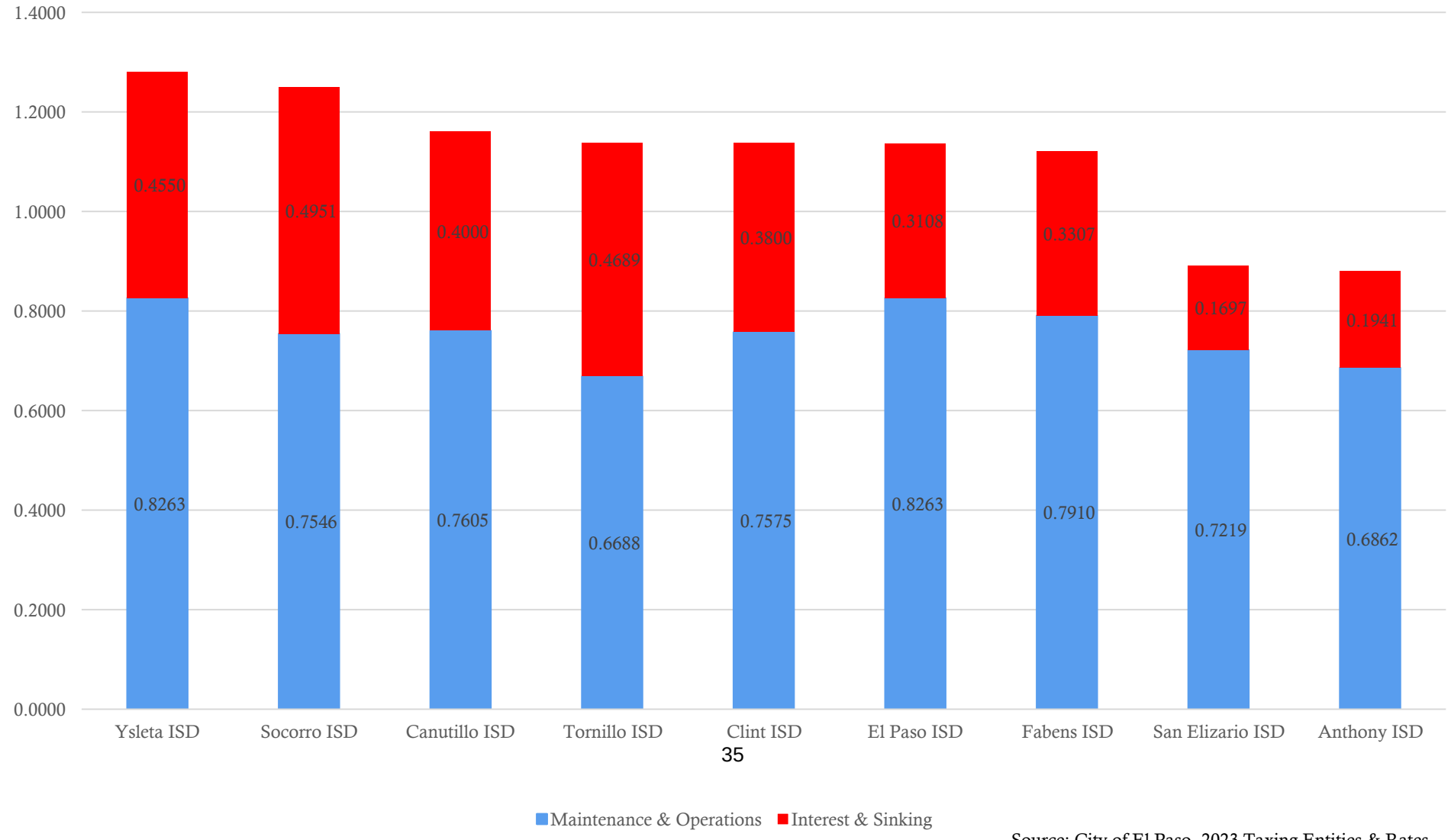
Property Taxes

- What are property taxes?
  - Property taxes are local taxes that pay for schools, streets, police, fire protection and many other services depending on the governmental entity levying the tax.

- What is the District's tax rate comprised of?
  - Maintenance & Operations (M&O)
    - Teachers/Support Staff Salaries
    - Supplies, Materials, & Equipment
    - Transportation & Utilities
  - Interest & Sinking (I&S)
    - Construction Projects
    - School Buildings
  - Bond proposition approved on November 4, 2014

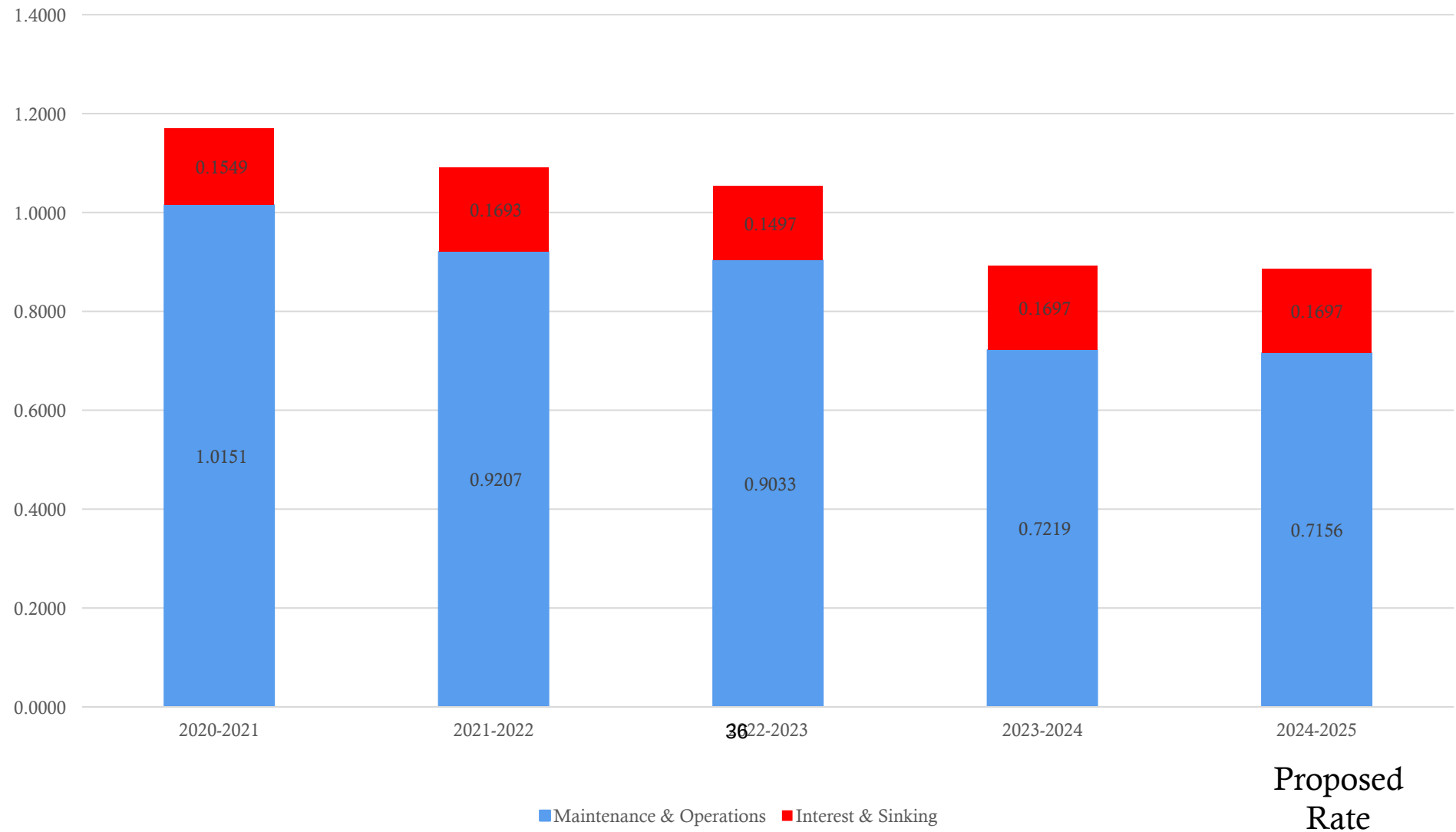


2023 Tax Rate Comparison



Source: City of El Paso, 2023 Taxing Entities & Rates

Tax Rate History



Proposed Rate

Legal Notice & Public Hearing

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The San Elizario Independent School District will hold a public meeting at 5:30 P.M. on Tuesday, June 25, 2024 in the SEISD Administrative Office, 1050 Chicken Ranch Rd., San Elizario, Texas. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed tax rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$0.715600/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$0.169700/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and Operations	4.35%	Decrease
Debt Service	0.25%	Increase
Total Expenditures	4.17%	Decrease

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 644,381,950	$ 719,196,671
Total appraised value* of new property**	$ 9,173,086	$ 8,721,025
Total taxable value*** of all property	$ 291,908,505	$ 337,984,881
Total taxable value*** of new property**	$ 8,464,304	$ 8,425,049

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.
** "New property" is defined by Section 26.012(17), Tax Code.
*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $23,620,000

* Outstanding principal.

37

Public Hearing on Proposed Budget and Proposed Tax Rate for 2024-2025 School Year, Special Board Meeting on 6/25/24

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 0.721900	$ 0.169700*	$ 0.891600	$ 943	$ 11,582
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 0.757060	$ 0.159600*	$ 0.916660	$ 1,085	$ 11,445
Proposed Rate	$ 0.715600	$ 0.169700*	$ 0.885300	$ 1,051	$ 11,463

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.

The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 145,700	$ 153,556
Average Taxable Value of Residences	$ 14,518	$ 23,724
Last Year's Rate Versus Proposed Rate per $100 Value	$ 0.891600	$ 0.885300
Taxes Due on Average Residence	$ 129.44	$ 210.03
Increase (Decrease) in Taxes		$ 80.59

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in the tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $0.885300. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $0.885300.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 10,841,681
Interest & Sinking Fund Balance(s)	$ 416,778

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the State.

Notice Published 6/4/24, West Texas County Courier

Types of Rates

The tax rate that would generate the same amount of revenue in the current tax year as was generated by a taxing unit's adopted tax rate in the preceding tax year from property that is in both the current tax year and the preceding tax year.

Description of Rate	Tax Rate
No-New-Revenue Tax Rate	$0.8294
No-New-Revenue M&O Rate	$0.6355
Voter-Approval Tax Rate	$0.8853
Proposed Tax Rate	$0.8853

The highest tax rate a taxing unit may adopt before requiring voter approval at an election.

The tax rate that would generate the same amount of revenue for maintenance and operations in the current tax year as was generated by a taxing unit's maintenance and operations rate in the preceding tax year from property that is in both the current tax year and the preceding tax year.

The total proposed rate includes both the M&O and I&S rates

Description of Rate	Tax Rate
Maintenance & Operations (M&O)	$0.7156
Interest & Sinking (I&S)	$0.1697
Total Proposed Tax Rate	$0.8853

Comparing The Rates

Description of Rate	2023 Actual Tax Rate	2024 Proposed Tax Rate
Maintenance & Operations (M&O)	$0.7219	$0.7156
Interest & Sinking (I&S)	$0.1697	$0.1697
Total Tax Rate	$0.8916	$0.8853
Increase (Decrease) in Total Tax Rate		($0.0063)

The M&O rate is being decreased as a result of House Bill 3's tax rate compression. The proposed I&S rate remains the same as prior year.

Description of Rate	Tax Rate
No-New-Revenue Tax Rate	$0.8294
No-New-Revenue M&O Rate	$0.6355
Voter-Approval Tax Rate	$0.8853
2024 Proposed Tax Rate	$0.8853

Even though the proposed rate of $0.8853 is lower than last year's adopted rate of $0.8916, the proposed rate is higher than the no-new-revenue tax rate of $0.8294. The proposed rate of $0.8853 is effectively a 6.73% percent increase in the tax rate.

Proposed Rate Breakdown

Description of Rate	Tax Rate
Maintenance & Operations (M&O)	$0.7156
Interest & Sinking (I&S)	$0.1697
Total Proposed Tax Rate	$0.8853

$0.6169, TEA approved maximum compressed rate (MCR)
+ $0.0987, Enrichment tax rate, tax rate election approved 11/3/2009
= $0.7156, Maintenance & Operations Rate

M&O Rate Tiers	Pennies	Action to Access
Tier Two Copper Pennies	9 – 17	Voter Approval
Tier Two Golden Pennies	6 – 8	Voter Approval
Tier Two Golden Pennies	1 – 5	No Voter Approval
Tier One	0 - MCR	No Voter Approval

$0.1697 = Interest & Sinking Rate, bond proposition election approved 11/4/2014

Rates and Funding Yields

Due to the continued increase in property appraisal values, the No-New-Revenue-Rate is often compared to the Proposed Tax Rate. Local property value collections can be a very significant source of budget revenues for some local governments and municipalities.

TEC 48.001 (b) The public school finance system of this state shall adhere to a standard of neutrality that provides for substantially equal access to similar revenue per student at similar tax effort, considering all state and local tax revenues of districts after acknowledging all legitimate student and district cost differences.

	Rates	**Estimated Collections & Funding Yields**		
Description of Rate	**Tax Rate**	**Local Levy**	**State Aid**	**Total Funding**
No-New-Revenue Tax Rate	$0.8294	$2,580,586	$28,208,499	$30,789,052
2024 Proposed Tax Rate	$0.8853	$2,753,420	$30,476,875	$33,230,295
		$172,834	*$2,268,376*	*Funding Difference*

As a result of state funding formulas, property wealth per student and our district's percentage of local share vs state aid, the total funding in state aid relative to our district's tax rate to include the enrichment rate and taxing effort is noted above. Decreasing the proposed rate to the no-new-revenue-rate would significantly decrease state aid revenues.

Impact of Tax Rate to Taxpayer

Impact of Tax Rate on Average Resident	This Year (2024)	Last Year (2023)
Average Taxable Value of Residences	$22,739	$13,622
Last Year's Rate Versus Proposed Rate per $100 Value	$0.8853	$0.8916
Tax Due on Average Residence	$201.31	$121.45
Increase(Decrease) in Taxes	$79.85	

- Questions
- Public input

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2024-2025 School Year
Date: September 17, 2024

HISTORY: A history of the District's tax rates is seen below:

Fiscal Year	Maintenance & Operations	Interest & Sinking	Total
2021-2022	$0.9207	$0.1693	$1.0900
2022-2023	$0.9033	$0.1497	$1.0530
2023-2024	$0.7219	$0.1697	$0.8916
2024-2025(proposed)	$0.7156	$0.1697	$0.8853

RATIONALE: The purpose of this agenda item is to adopt a tax rate in accordance with CCG(LEGAL). The various types of rates that need to be calculated are as follows:

- $0.8853 – Proposed Rate
- $0.7156 – Maintenance & Operations Rate
- $0.1697 – Debt Rate
- $0.8853 – Voter-Approval Tax Rate
- $0.8294 – No-New-Revenue Tax Rate
- $0.6355 – No-New-Revenue Maintenance & Operations Rate

BUDGET: The District's tax rate and collection of levy is used in the State's funding formulas which ultimately impact the budget.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the enclosed resolution based on the proposed rate. Even though the proposed rate of $0.8853 is lower than last year's adopted rate of $0.8916, the proposed rate is higher than the no-new-revenue tax rate of $0.8294 and as a result CCG (LEGAL) is specifying this motion:
Motion: "I move that the property tax rate be increased by the adoption of a tax rate of $0.8853, which is effectively a 6.73% percent increase in the tax rate."

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

RESOLUTION ADOPTING TAX RATES FOR THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT FOR THE 2024-2025 SCHOOL YEAR

1. Recitals.

The School District has adopted a fiscal year commencing July 1 and ending June 30.

The School District has received the certified totals of taxable property value within the School District from the El Paso County Appraisal District.

The Board of Trustees has published the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate as required by Section 44.004, Texas Education Code, in the West Texas County Courier on June 6, 2024.

The Board of Trustees has conducted a public meeting to discuss budget and the proposed tax rate on June 25, 2024 and another public meeting to discuss the proposed tax rate on September 17, 2024.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the San Elizario Independent School District as follows:

2. The Maintenance and Operations Tax Rate per $100.00 of valuation of property in the School District for the school year 2024-2025 shall be $0.7156.

3. The Interest and Sinking Tax Rate per $100.00 of valuation of property in the School District for the school year 2024-2025 shall be $0.1697.

4. The total tax rate per $100.00 of valuation of property in the School District for the 2024-2025 school year shall be $0.8853.

5. THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

6. THE TAX RATE WILL EFFECTIVELY BE RAISED BY 6.73% AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $55.86.

APPROVED AND ADOPTED on September 17, 2024.

BY:

_____
EDUARDO CHAVEZ, PRESIDENT
BOARD OF TRUSTEES

ATTEST:

_____
SANDRA LICON, SECRETARY
BOARD OF TRUSTEES

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Budget Update Presentation
Date: September 17, 2024

HISTORY: An enrollment update presentation was made at the August 14, 2024 Board meeting.

RATIONALE The purpose of this presentation is to follow up that enrollment presentation with budget figures and to provide additional information.

BUDGET: N/A as this is a presentation on budget.

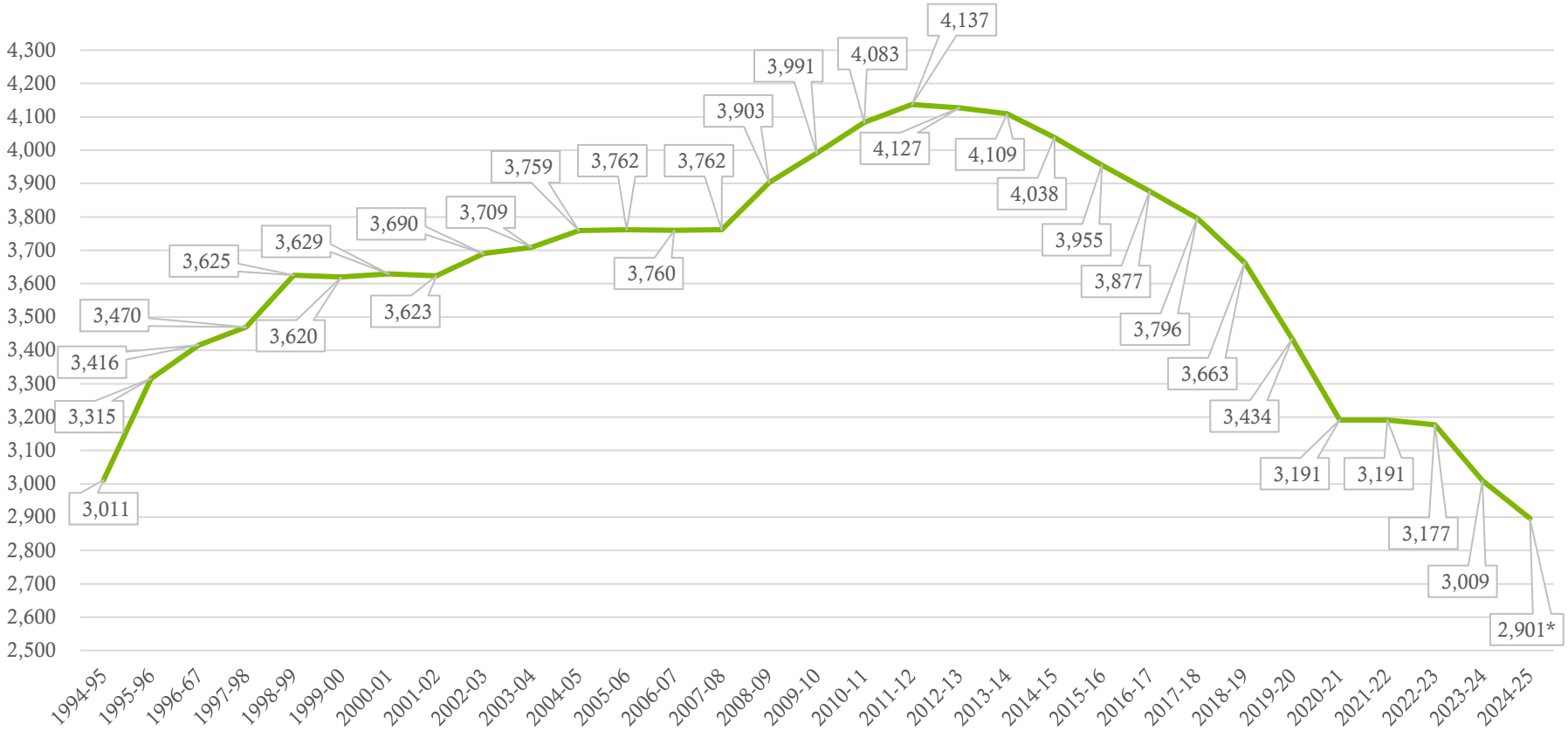
ADMINSTRATIVE RECOMMENDATION: This presentation is for discussion only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☒ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Budget Update

September 17, 2024

Enrollment Based on Snapshot Data



- Borrego Elementary opened for the 2001-02 school year
- Excel Academy closed for the 2009-10 school year

*enrollment as of 8/8/24

Previously presented

Possible Projections

- District peak in enrollment 2011-12 year
  - 4,137 students
- Current enrollment (8/8/24)
  - 2,901 students
  - 30% decrease in enrollment since peak year
- Enrollment in 5 years using an average decrease of 100 students
  - 2,401 projected students
  - 42% decrease in enrollment since peak year
- Enrollment in 5-year tracking cohort movement with a constant KG class
  - 2,573 projected students
  - 38% decrease in enrollment since peak year

Previously presented

Review & Outlook: Revisited

- Budget Assumptions & Forthcoming Budget Amendment
  - To align expenditure budget based on actual staff counts based on student cohorts
    - Estimated decrease in the expenditure budget by approximately $250,000 in savings based on actual staff counts and known vacancies as of 9/4/2024 plus a budget alignment by function code based on current projected expenditures
  - To align expenditure budget based on actual staff counts that enrolled in the health insurance plan (open enrollment closes on 8/9/24)
    - June 2024 enrollees: 378 Current September 2024 enrollees: 265 Decrease of 113 (approximately 100 are in the general fund)
    - Estimated decrease in the expenditure budget is $625,000 ($625 contribution times 100 times 10 months for new plan year of September thru June)

Previously presented, new text

Review & Outlook: Revisited

- Budget Assumptions & Forthcoming Budget Amendment
  - To align revenue budget based on actual student counts after the 1st 6 weeks reporting period
    - EOY 5/31/24 enrollment: 3,010 Current 9/3/24 enrollment: 2,924 Decrease of 86
    - Estimated decrease in the revenue budget is $471,486 (86 stds times $6,160 basic allotment)
    - Note: items not factored in 1) absences which cause revenue earned to be less and/or 2) weights/multipliers for special program students which cause the revenue earned to be more
  - To align revenue budget based on the actual tax rate to be adopted once TEA releases the final maximum compressed tax rate (preliminary MCR rate released 8/5/24)
    - 4/30/24 2024 pre-certified values of $324,985,607 with an estimated levy $2,901,847
    - Tax rate estimated at $0.8853 $0.7156 M&O $0.1697 I&S
    - 6/25/24 Levy estimated and adopted with budget $2,838,810
    - 7/25/24 2024 final-certified values of $312,294,870 with an estimated levy $2,792,044
    - Tax rate for adoption at $0.8853 $0.7156 M&O $0.1697 I&S
    - Revenue budget in general fund to be decreased by $64,411 at a 99% collection rate

Previously presented, new text

Projected Budget

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND	2024-2025 Amended	9/17/2024 Payroll & Alignment	9/17/2024 Health Insurance	9/17/2024 State Aid	9/17/2024 Tax Levy	2024-2025 Projected
REVENUES	**REVENUES**					**REVENUES**
5700 Local and Intermediate Sources	$ 3,168,717				$ (64,411)	$ 3,104,306
5800 State Sources	$ 32,036,976			$ (471,486)		$ 31,565,490
5900 Federal Programs	$ 4,305,000					$ 4,305,000
Total Revenues	$ 39,510,693	$ -	$ -	$ (471,486)	$ (64,411)	$ 38,974,796
EXPENDITURES	**EXPENDITURES**					**EXPENDITURES**
11 Instruction	$ 19,231,854	$ (233,814)	$ (412,500)			$ 18,585,540
12 Instructional Resources and Media Services	$ 91,905	$ 2,570				$ 94,475
13 Curriculum and Instructional Staff Development	$ 876,647	$ (13,810)				$ 862,837
21 Instructional Leadership	$ 771,466	$ (54,656)	$ (6,250)			$ 710,560
23 School Leadership	$ 2,189,604	$ (17,175)	$ (25,000)			$ 2,147,429
31 Guidance, Counseling and Evaluation Services	$ 1,477,931	$ 12,698	$ (25,000)			$ 1,465,629
32 Social Work Services	$ 64,488	$ (1,977)				$ 62,511
33 Health Services	$ 505,977	$ 1,598	$ (18,750)			$ 488,825
34 Student (Pupil) Transportation	$ 1,297,829	$ 712	$ (6,250)			$ 1,292,291
35 Food Services	$ 3,620,000	$ -				$ 3,620,000
36 Cocurricular/Extracurricular Activities	$ 1,153,814	$ 1,314				$ 1,155,128
41 General Administration	$ 1,811,023	$ (24,029)	$ (6,250)			$ 1,780,744
51 Facilities Maintenance and Operations	$ 5,321,684	$ 135,730	$ (81,250)			$ 5,376,164
52 Security and Monitoring Services	$ 1,621,544	$ (37,466)	$ (37,500)			$ 1,546,578
53 Data Processing Services	$ 1,556,353	$ 52,196	$ (6,250)			$ 1,602,299
61 Community Services	$ 16,100	$ 71				$ 16,171
71 Debt Service	$ 304,575	$ (49,987)				$ 254,588
81 Facilities Acquisition and Construction	$ 375,150	$ (23,975)				$ 351,175
99 Other Intergovernmental Charges	$ 52,000					$ 52,000
Total Expenditures	$ 42,339,944	$ (250,000)	$ (625,000)	$ -	$ -	$ 41,464,944
REVENUES OVER(UNDER) EXPENDITURES	$ (2,829,251)					$ (2,490,148)

Other Budget Notes

Revenues and expenditures from previous page

Account	Budgeted Amount	Less Retention Payment	Less Unfunded SROs	Less One Time Projects	Operating Budget
Revenues	$38,974,796	$0	$0	$0	$38,974,796
Expenditures	$41,464,944	($289,000)	($362,262)	($1,408,558)	$39,405,124
Surplus(Deficit)	($2,490,148)				($430,329)

- The total budget includes the following items that are noted:
  - $430,329 operating deficit is approximately 1.09% of $39,405,124 worth of expenditures
  - A one-time retention payment of $1,000 was provided for staff not on the teacher pay scale which is being paid from fund balance
  - The unfunded portion of costs to have an SRO at each campus is being funded from fund balance ($480,000 in estimated annual costs less $117,738 in estimate revenues from the school safety allotment)
  - One-time projects being funded from the fund balance include LED lighting projects, technology upgrades (wireless controllers), white fleet vehicles, new POC monuments and costs that carried over from projects that begun in the prior year.

Possible Projection

Account	Operating Budget	Less Enrollment Decrease	Less Enrollment Decrease	Operating Budget
Revenues	$38,974,796	$(616,000)	$(616,000)	$37,742,796
Expenditures	$39,405,124	$0	$0	$39,405,124
Surplus(Deficit)	($430,329)			($1,408,590)

- This requested 2 year scenario projection includes the following items that are noted:
  - Decrease of 100 students, 2 years in a row, estimated at $616,000 (100 stds. times $6,160 BA)
  - $1,408,590 operating deficit is approximately 3.57% of $39,405,124 worth of expenditures
  - The unfunded portion of costs to have an SRO at each campus is being funded from fund balance ($480,000 in estimated annual costs less $117,738 in estimate revenues from the school safety allotment) are now being excluded from this projection for presentation purposes, but would need to be funded from the fund balance
  - All other one-time projects are now being excluded from this projection
  - No other changes to staffing, compensation, budget spending or operations are being considered
  - No changes in state funding are being considered

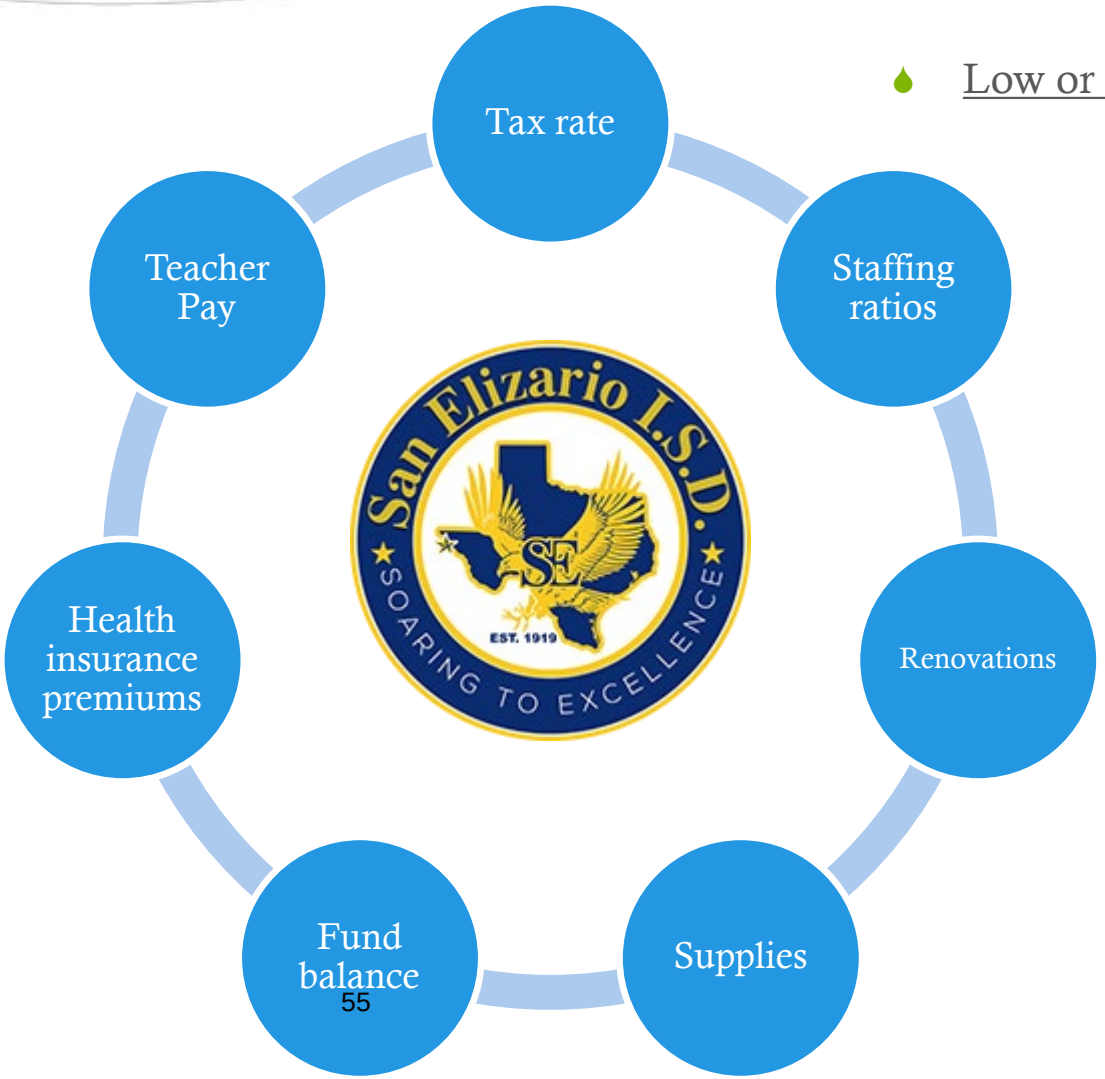
Budget Parameters

- Low or high?

Declining enrollment

- Students impact funding, the state drives funding

Decreases funding

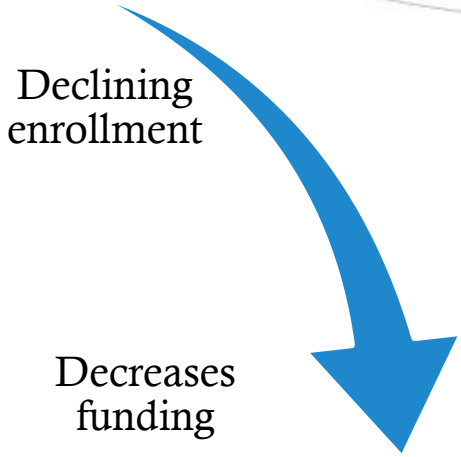


Previously presented

Revisiting: Budget Parameters

- $616K enrollment, REVENUE BUDGET
- $300K teacher pay, EXPENDITIURE BUDGET
- $1.1M health insurance premium, EXPENDITURE BUDGET
- $1.4M fund balance, EXPENDITURE BUDGET
- $3.3M supplies, EXPENDITURE BUDGET
- $2.8M renovations, EXPENDITURE BUDGET
- $32.6M or 79% staffing ratios, EXPENDITURE BUDGET
- $1.2M tax rate, REVENUE BUDGET

Revisiting: Declining Enrollment



- Students impact funding, but the state drives the funding
- $616,000 decrease in the revenue budget
  - 100 student decrease in enrollment
  - $6,160 basic allotment

By Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Basic Allotment	$5,140	$5,140	$6,160	$6,160	$6,160	$6,160	$6,160	$6,160	$6,160

Revenues by Category	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Actual 2022-23	Amended 2023-24
Food Service	$3,101,013	$3,404,040	$2,315,343	$572,267	$3,345,017	$3,822,648	$4,000,000
Tax Collection	$2,452,573	$2,543,383	$2,517,642	$2,687,737	$2,729,028	$3,024,169	$2,221,247
State Aid	$30,925,130	$30,389,023	$30,171,935	$31,189,381	$29,649,694	$28,431,811	$30,186,292
Total Revenues	$39,482,605	$39,071,498	$38,017,018	$37,350,661	$39,345,226	$39,446,745	$41,577,219
Categories as % of Total	92.39%	93.00%	92.07%	92.23%	90.80%	89.43%	87.57%

Revisiting: Teacher Pay

District	Starting Pay
Socorro	$60,500
Ysleta	$60,500
Anthony	$60,000
Canutillo	$60,000
Clint	$60,000
San Elizario	$59,000
El Paso	$57,750
Fabens	$56,500
Tornillo	$56,045

- Estimated cost to match highest paying district is $300,000
  - $1,500 difference in starting pay times approximately 200 teachers charged to the general fund
- Estimated cost for a 2% pay raise for general fund staff not on the teacher pay scale is 250,000

Revisiting: Health Insurance

Health Plan	Contribution
San Elizario	$625 / month
TRS Active Care	$225 / month*

*the minimum employer contribution

- Estimated savings by switching to TRS Active Care and contributing the minimum is $1.1M
  - $400 difference in contribution times approximately 230 staff charged to the general fund who enrolled in health plan
- A reduction in the employer contribution means an increase in the employee premium

Revisiting: Fund Balance

By Fund	Amount
Food Service	($400K)
General Fund	($1M)
Total Decrease*	($1.4M)

*the fiscal year audit has not been finalized yet

- Several one-time projects and renovations were incurred last year as noted in the upcoming renovations slide which were made possible in part because of the availability of ESSER funding

Revisiting: Fund Balance

- The # of days worth of expenditures is calculated by taking the unassigned fund balance and dividing it by the average daily expenditure.
- The FIRST rating indicator #6 requires a minimum of 75 days worth of assigned and unassigned fund balance for full points.

By Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
# Days of Exp	38.98	74.59	101.71	118.96	121.51	97.67	107.32	120.12

By Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# Days of Exp	100.17	108.73	97.61	132.20	152.28	124.76	120.58*

*the fiscal year audit has not been finalized yet

Revisiting: Supplies

By Year	Amount
FY19 Actual	$3.6M
FY20 Actual	$3.2M
FY21 Actual	$2.6M
FY22 Actual	$3.8M
FY23 Actual	$4.5M
FY24 Actual*	$3.5M
FY25 Budgeted	$3.3M

*the fiscal year audit has not been finalized yet

- Current 6300 Supplies and Materials budget is approximately $3.3M or 8% of total $41.4M budget from projected budget previously shown
  - This 6300 category includes fuel (6311) and food (6341) items

Revisiting: Renovations

Projects	Est. Cost
HS Jumbotron	$800K
FM EP	$500K
HS & SES LEDs	$425K
HS BB & SB panels	$100K
HS BB & SB lights	$570K
3 new buses	$400K

- Approximately $2.8M was spent on major projects and renovations last year (FY24)
- Minor projects pending, but not yet budgeted include additional renovations to Central Office areas not covered by the water damage, requested items (monitors, speakers) for the HS press box, repairs to white fleet vehicles with paint issues and renovations to add capacity to the bathrooms at Sambrano

- An additional amendment may be presented in the Spring to semester for additional projects if needed to adhere with ESSA maintenance of effort requirements

Revisiting: Staffing Ratios

By Year	# of Students / Total Staff	# of Students / Teacher
2017-18	6.4	15.3
2018-19	6.3	15.2
2019-20	6.0	14.7
2020-21	5.8	14.6
2021-22	6.0	15.7
2022-23	5.6	15.8
2023-24	6.1	18.2
2024-25	Available later this Fall	

- Current 6100 Payroll budget is approximately $32.6M or 79% of total $41.4M budget from projected budget previously shown

- Programs offered and teacher schedules are currently under review

Revisiting: Tax Rates

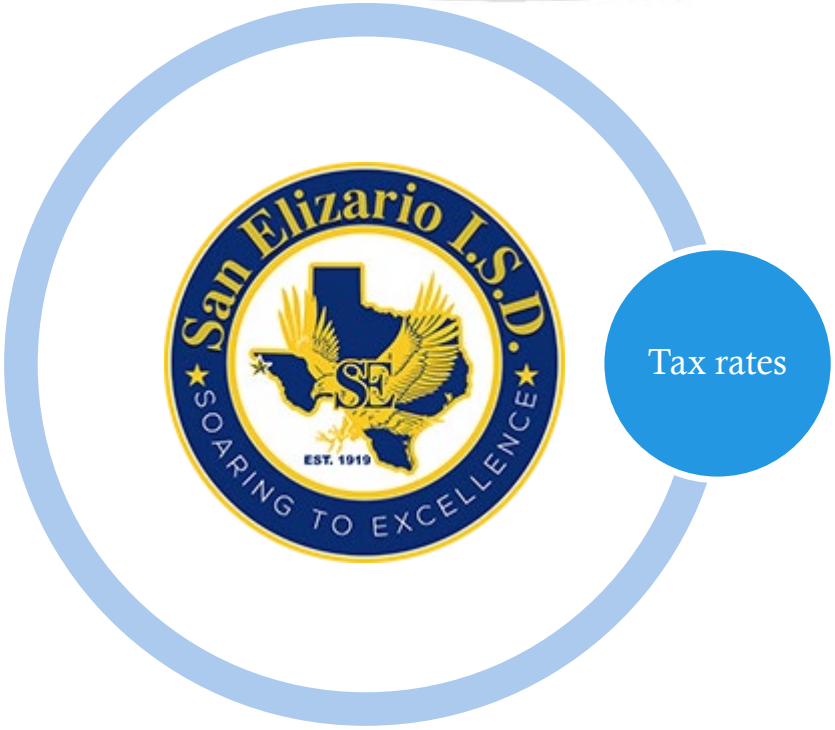
M&O Rate	Rate Amount
Maximum compress rate (MCR)	$0.6169
Enrichment*	$0.0987
Total M&O	$0.7156

*there are 8 golden pennies & 9 copper pennies for a total of 17 potential enrichment pennies

NOTE: Clint, El Paso, Fabens, Ysleta and Canutillo ISD had levied all 17 enrichment pennies prior to HB3 and compression.

- Tier I funding is provided through the MCR and the basic allotment
- Tier II funding is provided through enrichment pennies
  - $0.0987 in enrichment pennies currently generates $4.4M under Tier II funding or about 15% of state aid
  - $0.0713 in copper pennies are available and would generate approximately $1.2M more in state aid
  - Increasing the tax rate requires voter approval through an election after an efficiency audit is conducted

Revisiting: Tax Rates



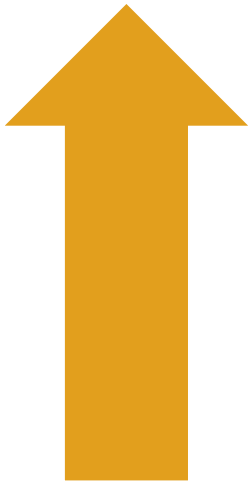
Local ISD	2023 I&S Rate
Socorro	$0.4951
Tornillo	$0.4689
Ysleta	$0.4550
Canutillo	$0.4000
Clint	$0.3800
Fabens	$0.3307
El Paso	$0.3108
Anthony	$0.1941
San Elizario	$0.1697

- Interest and sinking tax rate is used to fund the annual debt service payments for bonds that were issued for construction and other voter approved purposes.
- Bond proposition approved on November 4, 2014
- Bond proposed failed on November 8, 2022

The General Fund

Balancing a budget

More money



Department & campus budget cuts

Repurposing of existing staff

Cost saving measures

Increased basic allotment

Less money

Decrease in students

Addition of staff

Pay raises

Covering deficit health fund net position

Where do we go?

- Low or high?

Declining enrollment

- Students impact funding, the state drives funding

Decreases funding

Budget Impacts, No Increase in Funding

- $616K enrollment, REVENUE BUDGET
- $300K teacher pay, EXPENDITIURE BUDGET
- $1.1M health insurance premium, EXPENDITURE BUDGET
- $1.4M fund balance, EXPENDITURE BUDGET
- $3.3M supplies, EXPENDITURE BUDGET
- $2.8M renovations, EXPENDITURE BUDGET
- $32.6M or 79% staffing ratios, EXPENDITURE BUDGET
- $1.2M tax rate, REVENUE BUDGET

By Category, Year 2025-26	Revenue Budget	Expenditure Budget	Net Position
Surplus(Deficit)			($430,329)
Enrollment Decrease	($616,000)		
Teacher Pay Raise?		+$300,000	
Switch to TRS?		($1,100,000)	
Surplus(Deficit)			($246,329)

By Category, Year 2026-27	Revenue Budget	Expenditure Budget	Net Position
Surplus(Deficit)			($246,329)
Enrollment Decrease	($616,000)		
Supply & Staffing Cuts?		($862,329)	
Surplus(Deficit)			($0)

Budget Impacts, Use of Fund Balance

By Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# Days of Exp	100.17	108.73	97.61	132.20	152.28	124.76	120.58*

*the fiscal year audit has not been finalized yet

- The use of fund balance is another option the district has to operate with, but is not recommended for day-to-day ongoing operations because that fund balance is limited and does deplete.
- The funding for SROs is unfortunately not enough to cover the cost of providing SROs at every campus so the use of fund balance for this purpose is recommended because of student safety. The unfunded SRO requirement would cost approximately $1.2M for the three years (24-25, 25-26, 26-27) or approximately 11 days worth of fund balance.
  - The next biennium which determines funding is for the 2025-26, 2026-27 school years.
  - The average daily expenditure is approximately $110K and there is projected to be approximately 120 days worth of expenditure at the end of the 2023-24 school year.*
- Not making any changes on the previous slide and instead using fund balance to cover the $430,329 deficit plus two-years' worth of decreases in the revenue budget due to declining enrollment in the amount of $616,000 and $616,000 would be approximately $1.6M or 15 days worth of fund balance.
- The ending fund balance, **assuming no other uses**, would go from approximately 120 days to approximately 94 days (120 less 11 for SROs less 15 to offset the deficit and continued declining enrollment) to begin the subsequent biennium which would fund the 2027-28, 2028-29 years.

Review & Outlook

- Forecast
  - Current economy and interest rates
  - Upcoming legislative session for the 2025-26 and 2026-27 school years
- Sustainability options
  - Operational efficiencies and staff attrition (continued, ongoing)
  - Freezing of employee pay, decrease in employee benefits effective 2025-26 (if no increase in funding for the upcoming legislative session)
  - School consolidations and/or program availability effective 2026-27 (if no increase in funding for the upcoming legislative session)

Previously presented

Discussion & Direction

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Consider and possible Board action to amend the 2024-2025 general fund budget
Date: September 17, 2024

HISTORY: The District's 2024-2025 budget was officially approved at the June 25, 2024 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The purpose of this agenda item is to amend revenues and expenditures in the following areas:

- **Various functions, Payroll & Budget Alignment:** To decrease various function codes based on an estimated savings of $250,000 due to actual staff counts based on known vacancies plus a budget alignment of the budget by functional area based on current projected expenditures.
- **Various functions, Health Insurance:** To decrease various function codes based on a count of 100 employees who did not enroll in the new health plan year effective September 1st.
- **Object Code 5800 (State Sources) State Aid:** To decrease object code 5800 by $471,486 based on the revised number of students actually enrolled and used in estimating state aid.
- **Object Code 5700 (Local Sources) Tax Levy:** To decrease object code 5700 by $64,411 based on revised projections using certified values and the tax rate to be adopted.
- **Function 51 (Facilities Maintenance & Operations) Minor Renovations:** To budget funds for additional areas not covered by water damage at Central Office, requested items (monitors, speakers) for the HS press box, repairs to white fleet vehicles with paint issues and renovations to add capacity to the bathrooms at Sambrano Elementary.

BUDGET: The proposed budget amendment can be seen in the attachment enclosed.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND	2024-2025 Fund 101	2024-2025 Fund 199	2024-2025 Adopted	8/14/2024 Wireless Controllers	9/17/2024 Local Food Grant	2024-2025 Amended	9/17/2024 Payroll & Alignment	9/17/2024 Health Insurance	9/17/2024 State Aid	9/17/2024 Tax Levy	9/17/2024 Minor Renovations	2024-2025 Proposed
REVENUES			**REVENUES**			**REVENUES**						**REVENUES**
5700 Local and Intermediate Sources	$ 150,000	$ 3,018,717	$ 3,168,717			$ 3,168,717				$ (64,411)		$ 3,104,306
5800 State Sources	$ 15,000	$ 31,936,976	$ 31,951,976		$ 85,000	$ 32,036,976			$ (471,486)			$ 31,565,490
5900 Federal Programs	$ 3,310,000	$ 995,000	$ 4,305,000			$ 4,305,000						$ 4,305,000
Total Revenues	$ 3,475,000	$ 35,950,693	$ 39,425,693	$ -	$ 85,000	$ 39,510,693	$ -	$ -	$ (471,486)	$ (64,411)	$ -	$ 38,974,796
EXPENDITURES			**EXPENDITURES**			**EXPENDITURES**						**EXPENDITURES**
11 Instruction	$ -	$ 19,231,854	19,231,854			$ 19,231,854	$ (233,814)	$ (412,500)				$ 18,585,540
12 Instructional Resources and Media Services	$ -	$ 91,905	91,905			$ 91,905	$ 2,570					$ 94,475
13 Curriculum and Instructional Staff Development	$ -	$ 876,647	876,647			$ 876,647	$ (13,810)					$ 862,837
21 Instructional Leadership	$ -	$ 771,466	771,466			$ 771,466	$ (54,656)	$ (6,250)				$ 710,560
23 School Leadership	$ -	$ 2,189,604	2,189,604			$ 2,189,604	$ (17,175)	$ (25,000)				$ 2,147,429
31 Guidance, Counseling and Evaluation Services	$ -	$ 1,477,931	1,477,931			$ 1,477,931	$ 12,698	$ (25,000)				$ 1,465,629
32 Social Work Services	$ -	$ 64,488	64,488			$ 64,488	$ (1,977)					$ 62,511
33 Health Services	$ -	$ 505,977	505,977			$ 505,977	$ 1,598	$ (18,750)				$ 488,825
34 Student (Pupil) Transportation	$ -	$ 1,297,829	1,297,829			$ 1,297,829	$ 712	$ (6,250)				$ 1,292,291
35 Food Services	$ 3,475,000	$ 60,000	3,535,000		$ 85,000	$ 3,620,000	$ -					$ 3,620,000
36 Cocurricular/Extracurricular Activities	$ -	$ 1,153,814	1,153,814			$ 1,153,814	$ 1,314					$ 1,155,128
41 General Administration	$ -	$ 1,811,023	1,811,023			$ 1,811,023	$ (24,029)	$ (6,250)				$ 1,780,744
51 Facilities Maintenance and Operations	$ -	$ 5,321,684	5,321,684			$ 5,321,684	$ 135,730	$ (81,250)			$ 155,286	$ 5,531,450
52 Security and Monitoring Services	$ -	$ 1,621,544	1,621,544			$ 1,621,544	$ (37,466)	$ (37,500)				$ 1,546,578
53 Data Processing Services	$ -	$ 1,414,788	1,414,788	$ 141,565		$ 1,556,353	$ 52,196	$ (6,250)				$ 1,602,299
61 Community Services	$ -	$ 16,100	16,100			$ 16,100	$ 71					$ 16,171
71 Debt Service	$ -	$ 304,575	304,575			$ 304,575	$ (49,987)					$ 254,588
81 Facilities Acquisition and Construction	$ -	$ 375,150	375,150			$ 375,150	$ (23,975)					$ 351,175
99 Other Intergovernmental Charges	$ -	$ 52,000	52,000			$ 52,000						$ 52,000
Total Expenditures	$ 3,475,000	$ 38,638,379	$ 42,113,379	$ 141,565	$ 85,000	$ 42,339,944	$ (250,000)	$ (625,000)	$ -	$ -	$ 155,286	$ 41,620,229
REVENUES OVER(UNDER) EXPENDITURES	$ -	$ (2,687,686)	$ (2,687,686)			$ (2,829,251)						$ (2,645,434)

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: September 17, 2024

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort." The District's current tax rate was approved at the August 23, 2023 special Board meeting for a total rate of $0.8916. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation, and utilities was $0.7219 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1697.

RATIONALE The purpose of this agenda item is to report collections made for the current 2023 tax year which is based on the levy billed on October 1, 2023.

BUDGET: Collections as of July 31, 2024 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,027,842	$476,693	$2,504,535	
Current Year Collections	$1,867,308	$438,955	$2,306,263	$2,306,263
Current Year Levy Outstanding	$160,534	$37,738	$198,272	
Prior Year Collections				$113,261
Penalty & Interest Collections				$73,680
Total Collections				$2,493,204

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2023 through 7/31/2024

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR ($) COLLECTED	CURRENT TAX YEAR ($) CUMULATIVE	PRIOR YEARS ($) COLLECTED	PRIOR YEARS ($) CUMULATIVE	ALL YEARS ($) COLLECTED	ALL YEARS ($) CUMULATIVE	ALL YEARS ($) %	COLLECTION FEE ($) COLLECTED	COLLECTION FEE ($) CUMULATIVE
Sep 2023	-	-	38,562.46	38,562.46	38,562.46	38,562.46	1.54%	4,114.61	4,114.61
Oct 2023	51,932.45	51,932.45	18,864.25	57,426.71	70,796.70	109,359.16	4.37%	3,266.02	7,380.63
Nov 2023	142,363.37	194,295.82	19,474.87	76,901.58	161,838.24	271,197.40	10.83%	3,492.51	10,873.14
Dec 2023	888,013.01	1,082,308.83	16,248.17	93,149.75	904,261.18	1,175,458.58	46.93%	3,123.77	13,996.91
Jan 2024	869,642.97	1,951,951.80	23,199.14	116,348.89	892,842.11	2,068,300.69	82.58%	4,685.07	18,681.98
Feb 2024	216,306.78	2,168,258.58	8,561.31	124,910.20	224,868.09	2,293,168.78	91.56%	2,561.56	21,243.54
Mar 2024	62,666.16	2,230,924.74	5,668.27	130,578.47	68,334.43	2,361,503.21	94.29%	3,014.00	24,257.54
Apr 2024	41,804.28	2,272,729.02	6,730.40	137,308.87	48,534.68	2,410,037.89	96.23%	3,397.30	27,654.84
May 2024	33,084.52	2,305,813.54	9,000.57	146,309.44	42,085.09	2,452,122.98	97.91%	2,816.74	30,471.58
Jun 2024	19,663.30	2,325,476.84	9,093.80	155,403.24	28,757.10	2,480,880.08	99.06%	2,570.16	33,041.74
Jul 2024	6,075.09	2,331,551.93	6,248.90	161,652.14	12,323.99	2,493,204.07	99.55%	4,098.85	37,140.59
Aug 2024									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2023	2,606,839.10	N/A	N/A
Levy-Billed	10/1/2023	2,589,559.24	601,116.53	3,190,675.77
Adjusted Levy YTD		2,504,535.11	533,156.03	3,037,691.14
Increase/Decrease		(85,024.13)	(67,960.50)	(152,984.63)
Levy Outstanding		198,272.17	419,894.66	618,166.83

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	2,306,262.94	113,261.37	2,419,524.31
Total Penalty & Interest	25,288.99	48,390.77	73,679.76
Total Levy + P&I	2,331,551.93	161,652.14	2,493,204.07
Taxes as percent of levy	92.08%	4.52%	96.60%
P&I as percent of levy	1.01%	1.93%	2.94%
Total as percent of levy	93.09%	6.45%	99.54%
Collection Fee	5,894.92	31,245.67	37,140.59
Total Collected YTD	2,337,446.85	192,897.81	2,530,344.66

printed 8/2/2024

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: September 17, 2024

HISTORY: The district's fiscal year runs from July 1st through June 30th. The district's fiscal accounts are audited annually and the results are presented at the regular meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of July 31, 2024 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET: There is no budget impact associated with this agenda item.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

EXHIBIT G-1

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2024

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 3,168,717	$ 3,168,717	$ 91,429	$ (3,077,288)
5800	State Program Revenues	31,951,976	31,951,976	144,201	(31,807,775)
5900	Federal Program Revenues	4,305,000	4,305,000	125,440	(4,179,560)
5020	Total Revenues	39,425,693	39,425,693	361,070	(39,064,623)
	EXPENDITURES:				
	Current:				
0011	Instruction	19,231,854	19,231,854	1,258,951	17,972,903
0012	Instructional Resources and Media Services	91,905	91,905	1,971	89,934
0013	Curriculum and Instructional Staff Development	876,647	876,647	65,540	811,107
0021	Instructional Leadership	771,466	771,466	56,274	715,192
0023	School Leadership	2,189,604	2,189,604	170,119	2,019,485
0031	Guidance, Counseling and Evaluation Services	1,477,931	1,477,931	95,001	1,382,930
0032	Social Work Services	64,488	64,488	4,240	60,248
0033	Health Services	505,977	505,977	29,369	476,608
0034	Student (Pupil) Transportation	1,297,829	1,297,829	85,909	1,211,920
0035	Food Services	3,535,000	3,535,000	225,158	3,309,842
0036	Extracurricular Activities	1,153,814	1,153,814	43,386	1,110,428
0041	General Administration	1,811,023	1,811,023	134,257	1,676,766
0051	Facilities Maintenance and Operations	5,321,684	5,321,684	419,642	4,902,042
0052	Security and Monitoring Services	1,621,544	1,621,544	66,562	1,554,982
0053	Data Processing Services	1,414,788	1,414,788	193,030	1,221,758
0061	Community Services	16,100	16,100	420	15,680
	Debt Service:				
0071	Debt Service	304,575	304,575	35,566	269,009
	Capital Outlay:				
0081	Facilities Acquisition and Construction	375,150	375,150	67,300	307,850
	Intergovernmental:				
0099	Other Intergovernmental Charges	52,000	52,000	-	52,000
6030	Total Expenditures	42,113,379	42,113,379	2,952,695	39,160,684
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(2,687,686)	(2,687,686)	(2,591,625)	96,061
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	25,000	25,000	502	(24,498)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	502	(24,498)
1200	Net Changes in Fund Balances	(2,662,686)	(2,662,686)	(2,591,123)	71,563
0100	Fund Balance - July 1 (Beginning)	-	16,203,866	16,203,866	-
3000	Fund Balance - June 30 (Ending)	$ (2,662,686)	$ 13,541,180	$ 13,612,743	$ 71,563

EXHIBIT J-3

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2024

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 580,120	$ 580,120	$ 3,201	$ (576,919)
5800	State Program Revenues	1,091,268	1,091,268	-	(1,091,268)
5020	Total Revenues	1,671,388	1,671,388	3,201	(1,668,187)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,625,207	1,625,207	-	1,625,207
6030	Total Expenditures	1,625,207	1,625,207	-	1,625,207
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	46,181	46,181	3,201	(42,980)
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	46,181	46,181	3,201	(42,980)
0100	Fund Balance - July 1 (Beginning)	-	321,332	321,332	-
3000	Fund Balance - June 30 (Ending)	$ 46,181	$ 367,513	$ 324,533	$ (42,980)

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2024

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 342,165	$ 6,768	$ 348,933
Total Operating Revenues	342,165	6,768	348,933
OPERATING EXPENSES:			
Professional and Contracted Services	399,088	8,772	407,860
Other Operating Costs	84,537	-	84,537
Total Operating Expenses	483,625	8,772	492,397
Operating Income (Loss)	(141,460)	(2,004)	(143,464)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	55	5,829	5,884
Total Nonoperating Revenues (Expenses)	55	5,829	5,884
Income (Loss) Before Transfers	(141,405)	3,825	(137,580)
Transfer In	-	-	-
Change in Net Position	(141,405)	3,825	(137,580)
Total Net Position - July 1 (Beginning)	(1,037,588)	1,017,988	(19,600)
Total Net Position - June 30 (Ending)	$ (1,178,993)	$ 1,021,813	$ (157,180)

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: September 17, 2024

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present that investment report for the month of July 2024.

BUDGET: Interest earned by fund is summarized in the investment report which is attached.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending July 31, 2024

General Fund	**$**	**58,961.95**
Interest & Sinking (Debt Service) Fund	**$**	**1,166.69**
Capital Projects Fund	**$**	**1,780.46**
Health Insurance Fund	**$**	**54.70**
Workers Compensation Fund	**$**	**5,828.72**
Total	**$**	**67,792.52**

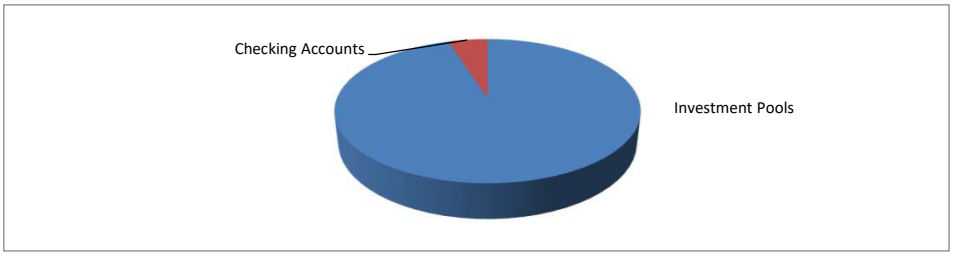
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Norberto Rivas

Chief Financial Officer — **August 28, 2024** **Date**

Portfolio Diversification

By Investment Type		Current Market Value	Portfolio %	Investment Maturity
Investment Pools	$	14,905,595	95.00%	Overnight
Checking Accounts	$	783,767	5.00%	Overnight
	$	15,689,362		



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-24	31-Jul-24	Overnight	$ 680,195.28	1.65%	$ 925.45
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Net Earnings Allowance:	**$ 925.45**

Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-24	31-Jul-24	Overnight	$ 7,061.91	0.00%	$ -
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Net Earnings Allowance:	**$ -**

This bank balance is combined with the general operating account for the purpose of the earning allowance.

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$ 6,346,218.29	5.44%	$ 28,728.68
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 28,728.68**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$ 207,771.65	5.44%	$ 952.82
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 952.82**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$ 2,901,671.96	5.33%	$ 13,037.20
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 13,037.20**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$ 3,528,040.21	5.45%	$ 16,239.30
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 16,239.30**

Wells Fargo- San Elizario High School Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-24	31-Jul-24	Overnight	$ 4,600.71	1.09%	$ 3.95
01-Aug-24	31-Aug-24	Overnight	$ -	0.00%	$ -
01-Sep-24	30-Sep-24	Overnight	$ -	0.00%	$ -
01-Oct-24	31-Oct-24	Overnight	$ -	0.00%	$ -
01-Nov-24	30-Nov-24	Overnight	$ -	0.00%	$ -
01-Dec-24	31-Dec-24	Overnight	$ -	0.00%	$ -
01-Jan-25	31-Jan-25	Overnight	$ -	0.00%	$ -
01-Feb-25	28-Feb-25	Overnight	$ -	0.00%	$ -
01-Mar-25	31-Mar-25	Overnight	$ -	0.00%	$ -
01-Apr-25	30-Apr-25	Overnight	$ -	0.00%	$ -
01-May-25	31-May-25	Overnight	$ -	0.00%	$ -
01-Jun-25	30-Jun-25	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 3.95**

Total General Fund Interest Earned	**$ 58,961.95**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	135,225.21	5.44%	$	620.76
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**620.76**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	121,693.88	5.33%	$	545.93
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**545.93**

Total Debt Service Fund Interest Earned	**$**	**1,166.69**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	396,096.68	5.33%	$	1,780.46
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**1,780.46**

Total Capital Projects Fund Interest Earned	**$**	**1,780.46**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	67,287.37	1.09%	$	54.70
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**54.70**

Total Health Insurance Fund Interest Earned **$ 54.70**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	24,622.08	1.09%	$	9.80
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**9.80**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-24	31-Jul-24	Overnight	$	1,268,877.09	5.44%	$	5,818.92
01-Aug-24	31-Aug-24	Overnight	$	-	0.00%	$	-
01-Sep-24	30-Sep-24	Overnight	$	-	0.00%	$	-
01-Oct-24	31-Oct-24	Overnight	$	-	0.00%	$	-
01-Nov-24	30-Nov-24	Overnight	$	-	0.00%	$	-
01-Dec-24	31-Dec-24	Overnight	$	-	0.00%	$	-
01-Jan-25	31-Jan-25	Overnight	$	-	0.00%	$	-
01-Feb-25	28-Feb-25	Overnight	$	-	0.00%	$	-
01-Mar-25	31-Mar-25	Overnight	$	-	0.00%	$	-
01-Apr-25	30-Apr-25	Overnight	$	-	0.00%	$	-
01-May-25	31-May-25	Overnight	$	-	0.00%	$	-
01-Jun-25	30-Jun-25	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**5,818.92**

Total Worker's Compensation Fund Interest Earned : **$ 5,828.72**

Lone★Star™ Investment Pool

Distributed by FIRST PUBLIC® Member FINRA/SIPC

First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Fund Performance Update

July 31, 2024

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

After falling modestly in June, US Treasury yields fell sharply in July. Yields fell as much as 45 basis points during the month with the two- to five-year area leading the decline. The US equity markets were mixed with the Dow Jones Industrial Average and Nasdaq-100 indexes advancing 4.4% and 1.2%, respectively, while the S&P 500 declined 0.8%. The labor market continued to show resiliency, albeit not as strong as in the first quarter. In the first half of 2024, an average of 222,000 jobs were added per month. The unemployment rate ticked higher to 4.1% for the highest reading since November 2021. Inflation indicators continued to trend modestly lower as the consumer price index fell to 3.0%. At the Federal Open Market Committee (FOMC) meeting on the last day of the month, the committee left the target rate unchanged. In the press release and in his comments at the press conference, Chair Jerome Powell left the door open for a possible rate cut at the next FOMC meeting on September 18. At the end of July, the federal funds futures market was fully pricing in a 25-basis-point rate cut at the September meeting.

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

Active Participants This Month

Schools and Colleges	596
Other Governmental Entities	88
Total	*684*

Lone★Star™
Investment Pool

Government Overnight Fund

Return Information

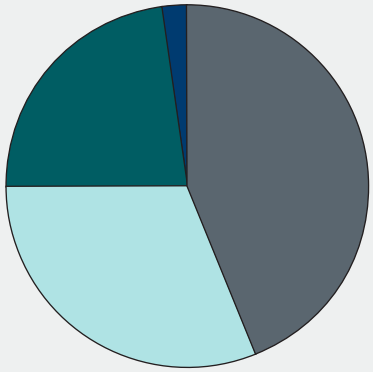
July 31, 2024

Average Monthly Return (a)	5.33%
SEC 7-day Fund Yield (b)	5.34%
Weighted Average Maturity One (c)	30 days
Weighted Average Maturity Two (c)	97 days
Portfolio Maturing beyond One Year	5%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,952,691,899.49	1,952,691,899.49
US Treasuries	1,467,250,612.18	1,467,226,138.99
Agencies	2,749,571,530.60	2,749,917,959.47
Money Market Funds	88,824,290.50	88,824,290.50
Total Assets	*6,258,338,332.77*	*6,258,660,288.45*

Investment Distribution



(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Lone★Star™
Investment Pool

Corporate Overnight Fund

Return Information

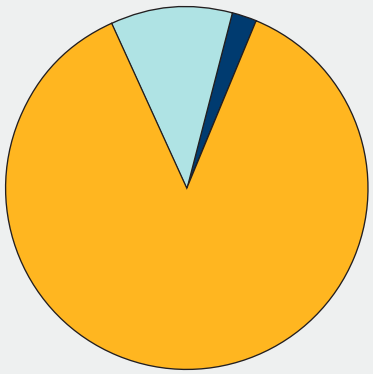
July 31, 2024

Average Monthly Return (a)	5.44%
SEC 7-day Fund Yield (b)	5.45%
Weighted Average Maturity One (c)	43 days
Weighted Average Maturity Two (c)	78 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

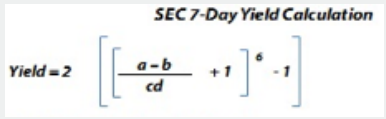
Inventory Position

	Book Value	Market Value
Cash/Repo	409,038,320.03	409,038,320.03
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,102,017,191.82	3,102,043,452.26
Money Market Funds	57,737,007.42	57,737,007.42
Total Assets	*3,568,792,519.27*	*3,568,818,779.71*

Investment Distribution



(b)



a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Lone★Star™
Investment Pool

Corporate Overnight Plus Fund

Return Information

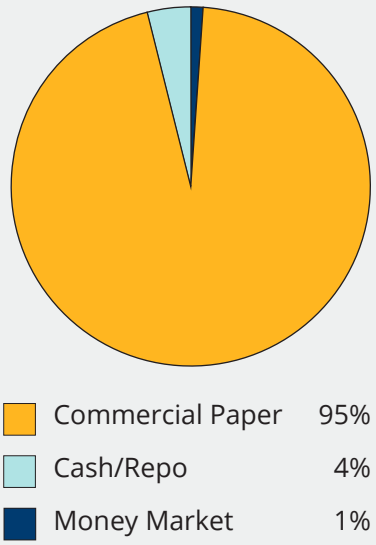
July 31, 2024

Average Monthly Return (a)	5.44%
SEC 7-day Fund Yield (b)	5.45%
Weighted Average Maturity One (c)	48 days
Weighted Average Maturity Two (c)	89 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	374,991,170.81	374,991,170.81
US Treasuries	-	-
Agencies	-	-
Commercial Paper	10,002,599,342.42	10,002,592,539.38
Money Market Funds	114,780,316.94	114,780,316.94
Total Assets	*10,492,370,830.17*	*10,492,364,027.13*

Investment Distribution



(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

Texas CLASS

	Texas CLASS	
Date	Dividend Rate	Daily Yield
07/01/2024	0.000148449	5.4333%
07/02/2024	0.000149390	5.4677%
07/03/2024	0.000297916	5.4519%
07/04/2024	0.000000000	5.4519%
07/05/2024	0.000446427	5.4464%
07/06/2024	0.000000000	5.4464%
07/07/2024	0.000000000	5.4464%
07/08/2024	0.000148477	5.4342%
07/09/2024	0.000148586	5.4382%
07/10/2024	0.000148842	5.4476%
07/11/2024	0.000148914	5.4502%
07/12/2024	0.000446736	5.4502%
07/13/2024	0.000000000	5.4502%
07/14/2024	0.000000000	5.4502%
07/15/2024	0.000148910	5.4502%
07/16/2024	0.000148847	5.4478%
07/17/2024	0.000149021	5.4542%
07/18/2024	0.000148977	5.4525%
07/19/2024	0.000446553	5.4480%
07/20/2024	0.000000000	5.4479%
07/21/2024	0.000000000	5.4479%
07/22/2024	0.000148856	5.4482%
07/23/2024	0.000148757	5.4445%
07/24/2024	0.000148880	5.4490%
07/25/2024	0.000148321	5.4286%
07/26/2024	0.000446808	5.4511%
07/27/2024	0.000000000	5.4511%
07/28/2024	0.000000000	5.4511%
07/29/2024	0.000149021	5.4542%
07/30/2024	0.000148753	5.4444%
07/31/2024	0.000148735	5.4437%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: Approval of Purchase Order #51854 – Labatt Food Service
Date: August 28, 2024

HISTORY: The Child Nutrition Services Department was awarded $85,000 through the Local Food for Schools Grant, that will increase fruits and vegetables offered to students in the 2024-2025 school year.

RATIONALE: To utilize Labatt Food Service as a distributor for all schools to utilize the Local Food Grant funding.

Local Food Grant

September 2024-March 2025

Requirement: Farmers/Producers food that is raised, produced, aggregated, stored, processed, and distributed in Texas. Purchases can be made directly with producers, small businesses, or distributors.

Allowable purchases include:

- Minimally processed or unprocessed foods produced in Texas--minimally processed states (whole, cut, pureed) and forms (fresh, frozen, dried, canned)
- Fruits and vegetables, including 100% juices
- Grains –pasta, rice
- Meats and/or Meat alternates–whole, pieces, ground meats, beans, or legumes
- Fluid milk and dairy products –yogurt, cheese
- Olive oil

BUDGET: $85,000

ADMINISTRATIVE RECOMMENDATION: Increase the Labatt Food Service purchase order by $85,000 to utilize grant funding

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE
51854

Date: 09/04/2024

VENDOR: 2163

TO: Labatt Food Service Llc
P.O. Box 27730
ALBUQUERQUE, NM 87125

SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-

ATTN:
VENDOR PHONE: 210-661-4216
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: CNS - V. Ibarra
REC. GRP: CNS - V. Ibarra

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			85000.00		85000.00

Local Food Grant ($85,000) September 2024-March 2025

Requirement: Farmers/Producers food that is raised, produced, aggregated, stored, processed, and distributed in Texas. Purchases can be made directly with producers, small businesses, or distributors.

Allowable purchases include:
Minimally processed or unprocessed foods produced in Texas--minimally processed states (whole, cut, pureed) and forms (fresh, frozen, dried, canned)
Fruits and vegetables, including 100% juices
Grains pasta, rice
Meats and/or Meat alternateswhole, pieces, ground meats, beans, or legumes
Fluid milk and dairy products yogurt, cheese
Olive oil

West TX Coop

TOTAL 85000.00

P.O. Source	Account Number	Amount
Project Requisition	101.35.6341.08.999.99	85,000

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director of Support Services
Subject: Approval of Purchase Order #51855 – City Fence & Pipe Co.
Date: September 17, 2024

HISTORY:

During a Pre-District Vulnerability Assessment (DVA) walkthrough on March 27, 2024, at Garcia Enriquez Middle School with Mr. Greg McCright, Sr School Safety Agent-West Sector Office of School Safety and Security from The Texas Education Agency (TEA), The recommendation to install secured perimeter fencing with emergency egress gates around and close to the GEMS campus stand-alone buildings was given.

RATIONALE:

Currently, we have a property boundary fence around GEMS. This boundary fence is far from the campus's separate and stand-alone buildings that collectively form the campus, making it easier for someone to gain access and be unnoticed. Due to student transitions between buildings, it is sometimes necessary to keep some building exterior doors unlocked so students can access the different buildings during the day. Creating a secured perimeter around and close to the stand-alone buildings will add an extra layer of security to help prevent an intruder from entering and gaining access into a building's interior when exterior doors are unlocked for transition. The secured perimeter would include emergency egress gates. Having exterior doors unlocked without a secured perimeter is a violation of the Safety Standards Rules under 19 Texas Administrative Code (TAC). We selected a vendor that is part of the Region 19 Allied States Purchasing Cooperative RFP# 21-7401.

BUDGET:

The funds to cover this project are allocated under the Tier 2 Safety Grant we received from the state.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order for City Fence and Pipe Co.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE
51855

Date: 09/04/2024

VENDOR: 2191

TO: City Fence & Pipe Co
10865 Dyer Street
EL PASO, TX 79934

SHIP TO: San Elizario Independent School
200 N. Herring Rd
San Elizario, TX 79849-

ATTN:
VENDOR PHONE: 915-821-8900
VENDOR FAX: 915-751-4537
VENDOR EMAIL:

REC. LOC: Support Services - S. Martinez
REC. GRP: Support Services - S. Martinez

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			75658.00		75658.00

SECURE AREA FENCING AROUND GEMS CAMPUS BUILDINGS.

ALLOWED UNDER SEC 48.115 (B) OF THE TEXAS EDUCAITON CODE, SCHOOL SAFETY ALLOTMENT.

INSTALLATION OF CHAIN LINK, POLES, WROUGHT IRON, TO INCLUDE LABOR

8FT X 6FT VARIES GATES

TOTAL$ 75,658.00

NOTE:
**REGION 19# 21-7401
PLEASE SEND PO TO MAINTENANCE DEPT.

SANDYMARTINEZ / EXT 4659

TOTAL **75658.00**

P.O. Source	Account Number	Amount
Project Requisition	424.51.6249.12.860.99	5,078
Project Requisition	424.51.6629.12.860.99	70,580

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Roberto Reina

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: September 17, 2024

HISTORY: The District's 2024-2025 budget was officially approved at the June 25, 2024 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The purpose of this agenda item is to amend revenues and expenditures in the following areas:

- **Object Code 5800 (State Sources):** To increase object code 5800 by $85,000 to record the Local Food for Schools Grant awarded to the Child Nutrition Services Department through the Texas Department of Agriculture.
- **Function 35 (Food Services):** To increase function 35 by $85,000 to be able to utilize the funding for the purchase of additional food products as noted in PO#51854 to Labatt Food Service also on the consent agenda for approval.

BUDGET: The proposed budget amendment can be seen in the attachment enclosed.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND		2024-2025 Fund 101	2024-2025 Fund 199	2024-2025 Adopted	2024-2025 Amended	9/17/2024 Local Food Grant	2024-2025 Proposed
	REVENUES			**REVENUES**	**REVENUES**		**REVENUES**
5700	Local and Intermediate Sources	$ 150,000	$ 3,018,717	$ 3,168,717	$ 3,168,717		$ 3,168,717
5800	State Sources	$ 15,000	$ 31,936,976	$ 31,951,976	$ 31,951,976	$ 85,000	$ 32,036,976
5900	Federal Programs	$ 3,310,000	$ 995,000	$ 4,305,000	$ 4,305,000		$ 4,305,000
	Total Revenues	$ 3,475,000	$ 35,950,693	$ 39,425,693	$ 39,425,693	$ 85,000	$ 39,510,693
	EXPENDITURES			**EXPENDITURES**	**EXPENDITURES**		**EXPENDITURES**
11	Instruction	$ -	$ 19,231,854	19,231,854	$ 19,231,854		$ 19,231,854
12	Instructional Resources and Media Services	$ -	$ 91,905	91,905	$ 91,905		$ 91,905
13	Curriculum and Instructional Staff Development	$ -	$ 876,647	876,647	$ 876,647		$ 876,647
21	Instructional Leadership	$ -	$ 771,466	771,466	$ 771,466		$ 771,466
23	School Leadership	$ -	$ 2,189,604	2,189,604	$ 2,189,604		$ 2,189,604
31	Guidance, Counseling and Evaluation Services	$ -	$ 1,477,931	1,477,931	$ 1,477,931		$ 1,477,931
32	Social Work Services	$ -	$ 64,488	64,488	$ 64,488		$ 64,488
33	Health Services	$ -	$ 505,977	505,977	$ 505,977		$ 505,977
34	Student (Pupil) Transportation	$ -	$ 1,297,829	1,297,829	$ 1,297,829		$ 1,297,829
35	Food Services	$ 3,475,000	$ 60,000	3,535,000	$ 3,535,000	$ 85,000	$ 3,620,000
36	Cocurricular/Extracurricular Activities	$ -	$ 1,153,814	1,153,814	$ 1,153,814		$ 1,153,814
41	General Administration	$ -	$ 1,811,023	1,811,023	$ 1,811,023		$ 1,811,023
51	Facilities Maintenance and Operations	$ -	$ 5,321,684	5,321,684	$ 5,321,684		$ 5,321,684
52	Security and Monitoring Services	$ -	$ 1,621,544	1,621,544	$ 1,621,544		$ 1,621,544
53	Data Processing Services	$ -	$ 1,414,788	1,414,788	$ 1,556,353		$ 1,556,353
61	Community Services	$ -	$ 16,100	16,100	$ 16,100		$ 16,100
71	Debt Service	$ -	$ 304,575	304,575	$ 304,575		$ 304,575
81	Facilities Acquisition and Construction	$ -	$ 375,150	375,150	$ 375,150		$ 375,150
99	Other Intergovernmental Charges	$ -	$ 52,000	52,000	$ 52,000		$ 52,000
	Total Expenditures	$ 3,475,000	$ 38,638,379	$ 42,113,379	$ 42,254,944	$ 85,000	$ 42,339,944
	REVENUES OVER(UNDER) EXPENDITURES	$ -	$ (2,687,686)	$ (2,687,686)	$ (2,829,251)		$ (2,829,251)
	OTHER FINANCING SOURCES (USES)						
7912	Sale of Real and Personal Property	$ -	$ 25,000	$ 25,000	$ 25,000		$ 25,000
7915	Operating Transfer In	$ -	$ -	$ -	$ -		$ -
8911	Operating Transfer Out	$ -	$ -	$ -	$ -		$ -
	Total Other Financing Sources(Uses)	$ -	$ 25,000	$ 25,000	$ 25,000		$ 25,000
	FUND BALANCE						
	Net Change in Fund Balance	$ -	$ (2,662,686)	$ (2,662,686)	$ (2,804,251)		$ (2,804,251)
3000	Total Fund Balance - July 1 (Beginning)	$ 1,258,789	$ 13,901,216	$ 15,160,005	$ 15,160,005		$ 15,160,005
3000	Total Fund Balance - June 30 (Ending)	$ 1,258,789	$ 11,238,530	$ 12,497,319	$ 12,355,754		$ 12,355,754

San Elizario ISD
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San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Nancy Tinoco, Purchasing Specialist
Subject: Consider and possible Board action to approve request for competitive sealed proposals for risk management insurance provider (RFP#25-1161)
Date: September 17, 2024

HISTORY: The current contract for commercial insurance coverage was approved by the Board of Trustees on September 8, 2021 for the three-year period of 10/1/21 through 9/30/24 and was awarded to TASB. The insurance premium cost for year one (10/1/21 – 9/30/22) was $208,136, for year two (10/1/22 – 9/30/23) was $234,967 and for the current year 3 (10/1/23 – 9/30/24) was $305,768. Premiums are based on claim history and new assets insured have increased year by year.

RATIONALE: Specifications for the RFP were developed based on Texas Department of Insurance regulations and competitive sealed proposals were received by the district until August 13, 2024 at 2:00 pm. The solicitation called for interested proposers to submit insurance deductibles, limits of coverage and premiums for a coverage period of three years with the option to extend for an additional one-year term. Only one proposal was received and it was submitted by TASB. The tabulation of results is as follows:

Coverage	Limits	Deductible	Contribution
PROPERTY			**$306,718**
All perils except weather perils:	$190,322,208	$50,000	
Weather Perils except Named/Numbered Windstorm:	$190,322,208	1% Minimum $500,000	
Named/Numbered Windstorm:	$25,000,000	1% Minimum $500,000	
Flood-Annual Aggregate	$2,000,000	$50,000	
Earthquake-Annual Aggregate Limit	$2,000,000	$50,000	
Crime:	$100,000	$5,000	
Equipment Breakdown:	$100,000,000	$50,000	

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

Coverage	Limits	Deductible	Contribution
AUTOMOBILE			**$48,358**
Automobile Liability	$100K Person Bodily / $300k Occurrence Bodily / $100k Occurrence Property	$1,000	
Automobile Physical Damage – Collision	Actual Cash Value	$1,000	
Automobile Physical Damage - Comprehensive	Actual Cash Value	$1,000	
Automobile Physical Damage – Catastrophic	Actual Cash Value	$50,000	
SCHOOL LIABILITY			**$15,223**
Professional Legal Liability Subject to $1,000,000 Maximum Annual Aggregate	$1,000,000	$10,000	
General Liability	$1,000,000	$0	
Employee Benefits Liability	$100,000	$0	
Privacy & information Security	$500,000	0	**$5,500**
		Total Contribution	**$375,799**

The evaluation committee consisted of Stephanie Ruiz, HR Assistant and Jesus Martinez – Executive Director of Support Services. The evaluation criteria used for this request for proposals is as follows:

The purchase price	50%
The reputation of the vendor and the vendor's services	15%
The quality of the vendor's services	10%
The extent to which the services meet the District's needs	10%
The vendor's past relationship with the District	3%
The impact on the ability of the district to comply with laws relating to historically underutilized businesses (HUB)	2%
The total long-term cost to the district to acquire the services	10%
Total	100%

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BUDGET: The budget impact for this would be $375,799 to be funded from the general fund.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to award RFP#25-1161 Risk Management Insurance Provider to TASB based on the proposal submitted.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Notification of Coverage Changes and Clarifications
Effective July 1, 2024

As a part of the annual coverage review, the TASB Risk Management Fund (Fund) implemented the following coverage changes and clarifications ***for all renewals taking effect on or after July 1, 2024***. This document is a summary of changes and clarifications only; please carefully review the full text of all Fund Coverage Agreements and any applicable Contribution and Coverage Summary (CCS).

Automobile Liability & Physical Damage Coverage Agreement

- Under Part D, § 17.2 **Excess Coverage,** clarify that the Fund Member's auto coverage is primary, not pro rata, when a **Covered Person** is driving a Fund Member's vehicle.

School Liability Coverage Agreement

- Under Part B, § 5.8 **Joint Ventures,** clarify that Joint Ventures include support for an in-district or 1882 charter school; however, there is no coverage for the charter school operator itself or its board members or employees. Clarify that all **Covered Persons** are covered, not just the Fund Member.
- Under Part F, § 16.1 **PLL related acts**, clarify that acts related to the original Wrongful Act are subject to one **Claim's** limit of liability.
- Under Part F, § 17.5 **Maximum annual aggregate limit,** clarify that the maximum aggregate limit applies to purchased *and* automatic extended reporting periods.

Property Coverage Agreement

- Weather Perils and Named/Numbered Windstorm deductibles will be based on a percentage (as shown on the CCS) of the total value of a Loss-affected structure, including contents, as listed on the Statement of Values schedule provided to Fund Members with the coverage proposal, or an Occurrence minimum deductible (also shown on the CCS), whichever is higher. If the Weather Perils or Named/Numbered Windstorm deductible does not exceed the minimum Occurrence deductible, the Occurrence deductible will apply for all Loss, including Loss-affected Covered Property not listed on the Statement of Values.
- Expanded coverage for single-ply membrane roofing systems rated for Very Severe Hail by FM Global or UL Solution's equivalent rating to the full Weather Perils limit and deductible. The sublimit for single-ply roofing systems not rated for very severe hail remains in place.
- Under Part C, added § 6.6, indicating the Fund will limit payment for heating, ventilation, and air conditioning (HVAC) units based on actual cash value (ACV) only. Additionally, HVAC units **installed after March 1, 2025,** are excluded for the peril of hail unless commercial hail protection/coil guards are installed.
- Revise the Property Coverage Agreement, the Named/Numbered Windstorm Endorsement, and the CCS language to reflect how coverage and specified limits extend to the Fund Member's Covered Property for the Named/Numbered Windstorm peril based on the county's location (e.g., Tier I, Tier II, Harris, or all other Texas counties).

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- Revise the Property Coverage Agreement and the Flood Endorsement to clarify that Flood coverage is excluded in designated flood zones unless coverage is otherwise extended under the Named/Numbered Windstorm Endorsement, and updated language to describe flooding uniformly throughout the Coverage Agreement.
- Under Part C, § 6.4 **Aesthetic Impairment**, eliminate the option to pay up to $100,000 per **Occurrence** for appearance harm only to **Covered Property** while maintaining the coverage provision allowing reimbursement for 50% of the cost, up to $1 million, to replace Aesthetically Impaired metal roofs.
- Limit coverage to the amount reported on the Statement of Values for Covered Property that has a recognized national or state historic designation. This limitation includes, but is not limited to, Covered Property listed on the National Register of Historic Places or Recorded Texas Historic Landmarks.
- Add a provision that specifically indicates prior loss is excluded.
- Add a provision that temporary repairs will be reimbursed to the Fund Member up to 10% of the Loss, including (if applicable) outside any sublimit. Additionally, under Part C, § 7.5, clarify that "Extra Expense" does not include temporary repairs after a **Loss**.
- Clarify that wildfire and accidental smoke damage, unrelated to agricultural or industrial origins, is covered and not considered **Pollution**.
- Under Part C, § 7.1 **Debris removal**, clarify that such removal is outside any sublimit.
- Under Part E, § 12.4 **Vendor Panel,** revise to remove the panel-related language and clarify that the Fund Member must use any Fund-preferred vendor when requested by the Fund.
- Under Part G, § 18, **New Construction,** move to Part F as a condition of coverage. This provision requires the Fund Member to report any new construction or renovation to the Fund before coverage extends.

Privacy & Information Security Coverage Agreement

- Under Part C, § 4.29 (A) **Fraudulent Instruction**, clarify and reinforce that the Fund Member must verify the authenticity *and* validate the payment request. Additionally, clarify that the validation may not rely on contact information in the communication or source of the inquiry regarding a change of banking or payment information.

Violent Act Coverage

- No changes.

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San Elizario ISD

Contribution & Coverage Summary (CCS)
Participation Period: 10/1/2024 through 9/30/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Property	See Property Coverage Summary	See Property Coverage Summary	**$306,718**
Automobile Liability	$100K Person Bodily / $300K Occurrence Bodily / $100K Occurrence Property	$1,000	**$32,966**
Automobile Physical Damage	Actual Cash Value	See Automobile Coverage Summary	**$15,392**
School Liability including Professional Legal, General, and Employee Benefits Liability	See School Liability Coverage Summary	See School Liability Coverage Summary	**$15,223**
Privacy & Information Security	$500,000	$0	**$5,500**
Violent Acts	$250,000	$0	**No Cost**
Total Contribution			**$375,799**

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.

San Elizario ISD

Property Coverage Summary
Participation Period: 10/1/2024 through 9/30/2025
Total Property Contribution: $306,718

The following is an overview of the limits and deductibles for risk of Direct Physical Loss to Covered Property. Additional coverages, limits, exclusions, and terms are included in the Fund's Coverage Agreement for this Participation Period. All limits are per Occurrence unless otherwise shown.

Coverage	Limit	Deductible
All Perils except Weather Perils	$190,322,208	$50,000
Weather Perils except Named/Numbered Windstorm	$190,322,208	1% Minimum $500,000
Named/Numbered Windstorm	$25,000,000	1% Minimum $500,000
Flood – Annual Aggregate Limit	$2,000,000	$50,000
Earthquake – Annual Aggregate Limit	$2,000,000	$50,000
Crime	$100,000	$5,000
Equipment Breakdown	$100,000,000	$50,000

Additional Sublimit for Weather Perils	Limit	Deductible
Sublimit for Wind, Hail Loss to Single Ply Membrane roofs and accompanying roof systems; all other deductibles apply. This does not apply to Named/Numbered Windstorm Loss in Tier 1, Tier 2, or Harris counties.	$1,000,000	Weather Perils Deductible applies

Property Coverage Provisions

Weather Perils: Weather Perils is an Occurrence of wind, hail, convective storm, or freeze. The Weather Perils Limit and Deductible shown on this CCS will apply to Loss (including ensuing Loss) by a Weather Peril. Weather Perils does not include Named/Numbered Windstorm.

Named/Numbered Windstorm: Named/Numbered Windstorm is an Occurrence of hurricane, typhoon, tropical cyclone, tropical storm, or tropical depression that is designated by name or number by the National Weather Bureau, National Hurricane Center, or any recognized meteorological authority, including any related wind-driven rain, flood, tidal water or wave, storm surge, wave wash, surface water, overflow of bodies of water, or spray from any of these conditions. The Named/Numbered Windstorm Limit and Deductible indicated on this CCS will apply to Loss (including ensuing Loss) by a Named/Numbered Windstorm.

Percent Deductible/Occurrence Minimum Deductible: When Covered Property sustains a Loss caused by a Weather Peril or Named/Numbered Windstorm, the Fund Member's deductible will be either a percent-based deductible or an Occurrence-based minimum deductible, depending on which is higher.

The percent deductible will be calculated based on the designated percent, as shown on the CCS, applied to the Total Covered Value of the Loss-affected structure (including contents) in the Statement of Values schedule, which is considered a part of this CCS. This designated percentage is reflected as the deductible dollar amount listed under the deductible column of the schedule for each Loss-affected structure. The Fund will only pay once the covered Loss amount for each Loss-affected structure exceeds the deductible amount listed on the schedule. This deductible amount remains the same even if the entire structure (or contents) did not sustain a Loss. In the case of an Occurrence causing Loss to more than one member structure, the member may incur multiple percent-based deductibles, which will be added up to determine the total percent deductible.

Regardless of the total percent deductible, the amount of Loss sustained, or the number of Loss-affected structures in an Occurrence, in no event will the member's total deductible obligation be less than the Occurrence-based minimum deductible listed on the CCS. To determine whether the total amount of the percent-based deductible(s) exceeds the Occurrence minimum deductible, only the actual Loss will apply toward the Occurrence minimum deductible. However, the Fund's payment obligations in excess of this Occurrence deductible are based on the Loss to each structure exceeding that structure's scheduled deductible dollar amount.

No coverage is available for Loss to Fund Member property excluded by the Property Coverage Agreement.

Location: Location is a single street address that is the site of the Covered Property. Locations may have multiple Covered Properties, including structures.

Flood Zone Exclusions: The Fund Member's Covered Property (as defined in the Coverage Agreement) is excluded from coverage under the Flood Endorsement of the Coverage Agreement if any portion of the Covered Property subject to loss is located in any Special Flood Hazard Areas (SFHA) beginning with 'A' or 'V' as identified on the most recently published pre-Loss FEMA Flood Insurance Rate Map (FIRM).

Other Limits: If more than one Per Occurrence Limit may be applicable, the Fund shall determine which limit will apply.

Statement of Values: The Statement of Values schedule will be provided to the Fund member before the beginning of the Participation Period and is considered incorporated into the Agreements between the Fund and the member. The Fund Member agrees to allow the Fund to conduct property appraisals of the Fund Member's property periodically and agrees to accept values provided by the Fund. The Fund reserves the right to adjust the Fund Member's Contribution for new Covered Property accepted within the first 180 days of the Participation Period.

Salvage: The Fund will have the right, at its discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.

Single Ply Membrane: 'Single Ply Membrane' is a synthetic roofing material that includes EPDM, TPO, and PVC membranes. For Weather Perils, Single Ply Membrane roofs are subject to the Single Ply Membrane sublimit and deductible indicated on the CCS, except for roofs rated for Very Severe Hail by FM Global or UL Solution's equivalent rating, which are subject to the Weather Perils limit and deductible.

Fund Member Mitigation: As indicated in the Property Coverage Agreement, including Sections 9.29 and 12.5, the Fund Member must preserve Covered Property before and after Loss, or the Fund may exclude coverage.

Fund Member Notice: As indicated in the Property Coverage Agreement, including Section 13.1, time is of the essence for the Fund Member to give notice of a claim for all Loss. Coverage is only available if the Fund Member reports all Loss within 365 days of an Occurrence.

Limit Elimination: The Fund may reduce all Property limits to zero and cease all payments (promised or otherwise) to the member for any claim under this CCS if the Fund's applicable property reinsurance coverage exhausts during the Participation Period through any property claim payment to any Fund member.

San Elizario ISD

Automobile Coverage Summary
Participation Period: 10/1/2024 through 9/30/2025
Total Automobile Contribution: $48,358

The following is an overview of the limits and deductibles for risks associated with the ownership, maintenance, or use of Covered Automobiles. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Automobile Liability	$100K Person Bodily / $300K Occurrence Bodily / $100K Occurrence Property	$1,000
Automobile Physical Damage - Collision	Actual Cash Value	$1,000
Automobile Physical Damage - Comprehensive	Actual Cash Value	$1,000
Automobile Physical Damage - Catastrophic	Actual Cash Value	$50,000

Automobile Terms & Conditions

Statement of Values: The Fund Member has provided the Fund with the most complete and accurate listing of vehicles owned and leased by the Fund Member and will make this listing current throughout the Participation Period. The Fund Member agrees to allow the Fund to conduct vehicle appraisals of the Fund Members' fleet periodically and agrees to accept values provided by the Fund, if any.

Salvage: The Fund will have the right, at its discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.

Excluded Vehicles: Vehicles specifically listed on this CCS are excluded from all Automobile coverage as noted under 'Exclusion.'

San Elizario ISD

School Liability Coverage Summary
Participation Period: 10/1/2024 through 9/30/2025
Total School Liability Contribution: $15,223

The following is an overview of the limits and deductibles for legal, general, and other liability risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Professional Legal Liability Subject to $1,000,000 Maximum Annual Aggregate	$1,000,000	$10,000
General Liability	$1,000,000	$0
Employee Benefits Liability	$100,000	$0

School Liability Coverage Provisions

Known Prior Acts: As indicated in the School Liability Coverage Agreement, including in Section 4.1, the Fund Member agrees that all known prior acts (including previously reported acts) that may result in a legal claim against the Fund Member have been fully disclosed to prior carriers, including the Fund, and no coverage will apply to these acts under this CCS. However, this CCS does not void coverage afforded to the Fund Member under any previous CCS.

Fund-requested Settlement Contributions: As indicated in the School Liability Coverage Agreement, including Section 4.6, the Fund may request a monetary or non-pecuniary contribution from the Fund Member to address the portion of a Claim that is not covered by the Coverage Agreement so that the Fund can settle the Claim in its entirety. Any refusal by the Fund Member to contribute to the settlement as requested by the Fund will result in the Fund Member being responsible for further defense costs and indemnity payments other than what the Fund would have paid.

San Elizario ISD

Privacy & Information Security Coverage Summary
Participation Period: 10/1/2024 through 9/30/2025
Total Privacy & Information Security Contribution: $5,500

The following is an overview of the limits and deductibles for privacy and information security risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Aggregate Limit Per Event	Deductible
Privacy & Information Security	$500,000	$0

Privacy & Information Security Conditions

No Known Losses: Fund Member certifies that all known or reported events occurring prior to the effective date of this coverage, as applicable, which it is reasonably believed may result in a claim under this Coverage have been fully disclosed or reported.

Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Liability	Robert Gallegos	Risk Manager	regallegos@seisd.net
TASB RMF-Auto	Robert Gallegos	Risk Manager	regallegos@seisd.net
TASB RMF-Property	Robert Gallegos	Risk Manager	regallegos@seisd.net

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.

Contribution & Coverage Summary General Provisions

Coverage: This CCS and the Fund's corresponding Coverage Agreements for this Participation Period outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement, the applicable Fund Coverage Agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund Coverage Agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the Interlocal Participation Agreement outlines the termination-related provisions that govern this CCS. These provisions include that this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

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Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

_____ _____

Authorized Signature Date

_____ _____

Printed Name Title

TASB™ RISK FUND

Proof of Auto Liability Coverage

THIS GOVERNMENT VEHICLE IS EXEMPT FROM THE MOTOR VEHICLE SAFETY RESPONSIBILITY ACT. Liability coverage in effect meets the minimum limits required by Texas law.

Member: **San Elizario ISD**
Contract Number: **P071904-2024-001**
Contract Period: **10/1/2024** through **9/30/2025**

If you have an accident, please notify the TASB Risk Management Fund at 800.482.7276.

Coverage is applicable to all vehicles owned by the above-named entity. Coverage remains in effect only if contribution has been paid.

WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
- Do not discuss blame or fault. Discuss accident only with the police.
- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.

TASB™ RISK FUND

Proof of Auto Liability Coverage

THIS GOVERNMENT VEHICLE IS EXEMPT FROM THE MOTOR VEHICLE SAFETY RESPONSIBILITY ACT. Liability coverage in effect meets the minimum limits required by Texas law.

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WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
- Do not discuss blame or fault. Discuss accident only with the police.
- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.

San Elizario ISD

Statement of Values

As of date: 8/23/2024
Participation Period: 10/1/2024 through 9/30/2025

Campus Name – Site Address	Building ID	Building Name	Total Covered Value	Weather Perils Deductible
1444 Main Street, San Elizario, TX, 79849	647447	FM EP Building	$307,878	$3,079
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4628	CAFETERIA BUILDING	$2,737,100	$27,371
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4630	CLASSROOM BUILDING #1	$3,441,070	$34,411
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4629	CLASSROOM BUILDING #2	$1,646,300	$16,463
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4631	CLASSROOM BUILDING #3	$3,226,950	$32,270
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4627	CLASSROOM/ GYMNASIUM BUILDING	$4,788,410	$47,884
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	071904-14862-7H	GUARD SHACK	$15,150	$152
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14862-7F	MAIN OFFICE	$1,095,850	$10,959
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4632	STORAGE BUILDING	$27,270	$273
BORREGO ELEMENTARY SCHOOL, 1330 CHICKEN RANCH ROAD, SAN ELIZARIO, TX, 79849	4625	BORREGO ELEMENTARY SCHOOL	$21,197,880	$211,979
BORREGO ELEMENTARY SCHOOL, 1330 CHICKEN RANCH ROAD, SAN ELIZARIO, TX, 79849	071904-14879-5B	GUARD SHACK	$15,150	$152
DISTRICT ADMINISTRATION OFFICE, 1050 CHICKEN RANCH, SAN ELIZARIO, TX, 79849	4585	ADMINISTRATION BUILDING	$4,357,140	$43,571
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	071904-14880-4A	LORENZO LOYA MAIN PRIMARY	$12,811,850	$128,119
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4624	PAVILION	$31,310	$313

LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4618	PORTABLE CLASSROOM #1	$258,560	$2,586
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4619	PORTABLE CLASSROOM #2	$258,560	$2,586
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4620	PORTABLE CLASSROOM #3	$258,560	$2,586
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4621	PORTABLE CLASSROOM #4	$258,560	$2,586
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4622	PORTABLE CLASSROOM #5	$258,560	$2,586
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4623	STORAGE BUILDING	$29,290	$293
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9B	GUARD SHACK	$15,150	$152
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9D	PAVILION	$14,140	$141
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9A	SAMBRANO ELEMENTARY SCHOOL	$18,125,460	$181,255
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9C	STORAGE SHED	$5,050	$51
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6C	PORTABLE CLASSROOM BUILDING #1	$261,590	$2,616
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6D	PORTABLE CLASSROOM BUILDING #2	$261,590	$2,616
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4626	SAN ELIZARIO EXCEL ACADEMY	$3,118,880	$31,189
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6B	STORAGE SHED	$5,050	$51
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4592	BASEBALL DUGOUT #1	$22,220	$222
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4593	BASEBALL DUGOUT #2	$22,220	$222
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4588	FIELD HOUSE/WEIGHT ROOM	$1,159,480	$11,595
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4596	FOOTBALL FIELD HOUSE	$6,615,500	$66,155

SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14881-2F	FOOTBALL PRESS BOX	$334,310	$3,343
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14881-2N	GUARD SHACK	$16,160	$162
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4587	HIGH SCHOOL GYMNASIUM	$3,570,350	$35,704
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4589	LIBRARY BUILDING	$3,898,600	$38,986
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4590	METAL STORAGE CONTAINER	$9,090	$91
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4591	PORTABLE WRESTLING BUILDING	$249,470	$2,495
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4586	SAN ELIZARIO HIGH SCHOOL	$50,049,540	$500,495
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4594	SOFTBALL DUGOUT #1	$15,150	$152
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4595	SOFTBALL DUGOUT #2	$15,150	$152
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14881-2L	STORAGE BUILDING	$14,140	$141
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4598	CAFETERIA BUILDING	$3,248,160	$32,482
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4617	CHEMICAL STORAGE SHED	$21,210	$212
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4606	CLASSROOM BUILDING ROOMS 200-203	$2,215,940	$22,159
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4603	CLASSROOM BUILDING ROOMS 205-207	$739,320	$7,393
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4605	CLASSROOM BUILDING ROOMS 301-313	$3,937,990	$39,380
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4604	CLASSROOM BUILDING ROOMS 400-425	$5,017,680	$50,177
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4602	CLASSROOM BUILDING ROOMS 500-510	$2,061,410	$20,614
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4600	CLASSROOM BUILDING ROOMS 511-513	$1,560,450	$15,605

SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4608	FOOTBALL FIELD HOUSE/CONCESSIONS	$896,880	$8,969
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4615	GROUNDS STORAGE SHED #1	$14,140	$141
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	2257	GROUNDS STORAGE SHED #2	$14,140	$141
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14860-3M	GUARD SHACK	$15,150	$152
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4601	GYMNASIUM BUILDING	$3,074,440	$30,744
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4599	LIBRARY BUILDING	$3,175,440	$31,754
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4607	MAINTENANCE BUILDING	$278,760	$2,788
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4611	MAINTENANCE STORAGE BUILDING	$27,270	$273
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	2406	MAINTENANCE STORAGE SHED	$16,160	$162
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4616	OLD CLINIC	$118,170	$1,182
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4612	PORTABLE CLASSROOM BUILDING	$258,560	$2,586
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4613	PORTABLE OFFICE BUILDING	$58,580	$586
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4614	PORTABLE STORAGE BUILDING	$16,160	$162
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4597	SAN ELIZARIO MIDDLE SCHOOL	$5,519,650	$55,197
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4609	STORAGE BUILDING #1	$168,670	$1,687
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4610	STORAGE BUILDING #2	$192,910	$1,929
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8E	CHEMICAL STORAGE SHED	$7,070	$71
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8D	EQUIPMENT PAVILION	$39,390	$394

SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8C	EQUIPMENT STORAGE BUILDING	$142,410	$1,424
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8F	METAL STORAGE CONTAINER	$23,230	$232
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	4633	OPERATIONS CENTER	$3,793,560	$37,936
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8B	SECURITY SERVICES PORTABLE	$148,470	$1,485
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14929-8G	STORAGE SHED	$24,240	$242

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees

From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director of Support Services

Subject: Consider and possible Board action to approve final payment to AREDi Enterprises, LLC., for the modifications to room 510- Health Science Classroom-PO# 51358

Date: September 17, 2024

HISTORY: AREDi Enterprises LLC., has completed all work regarding the modifications and remodeling to create a work-based learning medical lab in room 510.

RATIONALE: The purpose of this agenda item is to seek Board acceptance of the work and to approve the release of the remaining balance for the aforementioned project in accordance with CV (LOCAL).

BUDGET: The remaining amount of $1,642.75 which includes any retainage owed to the contractor, will be paid from the allocated funds that were committed for this project.

ADMINISTRATIVE RECOMMENDATION: The recommendation is for the Board of Trustees to approve the final payment as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

AREDI ENTERPRISES, LLC
1002 W Missouri Ave
El Paso, TX 79902
+19153461181
arediconstruction@gmail.com

AREDi
Enterprises, LLC
Construction & Facilities Maintenance

INVOICE

BILL TO
San Elizario ISD
1050 Chicken Ranch Road
San Elizario, TX 79849-999
El Paso

SHIP TO
San Elizario ISD
1050 Chicken Ranch Road
San Elizario, TX 79849-999
El Paso

INVOICE # 1355
DATE 08/13/2024
DUE DATE 09/12/2024
TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
08/09/2024	**Construction & Repairs**	5% Final Invoice for Health & Science Room Upgrades	0.05	32,855.00	1,642.75

Net 30 Terms. All overdue invoices will be subject to a 10% late fee after every 30 days

SUBTOTAL	1,642.75
TAX	0.00
TOTAL	1,642.75
BALANCE DUE	**$1,642.75**

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San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Acceptance of certified values as certified by the Chief Appraiser on July 24, 2024
Date: September 17, 2024

HISTORY: On July 24, 2024, the Chief Appraiser certified the 2024 current year values.

RATIONALE: In accordance with section 44.004(i) of the Texas Education Code, a district may not adopt a tax rate before the district receives the certified appraisal roll for the district. The purpose of this agenda item is to accept the certified values as approved by the 2024 Appraisal Review Board and certified by the Chief Appraiser as follows:

Total current year taxable value on the current year certified appraisal roll today	$324,184,675
Plus total value of properties under protest or not included on certified appraisal roll	$1,403,080
Less current year tax ceilings	$13,292,885
Equals current year total taxable value	$312,294,870

This information is derived from lines 17-20 of the attached Form 50-859, 2024 Tax Rate Calculation Worksheets – School Districts.

BUDGET: None.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to accept the certified values as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

2024 Tax Rate Calculation Worksheet Certified

Form 50-859

School Districts without Chapter 313 Agreements

SAN ELIZARIO I.S.D.

School District's Name

915-872-3900

Phone *(area code and number)*

1050 Chicken Ranch Road, San Elizario, Texas, 798489

School District's Address, City, State, ZIP Code

www.seisd.net

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter- approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall certify that the officer or employee has accurately calculated the tax rates and used values shown for the certified appraisal roll or certified estimate. The officer or employee submit the rates to the governing body by Aug. 7 or as soon thereafter as practicable. Tax code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Chapter 313 agreements only.** School districts that have a Chapter 313 agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 Agreements.*

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet.*

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts.*

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet		Amount/Rate
1.	**Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [1]		$286,863,832
2.	**Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled [2]		$8,143,969
3.	**Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1.		$278,719,863
4.	**Prior year total adopted tax rate.**		$0.891600/$100
5.	**Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.**		
	A. Original prior year ARB values:	$0	
	B. Prior year values resulting from final court decisions:	– $0	
	C. Prior year value loss. Subtract B from A. [3]		$0
6.	**Prior year taxable value subject to an appeal under Chapter 42, as of July 25.**		
	A. Prior year ARB certified value:	$494,424	
	B. Prior year disputed value:	– $156,033	
	C. Prior year undisputed value. Subtract B from A. [4]		$338,391
7.	**Prior year Chapter 42-related adjusted values.** Add Line 5 and 6.		$338,391
8.	**Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.		$279,058,254

[1] Tex. Tax Code § 26.012(14)
[2] Tex. Tax Code § 26.012(14)
[3] Tex. Tax Code § 26.012(13)
[4] Tex. Tax Code § 26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
9.	**Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [5]	$0
10.	**Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use prior year market value: $37,136 **B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value: + $2,145,427 **C. Value loss.** Add A and B. [6]	$2,182,563
11.	**Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year.** Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year. **A. Prior year market value.** $61,396 **B. Current year productivity or special appraised value:** - $3,077 **C. Value loss.** Subtract B from A. [7]	$58,319
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$2,240,882
13.	**Adjusted prior year taxable value.** Subtract Line 12 from Line 8.	$276,817,372
14.	**Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100.	$2,468,104
15.	**Taxes refunded for years preceding the prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [8]	$ 52,927
16.	**Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [9] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	$ 2,521,031
17.	**Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [10] **A. Certified values.** [11] $324,184,675 **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - $0 **C. Total current year value.** Subtract B from A.	$324,184,675

[5] Tex. Tax Code § 26.012(15)
[6] Tex. Tax Code § 26.012(15)
[7] Tex. Tax Code § 26.012(15)
[8] Tex. Tax Code § 26.012(13)
[9] Tex. Tax Code § 26.012(13)
[10] Tex. Tax Code §§ 26.012, 26.04(c-2)
[11] Tex. Tax Code § 26.012(6)

Line	No-New-Revenue Tax Rate Worksheet		Amount/Rate
18.	**Total value of properties under protest or not included on certified appraisal roll.** [12] **A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [13]	$1,403,080	
	B. Current year value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [14] . . . . . +	$0	
	C. Total value under protest or not certified. Add A and B.		$1,403,080
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [15]		$13,292,885
20.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Line 19.		$312,294,870
21.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.		$0
22.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.		$8,353,707
23.	**Total adjustments to the current year taxable value.** Add lines 21 and 22.		$8,353,707
24.	**Adjusted current year taxable value.** Subtract line 23 from line 20.		$303,941,163
25.	**Current year NNR tax rate.** Divide line 16 by line 24 and multiply by $100.		$ 0.82944 /$100

[12] Tex. Tax Code § 26.01(c) and (d)
[13] Tex. Tax Code § 26.01(c)
[14] Tex. Tax Code § 26.01(d)
[15] Tex. Tax Code § 26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [15]	$ see previous page
20.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Line 19.	$ see previous page
21.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	$ see previous page
22.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	$ see previous page
23.	**Total adjustments to the current year taxable value.** Add lines 21 and 22.	$ see previous page
24.	**Adjusted current year taxable value.** Subtract line 23 from line 20.	$ see previous page
25.	**Current year NNR tax rate.** Divide line 16 by line 24 and multiply by $100.	$ see previous page /$100

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates. [18]

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment. [19]
2. **Enrichment Tax Rate:** [20] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield. [21]
3. **Debt Rate:** The debt rate includes the debt service necessary to pay the school district's debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [22]

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [23] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit.* [24]

Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [25]	$ 0.6169 /$100
27.	**Current year enrichment tax rate.** Enter the greater of A and B. [26] A. Enter the district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) ..... $ 0.0987 /$100 B. $0.05 per $100 of taxable value ..... $ 0.0500 /$100	$ 0.0987 /$100

[16] [Reserved for expansion]
[17] [Reserved for expansion]
[18] Tex. Tax Code §26.08(n)
[19] Tex. Edu. Code §48.2551(a)(3)
[20] Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
[21] Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)
[22] Tex. Edu. Code §45.0021(a)
[23] Tex. Edu. Code §11.184(b)
[24] Tex. Edu. Code §11.184(b-1)
[25] Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
[26] Tex. Tax Code §26.08(n)(2)
[27] Tex. Edu. Code §45.003(d)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	**Current year maintenance and operations (M&O) tax rate.** Add Lines 26 and 27. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[27]	$ 0.7156 /$100
29.	**Total current year debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here.[28] Enter debt amount: $ 1,625,207 B. Subtract **unencumbered fund amount** used to reduce total debt. – $ 58,000 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. – $ 1,033,146 D. **Adjust debt:** Subtract B and C from A.	$ 534,061
30.	**Certified prior year excess debt collections.** Enter the amount certified by the collector.[29]	$ 0
31.	**Adjusted current year debt.** Subtract line 30 from line 29D.	$ 534,061
32.	**Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.[30] A. Enter the current year anticipated collection rate certified by the collector.[31] 100.78 % B. Enter the 2023 actual collection rate 103.05 % C. Enter the 2022 actual collection rate 103.47 % D. Enter the 2021 actual collection rate 100.78 %	100.78 %
33.	**Current year debt adjusted for collections.** Divide Line 31 by Line 32. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	$ 529,928
34.	**Current year total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ 312,294,870
35.	**Current year debt rate.** Divide Line 33 by Line 34 and multiply by $100.	$ 0.1697 /$100
36.	**Current year voter-approval tax rate.** Add Lines 28 and 35. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.[32]	$ 0.8853 /$100

SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

[28] Tex. Tax Code §26.012(7)
[29] Tex. Tax Code §§26.012(10) and 26.04(b)
[30] Tex. Tax Code §§26.04(h), (h-1) and (h-2)
[31] Tex. Tax Code §26.04(b)
[32] Tex. Tax Code §26.08(g)
[33] Tex. Tax Code §26.045(d)
[34] Tex. Tax Code §26.045(i)

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
37.	**Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [33] The school district shall provide its tax assessor with a copy of the letter. [34]	$ N/A
38.	**Current year total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ N/A
39.	**Additional rate for pollution control.** Divide line 37 by line 38 and multiply by $100.	$ N/A /$100
40.	**Current year voter-approval tax rate, adjusted for pollution control.** Add line 36 and line 39.	$ N/A /$100

SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. [35] As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	**Prior year adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.*	$ N/A /$100
42.	**Prior voter-approval tax rate.** If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	$ N/A /$100
43.	**Increase in the prior year tax rate due to disaster (disaster pennies).** Subtract Line 42 from Line 41.	$ N/A /$100
44.	**Current year voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	$ N/A /$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate. . . . . $ 0.82944 /$100

Enter the current year NNR tax rate from Line 25.

Voter-Approval Tax Rate . . . . . $ 0.88530 /$100

As applicable, enter the current year voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: 36

SECTION 6: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code. [36]

print here ▶ Norberto Rivas

Printed Name of School District Representative

sign here ▶ Norberto Rivas

School District Representative

8/7/2024

Date

[35] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

[36] Tex. Tax Code §26.04(c)

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Mrs. Blanca Cruz, Associate Superintendent and Mr. Troy Enriquez, SEHS Principal
Subject: Consider and possible board action on the Aliviane Memorandum of Understanding and Agreement
Date: September 17, 2024

HISTORY: Aliviane is committed to furthering its partnership with San Elizario High School to empower families and reinforce their bonds. With a core mission centered around aiding individuals in their recovery from addiction, Aliviane aims to facilitate a journey of self-discovery and empowerment. By amplifying individuals' voices and involving their families in the recovery process, Aliviane seeks to provide comprehensive support, making the path to recovery smoother and more sustainable (Aliviane, 2021).

RATIONALE: The provided services encompass a range of initiatives related to alcohol, tobacco, and other drug (ATOD) prevention. These services include age-appropriate virtual presentations on ATOD, sharing information with children and families, offering online alternative activities, and addressing problems through referrals as requested by parents. Additionally, prevention efforts involve active participation in community events and conducting various activities through a coalition. These activities encompass information dissemination, alternative programs, community-based processes, and strategies aimed at influencing policies, practices, norms, and community conditions.

BUDGET: There is no budget impact to the district's budget.

ADMINSTRATIVE RECOMMENDATION: The administration recommends that the Board of Trustees approve the memorandum of understanding and agreement between San Elizario High School and Aliviane.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

MEMORANDUM OF UNDERSTANDING & AGREEMENT

Aliviane, Inc. is committed to providing comprehensive substance use and other mental health disorder services for residents living in West Texas (Region 10), which includes the counties of El Paso, Brewster, Culberson, Jeff Davis, Hudspeth, and Presidio. To accomplish these goals, we must rely on community resources to provide much needed services that are beyond the scope of this organization and/or to augment the services provided by Aliviane, Inc. **This document represents a record of agreement to provide individuals with program services listed below between Aliviane, Inc. programs and the following partnering agency:**

Name of Partnering Agency/Organization/ School/Program:

San Elizario Independent School District

Aliviane, Inc. applicable program services:

☒ PRIDES	☒ PRC Region 10	☐ HMHL	☐ WCR	☒ YRC
☐ PRIDES - Rural	☒ EPAPC	☐ AOPC	☐ CCC	☐ RBI
☒ Strengthening Families	☐ PADRE	☐ OTC	☐ Por Mi Familia	☐ RCOP-I
☒ IMASTAR	☐ PATH	☐ YFOPC	☐ RSS	☐ PPW

Description of services provided by Aliviane Inc.

General Description	Specific Deliverables
Youth Prevention Indicated Program (YPI) may provide prevention services to youth at risk of substance use and adults referred.	Services include age appropriate prevention education; ATOD presentations; Information Dissemination to children, and families; Alternative Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.
Youth Prevention Selective (YPS) may provide prevention services to youth and adults referred.	Services include age appropriate prevention education; ATOD presentations; Information Dissemination to children, and families; Alternative Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.
Youth Prevention Universal Program (YPU) may provide prevention services to all youth and adults referred.	Services include age appropriate prevention education; ATOD; Information Dissemination to children, and families; Alternative Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.

El Paso Advocates for Prevention Coalition will work towards the prevention and reduction of the illegal and harmful use of alcohol, Marijuana, tobacco, and prescription drugs, (to include other drugs) in El Paso County, amongst youth and adults, by promoting and conducting community-based and evidence-based prevention strategies with key stakeholders.	Services include conducting prevention services activities through the coalition. Implement the combination of information dissemination, alternative activities, community based process, environmental strategies, shift related to polices, practices, norms and community condition.
Prevention Resource Center program provides the community with substance use events, data, and information to mitigate the use of illicit substances in our community for all ages.	Services include data sharing, substance use presentations, Regional Needs Assessment, tobacco compliance checks, tobacco law education, mass media, promotion of substance use related events, social media posting, and referrals.
YRC program provides youth a safe place to meet with peer leaders and obtain case management services. Peer leaders engage participants and their families/supportive allies in sober activities and the center is available to youth on weekends during high-risk times.	Services include referrals, family engagement services, case management resources, center with sober activities, outreach presentations, support groups, community service hours, and a Peer Advisory Council.

☒ Referral	☒ Transportation	☐ Communication	☒ Financial Assistance	☒ Case Management	☒ Presentations/Sessions

Description of services provided by Partnering Agency/Organization/School/Program

General Description	Specific Deliverables
Provide coordinating support for Aliviane prevention presentations, information dissemination, alternative activities, evidence-based curriculum services, health fairs and community events, by allowing Prevention Specialist to work in their virtual or online classrooms and students.	Support for prevention education curriculum, adult and youth presentations ad information dissemination, virtually or in person

☐ Referral	☐ Transportation	☐ Communication	☐ Financial Assistance	☐ Case Management	☐ Presentations/Sessions

This MOUA indicates that a referral relationship exists and will abide by the Occupations Code, Title 3, Subtitle A, Chapter 102, Subchapter A, Sec. 102.001. This MOUA does not indicate any contract, liability, or endorsement between both partnering entities. Both entities will mutually provide information regarding services provided, admission and eligibility criteria, non-duplication of services, and any other information necessary for effective placement of individuals within the guidelines of client confidentiality as specified by State and Federal laws and regulations, specifically the Federal Regulations on Confidentiality of Alcohol and Substance Abuse Patient Records (Federal Register, General Provisions Title 42, Chapter 1, Part 2), Health Insurance Portability and Accountability Act (HIPAA), and any other requirements as mandated by existing protocols.

This Agreement does not create a joint venture, business partnership, agency, franchise, or employment relationship, under Texas law. Nothing in this Agreement is intended to nor shall it operate to confer any third party beneficiary rights in favor of any person or entity. It is understood and agreed that Aliviane is an independent contractor and that neither it nor any employee (paid or volunteer) or agents contracted by it, or otherwise performing duties of Aliviane, shall be deemed for any purposes to be employees or agents of San Elizario ISD.

This agreement shall be construed and enforced in accordance with the laws of the United States of America and the State of Texas

Sovereign Immunity. The Parties stipulate and agree that no provision of, or any part of this Agreement or any subsequent amendment shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the Laws of the State of Texas; (2) to extend liability beyond such liability provided for in the Texas Constitution and the Laws of the State of Texas; or (3) as a waiver of any immunity provided by the 11th Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the United States.

This MOUA recognizes that referred individuals are responsible for any fees or payments if any apply. Aliviane, Inc. has no liability or responsibility for such fees or payments, unless arranged in advance, in writing, by an official of Aliviane, Inc. with authority to authorize such payment. This agreement will be in effect for one year from the date of full execution or may be terminated by either entity with thirty (30) days written notice.

Signature:		**Signature:**	
Name:	**Dr. Jeannie Meza-Chavez**	**Name:**	**Ivonne Tapia, MA, LCDC, LPC-S, ACPS**
Title:	**Superintendent**	**Title:**	**Chief Executive Officer**
Entity:	**San Elizario ISD**	**Entity:**	**Aliviane, Inc.**
Phone:	**915-872-3970**	**Phone:**	**915-782-4000**
Email:	**jmeza-chavez@seisd.net**	**Email:**	**itapia@aliviane.org**

Start Date: 09-1-2024 End Date: 09-1-2025
MOUA Renewal Required 1-Year after Start Date*

Form ID: ADM-MOUA-01
2020

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Blanca Cruz, Associate Superintendent
Subject: Creative Kids Inc. Memorandum of Understanding
Date: September 17, 2024

HISTORY:

Creative Kids Inc. is a non-profit, community-based art agency located in El Paso, Texas. They are a nationally recognized organization that serves children through purposeful visual art education. At San Elizario ISD, they would serve in collaboration with the Migrant Education Program at San Elizario High School.

RATIONALE:

Creative Kids will be responsible for developing the curriculum for a 47-day fine arts program, benefiting SEISD students. Art instruction will be delivered to approximately 50 students, with 20 students per session and one instructor assigned for every 10 students.

As of the Board book printing deadline, the Memorandum of Understanding was under Legal review. Any recommended changes by legal counsel will be available by the Board meeting.

BUDGET:

There is no associated budget cost for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to approve the renewal contract between SEISD and Creative Kids.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

CONTRACT BETWEEN
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
AND
CREATIVE KIDS INC.

This Agreement, made this __ day of September, 2024 defines the services and obligations of the San Elizario Independent School District ("SEISD"), 1050 Chicken Ranch Rd., San Elizario, Texas, and Creative Kids Inc., a non-profit organization, organized under the laws of the State of Texas with offices at 504 San Francisco St., El Paso, Texas ("CKI", or the "Contractor").

THE ABOVE-IDENTIFIED PARTIES AGREE TO THE FOLLOWING:

The San Elizario Independent School District desires to contract with Creative Kids Inc. for the implementation of a 47-Week Fine Arts Program in conjunction with the Migrant Education Program at a campus designated, herein or hereafter, by SEISD.

I. Scope of Services

CKI shall serve as an independent contractor to provide the work in strict accord with the program description provided in **Exhibit A** attached hereto and incorporated herein by reference for all purposes (the "Services"). Notwithstanding any conflict between the language in Exhibit A and the terms set forth below, the terms set forth below shall prevail with respect to the Agreement between the parties.

CKI will provide to SEISD the following services during the term of this agreement:

1. CKI shall be responsible for curriculum development of the fine arts program (the "Program") for the benefit of SEISD students.

2. The Program shall include art instruction for approximately 20 students per session with one art instructor assigned per every 10 students – serving a total of 50 students at the duration of the 47-week program.

3. CKI shall run the program for 47 weeks during the 2024-2025 school year beginning on Wednesday, September 25, 2024, and every Wednesday and Thursday thereafter.

4. CKI shall be responsible for obtaining professional art instructors or directors, and assistants to implement the Program.

Under Legal Review

5. CKI will provide art instructors, art supplies, framing, printing, secure a gallery venue with gallery installations, and will provide any other administrative or program needs.

6. CKI shall compile CKI and Program information required for district reports, including reports to the SEISD Board of Trustees.

II. SEISD Responsibilities

1. SEISD, in its sole discretion, may provide (at the District's sole cost and expense) CKI with such administrative assistance as may be reasonably required by CKI for the performance of the Work.

2. SEISD administrative personnel at each campus agrees to collaborate with CKI staff or contractors in order to facilitate and deliver Program-related Services to students as deemed necessary.

III. Special Terms and Provisions. The following special terms and provisions shall apply to performance of the Services described in this Contract and in Exhibit A.

A. CKI shall require adequate and appropriate dress and identification of CKI's employees, contractors, and all other persons carrying out the Services for the Program. CKI shall require all workers, whether CKI's own forces or the forces of CKI's contractors, to wear identification tags on the front of their persons during all times that they are on SEISD property. Such identification tags shall contain a current photograph and the worker's name in a typeface large enough to be seen from a reasonable distance. CKI shall further ensure that no improper or inappropriate fraternization shall occur between CKI and contractor's personnel and SEISD students. Failure of CKI's personnel or contractors to adhere to these standards of conduct shall result in the immediate removal of the offending person from the Program and SEISD property. In addition to the foregoing, CKI shall:

1. Provide SEISD with sufficient information regarding all personnel providing Services for the Program to facilitate SEISD in its background checks. Pursuant to Texas Education Code 22.0834, CKI will certify that all CKI employees and contractors have undergone a finger-print based background check.

IV. Duration of Services

This Agreement shall become effective immediately upon execution and shall terminate on August 31, 2025 at which time SESD and CKI will have the option to renew the agreement upon approved grant funding renewal.

Under Legal Review

V. Compensation and Method of Payment

For and in consideration of the Services to be performed by CKI under this Agreement, CKI is responsible for all program costs (salaries, art supplies, mileage, framing and snacks) incurred during the duration of the 47-week program. This is underwritten by a grant from the Paso del Norte Health Foundation for the fine arts instruction to FIFTY (50) students, to include the cost of ONE (1) art instructor per TEN (10) students; for a total of TWO (2) art instructors, ONE (1) art director, ONE (1) assistant, and all other expenses for Contractor's fine arts program (the "Fine Arts Program")

Additional Provisions

A. CKI Employees. All persons assigned to SEISD under this Contract by CKI shall remain the employees of CKI and shall not be employees of SESD. CKI shall be responsible for payment of all salary, compensation and benefits of all of its employees, and shall have all liability and responsibility with respect to its Employees. SEISD shall not have any responsibility or liability regarding any CKI employees.

B. Risk Allocation. SESD shall not be liable to CKI for any claims, causes of action, liability, expenses, attorney's fees, costs, injuries, damages or other losses arising from the conduct of CKI employees and the Services provided by CKI employees pursuant to this Contract. Each party shall bear its own risk of loss and shall not be liable for any acts or omissions of the employees of the other party.

C. Governmental Immunity. SEISD hereby reserves, and does not waive, its right to governmental and sovereign immunity from litigation or liability arising out of the Texas Tort Claims Act, the Texas Constitution and applicable common law. This Contract is not a consent to suit by SEISD. This Contract shall not constitute the agreement by SEISD to pay attorney's fees in the event of litigation between the parties.

D. Compliance with FERPA. CKI and its employees assigned to SEISD schools pursuant to this Contract shall comply with all terms and conditions of the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and applicable state law which requires that all personally identifiable student records be kept confidential and not released except as provided under applicable law. Any violation of the terms of federal or state law by CKI employees relating to personally identifiable student records shall constitute grounds for immediate termination of this Contract.

VII. Notice. Any notices to be given under this Agreement shall be in writing, sent by registered or certified mail, postage prepaid, return receipt requested, or by facsimile followed by a confirmation letter sent as provided above, addressed to such party as follows:

Under Legal Review

(a) **Notices to San Elizario ISD:**

Dr. Jeannie Meza-Chavez
Superintendent
San Elizario ISD
1050 Chicken Ranch Rd.
San Elizario, Texas 79849
(915) 872-3900

(b) **Notices to Creative Kids Inc.**

Andrea Gates-Ingle
Executive Director
504 San Francisco St.
El Paso, Texas 79901
(915) 533-9575

Notices sent in accordance with this section shall be deemed effective on the date of dispatch. Any changes in the information set forth in this section shall be upon notice to the other party delivered in the manner set forth above.

VIII. Termination of Services. This agreement may be terminated prior to the expiration of the term hereof by mutual agreement of the parties or by either party giving (30) days written notice. Upon termination of the Contract, SEISD shall be liable only for no payment for services as it is covered by a grant from the Paso Del Norte Health Foundation.

IX. Business Ethics Standards. CKI hereby acknowledges that it has reviewed the SEISD's business ethics policy and incorporated herein by reference for all purposes. CKI represents to the District that it has not violated such standards in its dealings with SEISD and covenants that it will abide by such standards in CKI's performance of this Contract.

X. Criminal Background Check. Any CKI employees or contractors having direct contact with students must submit to a criminal background check as required by Texas law.

XI. Confidentiality. SEISD considers all non-public information concerning the Program to be performed under the terms of this Contract as well as any reports or other documentation related thereto to be confidential and proprietary unless otherwise expressly indicated in writing by SEISD to CKI. CKI shall not release any non-public information to any third party without the prior written consent of SESD. CKI understands that TISD must release certain information under the Texas Public Information Act.

XII. Miscellaneous

1. **Assignment.** CKI agrees that the duties and obligations of CKI under this Contract are not assignable or transferable and CKI agrees not to subcontract any of the Services to be performed hereunder, without the prior written approval of SEISD.

Under Legal Review

2. **Entire Agreement.** This Contract constitutes and expresses the entire agreement between the parties and supersedes all prior negotiations, representations or agreements, either written or oral. This Contract shall not be amended or modified except by written instrument signed by both parties.

3. **Counterparts.** This Contract may be executed in multiple counterparts, each of which shall be deemed to be an original, and all of which, when taken together, shall constitute one and the same Contract.

4. **Third-Party Beneficiary.** This Contract and all conditions and provisions hereof are for the sole and exclusive benefit of the parties hereto and their respective successors and assigns and are not intended for the benefit of any other person. In particular, nothing in this Contract, express or implied, is intended to or shall confer upon any person, other than the parties hereto, any rights, benefits or remedies of any nature whatsoever under or by reason of this Contract and shall not be construed to give any testing company, vendor or his or her respective heirs, assigns or beneficiaries any legal or equitable right, remedy or claim under or in respect to this Contract or any provision contained herein. Any entities or individuals mentioned herein, or in any of the attachments hereto, are listed for convenience and understanding of this Contract and said entities or individuals shall not be considered third-party beneficiaries under this Contract.

NOTWITHSTANDING ANY PROVISIONS HEREIN CONTAINED TO THE CONTRARY: (i) THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT DOES NOT WAIVE SOVEREIGN IMMUNITY BY ITS EXECUTION OR DELIVERY OF THIS AGREEMENT OR BY ANY CONDUCT OF ITS REPRESENTATIVES UNDER THIS AGREEMENT; AND (ii) THE DISPUTE RESOLUTION PROCESS PROVIDED, IF ANY, DOES NOT AFFECT THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT'S RIGHT TO ASSERT ALL CLAIMS AND DEFENSES IN ANY LEGAL PROCEEDING.

Executed this _____ day of _____, 2024.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

BY:_____
EDUARDO CHAVEZ
PRESIDENT, BOARD OF TRUSTEES

Under Legal Review

ATTEST:

_____
SANDRA LICON
SECRETARY, BOARD OF TRUSTEES
SAN ELIZARIO ISD

APPROVED AS TO FORM AND CONTENT:

_____
DR. JEANNIE MEZA-CHAVEZ
SUPERINTENDENT SAN ELIZARIO ISD

_____
NORBERTO RIVAS
CHIEF FINANCIAL OFFICER
SAN ELIZARIO ISD

<u>THE CONTRACTOR</u>:
CREATIVE KIDS INC.

_____
By: Andrea Gates-Ingle
Executive Director

Under Legal Review

Project ABLE Programming
Creative Kids will connect 50 San Elizario participants through non-traditional approaches is the main goal of Project ABLE. Engagement in the year-round arts-based program allows the program participants to ultimately demonstrate and practice healthy behaviors that they may not ever have been exposed to. Creative Kids is able to reach this goal through a strategic partnership with San Elizario Independent School District where we will provide an in-depth, age appropriate, hands-on visual arts education program that will take place at San Elizario High School - focusing on students realizing their creative capability and potential while giving them various **opportunities for skill building**. Project ABLE embodies a strategic set of critical, cognitive, affective and psychomotor abilities that are embedded into the program. Many of our program participants are overcome with educational disruption, cultural and language barriers, social isolation and other factors that inhibit their ability to do well in school settings making this program a crucial part to their day when the school day ends, and they have nowhere else to go. Creative Kids gives program participants **a safe physical space** to thrive in while providing and **promoting supportive relationships** within a peer group that has shared goals and outcomes. We are also able to immerse the participants in a program that engages them in skills and learning focusing on the development and enhancement of participants self-esteem, developing leadership capacity as well as strengthening the "thriving indicators" for persistence when setbacks and adversity often come into play in life.

This program is anchored as an innovative comprehensive positive youth development training program providing in-depth, hands-on education, focused on students realizing their creative capability and potential through various assignments involving painting on canvas, printmaking, photography, digital media production and graphic design. Student participants are guided in the development of important environmental and "life-journey" skills that historically have not played a part with low-income youth who may lack future life visions and therefore are likely to participate in negative, high-risk behaviors. The Creative Kids intervention provides an opportunity for these youth to develop and enhance their developmental assets while deterring risky behaviors, which ultimately makes them more connected to their community.

Exhibits
Showcasing the artwork made from Project ABLE program participants is an important component to this program. Every quarter, artwork completed by the youth in the program will be displayed in various community spaces around the San Elizario and El Paso region as well as hosting an event at the end of the program to display their work. The exhibits provide opportunities that allow the youth to feel a sense of fulfillment and accomplishment through their artistic products on public display while at the same time promoting and celebrating **community involvement** and program partnerships. We have found that highlighting the participants' work in the public allows the viewer to appreciate the youth, their inspiration and creativity. Most importantly, we are able to provide a platform educating the public on disconnected youth and their attainment of important life skills and abilities that is life-changing for them.

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Under Legal Review

Project ABLE Schedule
Creative Kids will take place every Wednesday and Thursday from 4:30-6:30 in San Elizario ISD and a special summer intensive camp (Dates, time and locations TBD).

Under Legal Review

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Administrator Research and Evaluation
Subject: Revision to the 2024-2025 District Calendar
Date: September 17, 2024

HISTORY:

The Board approved the original 2024-2025 District Calendar of Trustees on January 17, 2024. A minor revision was approved on April 17, 2024, which switched the intention of July 16, 2024, and July 19, 2024, so the Convocation could be held on that Friday.

RATIONALE:

The Board of Trustees has requested a revision to the 2024-2025 District Calendar. This revision only affects one date (May 30, 2025) and is intended to allow the 2025 senior class additional time to prepare for the graduation ceremony scheduled for that day.

With this revision, May 30, 2025, will now be an early release day for the 2025 senior class only. Teachers and students in grades PPK-11 will continue work and school on a normal schedule.

This change will result in SEISD's annual instructional minutes (for seniors only) changing from 76,230 to 75,705. Grades PPK-11 will have 75,945 annual minutes as originally planned. This change still allows SEISD to remain in compliance with required instructional minutes, so no additional action would need to be taken regarding minutes.

BUDGET:

There is no identified budget for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve this item as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

2024-2025 District Calendar San Elizario ISD

Annual Instructional Minutes
Required Total for Grades PPK-12: 75,600
SEISD Instructional Minutes (PPK-11): 75,945
SEISD Instructional Minutes: (Grade 12): 75,705

Early Release for Students and Staff
Nov. 5 (Election Day), Dec. 19, Apr. 17

Grading Periods

1st 9-Weeks	July 23--Sept. 27
2nd 9-Weeks	Oct. 15--Dec. 19
3rd 9-Weeks	Jan. 8--Feb. 28
4th 9-Weeks	Mar. 18--May 30

Graduation Day--May 30

Holidays / District Closure

July 2-5	Independence Day Closure
Oct. 1-4, 8-11	Fall Intersession
Nov. 26-29	Thanksgiving Break
Dec. 20-Jan. 3	Winter Holidays
Mar. 4-7	Spring Intersession
Mar. 11-14	Spring Break
Apr. 18	Good Friday

Inclement Weather Makeup Days (as needed)
May 5, May 12, May 19

Parent/Teacher Conferences--Fall and Spring

GEMS	Sept. 10 and Feb. 18
SEHS	Sept. 12 and Feb. 20
Alarcon/Borrego	Oct. 22 and Mar. 25
Loya/Sambrano	Oct. 24 and Mar. 27

Smart Snack Exemption Days
Oct. 31, Dec. 19, Feb. 14, Apr. 17, May 30

Student Learning Days (149 Days)
Fall Semester: 75 Spring Semester: 74

Teacher Guided Planning (PM)--Sept. 27, Apr. 4

Teacher Professional Development
July 10 (New Teacher Orientation), July 17-19 (full days), Oct. 31 (1/2 day), Feb. 14 (1/2 day)

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	^27	28
29	30					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	^31		

November 2024

S	M	T	W	T	F	S
					1	2
3	4	>5 VOTE	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	>19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	^14	15
16	17	*18	*19	*20	*21	22
23	24	*25	*26	*27	*28	

March 2025

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	*18	*19	*20	*21	22
23	24	*25	*26	*27	*28	29
30	31					

April 2025

S	M	T	W	T	F	S
		1	2	3	^4	5
6	7	8	9	10	11	12
13	14	15	16	>17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	~30	31

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

LEGEND

	Teacher Professional Development		Teacher Workday
~	Graduation Day		Mindful Eagle Mondays
^	Early Release for Students		190-day Employee Workday
	First or Last Day of 9-Weeks		Intersession
◇	Teacher Guided Planning	△	Inclement Weather Makeup
>	Early Release for Students and Staff		Holiday/District Closure
>VOTE	Election Day	⬭	Smart Snack Exemption Day
	New Teacher Orientation	*	TELPAS State Testing Window
	Parent / Teacher Conferences		STAAR State Testing Window

**Note: State Testing Windows are subject to change as per TEA.*

Approval Date: January 17, 2024

Revised: September 17, 2024

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Phone: 915.872.3900
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Administrator Research and Evaluation
Subject: 2024-2025 District and Campus Improvement Plans
Date: September 17, 2024

HISTORY:

Every year, each of our campus Principals and district leadership participate in re-writing the campus and district improvement plans via the online program called "Plan4Learning." This agenda item is to approve the six Campus Improvement Plans and the District Improvement Plan, for 2024-2025, as presented in the electronic versions and/or hard copies each Trustee and the Superintendent received.

RATIONALE:

These improvement plans have two parts: 1) Comprehensive Needs Assessment 2) Campus or District Improvement Plan with Goals, Performance Objectives, and Strategies. The Comprehensive Needs Assessment is a written narrative focusing on 8 different areas from demographics to technology. Each of the 8 areas identifies one or more problem statements that will become strategies in their respective improvement plans. The goal of each strategy is to offer solutions to the problem statements identified. Campus and District Improvement Plans are "living documents" and continually evolve during the year. Funding is also tied to these improvement plans and outlines how monies will be allocated to address each strategy.

BUDGET:

Approval of these improvement plans has no direct budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the Campus and District Improvement Plans as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario Independent School District

District Improvement Plan

2024-2025

Mission Statement

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Vision

“San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!”

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Special Education Services 6
Student Indicators 6
Student Achievement 8
District Culture and Climate 19
Staff Quality, Recruitment, and Retention 20
Strengths and Achievements 21
Reflections and Future Directions 22
Curriculum, Instruction, and Assessment 23
Strategic Objectives of the 4-Day Instructional Week 23
Co-Support Model for the 4-Day Instructional Week 23
Reflections and Future Directions 24
Professional Learning Communities (PLCs) 41
Eduphoria / Assessments / Content and Language Objectives 41
Lesson Plans 41
Reading Instruction 41
Mathematics Instruction 42
Summary and Reflection 42
Parent and Community Engagement 43
Family and Community Involvement Plan 43
“Mission: Progressing Together” Meetings 43
Summary 44
District-Level and Campus-Based Parent Liaison 44
Committee Participation 44
Social Workers and Support Programs 44
Parental Involvement and Volunteer Recognition 44
Community Partnerships 44
Educational and Engagement Events 45
Military Connected Families 45
Summary 45
District Context and Organization 46
District Overview 46
Superintendent's Cabinet 46
Planning & Instruction Department 46
Social Workers and Health Services 47
Family and Community Involvement 47

Website and Transparency 47
Operational Schedule 47
Key Goals of the 4-Day Week 47
Summary 47
Strengths of the 4-Day Instructional Week 48
Strategic Outcomes 48
Conclusion 48
Technology 49
Key Areas of Focus 49
Goals and Objectives 49
Comprehensive Needs Assessment 50
Implementation and Monitoring 50
Technology Strengths 50
Infrastructure 50
Instructional Software 50
Instructional Hardware 50
Telecommunications 51
Information Systems 51
Early AI Integration for Instruction and Business 51
Conclusion 51
Priority Problem Statements 52
Comprehensive Needs Assessment Data Documentation 53
Goals 55
Goal 1: To foster well-trained human capital in order to support student success and achievement. 55
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 58
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 87
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 103
State Compensatory 107
Budget for District Improvement Plan 107
Personnel for District Improvement Plan 107
Title I Personnel 112
District Funding Summary 113

Comprehensive Needs Assessment

Revised/Approved: July 2, 2024

Demographics

Demographics Summary

(Data Source: 2023-2024 Preliminary PEIMS file uploaded 01/12/2024)

San Elizario ISD is located in East El Paso County in the city of San Elizario, Texas. The district is led by Superintendent Dr. Jeannie Meza-Chavez and Associate Superintendent (VACANT).

San Elizario ISD is comprised of 6 campuses which serve 3009 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 171 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 603 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 304 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 495 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 418 total students in grades 7-8.
- San Elizario High School serves 1018 total students in grades 9-12.

Below are the counts representing the total number of students served by grade level:

- Pre-Kindergarten--171
- Kindergarten--188
- 1st Grade--202
- 2nd Grade--213
- 3rd Grade--206
- 4th Grade--201
- 5th Grade--194
- 6th Grade--198
- 7th Grade--201
- 8th Grade--217
- 9th Grade--322
- 10th Grade--252
- 11th Grade--237
- 12th Grade--207

San Elizario ISD serves 1474 female students (49%) and 1535 male students (51%). The student population is 99.2% Hispanic, with 2985 total Hispanic students. There are 18 white students (0.6%) and 4 African-American students (0.13%). One student (0.03%) is classified as American Indian.

Below are the student programs and related counts for San Elizario ISD.

The table below describes the student counts by instructional setting for Special Education students.

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	110	22.92%
Homebound	2	0.42%
Resource Room	125	26.04%
VAC	2	0.42%
Self Contained	71	14.79%
Full-Time Early Childhood	8	1.67%
Mainstream	162	33.75%

The table below describes the varying student indicators that comprise our student population.

Student Indicators	Count	Percent
At-Risk	2393	79.53%
Immigrant	82	2.73%
Intervention Indicator	186	6.18%
Migrant	24	0.8%
Military Connected	74	2.46%
Economic Disadvantage		
Economic Disadvantage Total	2790	92.72%
Free Meals	2061	68.49%
Reduced-Price Meals	116	3.86%
Other Economic Disadvantage	613	20.37%
Homeless Statuses		
Homeless Status Total	66	2.19%
Doubled Up	48	1.6%
Unsheltered	16	0.53%
Shelter	2	0.07%
Is Unaccompanied Youth	23	0.76%
Not Unaccompanied Youth	43	1.43%

Demographics Strengths

The student population of San Elizario ISD is 100% Title I schoolwide, which enables a funding source to serve the needs of all students. With a 61.36% Emergent Bilingual population, bilingual funds are used to target EB students' academic needs related to language proficiency. State compensatory funds are also available to assist our 79.53% At-Risk population.

San Elizario ISD is continuing with Year 4 of the Attendance Boundary Changes (grade level re-alignment plan) which better balances student loads and focuses on the needs of our K-2 students in terms of creating early readers. In addition to the balancing of enrollment numbers, these realignments allowed for better collaboration among elementary teachers in terms of planning quality lessons, as they are spread out over fewer campuses. Sambrano Elementary continues to be an childhood center focused on "learning to read," while the other 2 elementaries are focused on "reading to learn."

Based on SEISD's remote location, it has been challenging to remain fully staffed with the most highly qualified teachers. The 2023-2024 school year marks the first year of the 4-day school week, which was approved by the Board of Trustees in January 2023. SEISD will continue to be in session from Tuesday-Friday each week, with "Mindful Eagle Mondays" off for students and staff. The 4-day school week has already been successful in attracting experienced teachers and filling 100% of our vacancies for the 2023-2024 year as well as the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The enrollment in the district has been gradually declining. **Root Cause:** The birth rate in El Paso County has been dropping, contributing to the lower student enrollment.

Student Achievement

Student Achievement Summary

The A-F Accountability System is a 3-domain system used to rate districts and campuses annually. Domain I is Student Achievement, Domain II is School Progress, and Domain II is Closing the Gaps. Below are the numerical and letter-grade ratings for 2022. There were no published ratings for 2023 due to statewide litigation, so the 2022 ratings are the most current ratings that are available. This section will be updated with 2024 ratings after 8/15/2024; when current ratings are published.

San Elizario ISD--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
Student Achievement		**73**	**C**
STAAR Performance	36	62	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		**92**	**A**
Academic Growth	80	92	A
Relative Performance (Eco Dis: 90.9%)	48	86	B
Closing the Gaps	**45**	**75**	**C**

Alarcon Elementary School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 93.4%)	37	70	C
Closing the Gaps	56	72	C

Alarcon Elementary School earned a Distinction Designation in 2022 for Comparative Academic Growth. Alarcon Elementary is under Targeted Support and Improvement due to not reaching Special Education reading and mathematics targets for 3 consecutive years (2018, 2019, and 2022). The TSI plan has been addressed during the 2022-2023 school year to improve SPED achievement in these areas.

Borrego Elementary School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		65	Not Rated: Senate Bill 1365
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 90.9%)	38	72	C
Closing the Gaps	73	76	C

Ann M. Garcia-Enriquez Middle School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		**85**	**B**
Student Achievement		**69**	**Not Rated: Senate Bill 1365**
STAAR Performance	37	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**88**	**B**
Academic Growth	78	88	B
Relative Performance (Eco Dis: 91.7%)	37	80	B
Closing the Gaps	**58**	**77**	**C**

San Elizario High School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		**78**	**C**
Student Achievement		**72**	**C**
STAAR Performance	33	58	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		**81**	**B**
Academic Growth	70	80	B
Relative Performance (Eco Dis: 90.2%)	46	81	B
Closing the Gaps	**33**	**71**	**C**

San Elizario High School earned a Distinction Designation in Mathematics in 2022.

The Results-Driven Accountability (RDA) report for 2023 shows a need for improvement with the Special Education population in grades 3-8 RLA, Science (5th and 8th grade), and Social Studies (8th grade). There are several initiatives at work to improve SPED scores in these areas.

The “Backwards Design” model has been implemented in SEISD beginning in 2022-2023. Although this is not a new instructional practice, SEISD is focused on a back-to-basics approach to lesson planning and lesson delivery considering the number of newer teachers that our district currently has that teach RLA. Backwards design begins with the objectives of the unit, detailing what students are expected to learn and be able to do, then proceeds “backward” to create TEKS-aligned lessons that achieve those desired goals. The lessons that are created in a team setting focus on the “first-teach,” which is the first time new content is presented to students. Lessons should be engaging, relevant, and differentiated to meet the needs of subgroups such as EL, SPED, and GT.

The First-Year Teacher Academy and the Mentor Academy have been redesigned with this back-to-basics approach in mind, focusing on lesson planning, classroom management, instructional strategies, and student accountability. The purpose is to better prepare our newer teachers to deliver quality lessons the first time.

Lesson Planning has also been an area of focus. Teachers will write weekly lesson plans as a team all year. These lessons will be inclusive of the Backwards Design model and differentiated instruction. Campus and district instructional staff will visit classrooms all year during learning walks, instructional rounds, and T-TESS observations. The expectation is to see the Backwards Design framework in action, along with strategies learned during the First-Year Teacher Academies for those teachers who are new to the profession. Teachers will debrief the lesson observation with the observer with suggestions for changes, if any. Campus administrators will monitor for compliance with lesson planning all year.

SEISD is driving a successful initiative for Professional Learning Communities. The purpose of the PLC initiative is to return to the basics with a common understanding of the structure and function of the PLC. The elementary campuses have a 60-minute PLC that is guided and well-planned. The PLC focuses on planning and data analysis, and is now led by the teachers as their knowledge and confidence in the process has grown. At the middle and high school campuses, there is a PLC period during each school day. The focus of the PLC shifts each day, and includes components such as training, data analysis, and planning.

STAAR Scores for 2023-2024

In addition to A-F ratings, STAAR and EOC scores are also an area of importance for study and improvement. The STAAR and EOC scores for 2024 are listed below. These are based on all tested students averaged together for each grade level and tested subject. The columns on the right represent the change from 2023. The cells are green if there was an increase, pink if there was a decrease, or coral if there was no change from 2023.

STAAR Mathematics--2023-2024 Comparison; Grades 3-6; All Students

2023 Third Grade Math	Approaches	Meets	Masters
Alarcon	73%	20%	6%
Borrego	68%	31%	13%
District Average	70%	27%	10%

2024 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	54%	28%	7%	-19%	8%	1%
Borrego	45%	15%	3%	-23%	-16%	-10%
District Average	50%	22%	5%	-21%	-6%	-5%

2023 Fourth Grade Math	Approaches	Meets	Masters
Alarcon	69%	37%	10%
Borrego	57%	32%	13%
District Average	62%	34%	12%

2024 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	61%	24%	8%	-8%	-13%	-2%
Borrego	55%	31%	6%	-2%	-1%	-7%
District Average	58%	28%	7%	-4%	-7%	-5%

2023 Fifth Grade Math	Approaches	Meets	Masters
Alarcon	76%	40%	7%
Borrego	82%	45%	10%
District Average	79%	42%	9%

2024 Fifth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	82%	45%	5%	6%	5%	-2%
Borrego	72%	35%	5%	-10%	-10%	-5%
District Average	77%	40%	5%	-2%	-2%	-4%

2023 Sixth Grade Math	Approaches	Meets	Masters
Alarcon	83%	31%	7%
Borrego	75%	32%	6%

2024 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	80%	33%	6%	-3%	2%	-1%
Borrego	77%	43%	12%	2%	11%	6%

District Average	78%	32%	6%	District Average	79%	39%	10%	1%	7%	4%

Math scores in grades 3-6 are a continuing area of focus, as there was a significant loss of learning during the COVID years. Sixth grade, however, showed increases in math across the board as a district.

STAAR Reading--2023 vs. 2024 Comparison; Grades 3-6; All Students

2023 Third Grade Reading	Approaches	Meets	Masters
Alarcon	63%	30%	11%
Borrego	65%	37%	14%
District Average	64%	34%	13%

2024 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	58%	38%	3%	-5%	8%	-8%
Borrego	64%	33%	13%	-1%	-4%	-1%
District Average	61%	36%	8%	-3%	2%	-5%

2023 Fourth Grade Reading	Approaches	Meets	Masters
Alarcon	56%	21%	6%
Borrego	56%	23%	3%
District Average	56%	22%	4%

2024 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	65%	38%	11%	9%	17%	5%
Borrego	71%	40%	17%	15%	17%	14%
District Average	68%	39%	14%	12%	17%	10%

2023 Fifth Grade Reading	Approaches	Meets	Masters
Alarcon	70%	42%	18%
Borrego	69%	39%	13%
District Average	70%	40%	15%

2024 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	71%	36%	12%	1%	-6%	-6%
Borrego	65%	28%	10%	-4%	-11%	-3%
District Average	68%	32%	11%	-2%	-8%	-4%

2023 Sixth Grade Reading	Approaches	Meets	Masters
Alarcon	73%	42%	13%
Borrego	71%	34%	8%
District Average	72%	37%	10%

2024 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	68%	46%	19%	-5%	4%	6%
Borrego	73%	47%	12%	2%	13%	4%
District Average	71%	47%	16%	-1%	10%	6%

Reading in grades 4 and 6 showed promising increases. Fifth grade reading will be an area of work as there were decreases from 2023.

STAAR Science--2023 vs. 2024 Comparison; Grades 5 and 8; All Students

2023 Fifth Grade Science	Approaches	Meets	Masters
Alarcon	53%	25%	6%
Borrego	62%	28%	13%
District Average	58%	27%	10%

2024 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	34%	8%	1%	-19%	-17%	-5%
Borrego	50%	19%	3%	-12%	-9%	-10%
District Average	42%	14%	2%	-16%	-14%	-8%

2023 Eighth Grade Science	Approaches	Meets	Masters
GEMS 8th	58%	26%	8%

2024 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	56%	23%	5%	-2%	-3%	-3%

STAAR Social Studies--2023 vs. 2024 Comparison; Grade 8; All Students

2023 STAAR Social			

2024 STAAR Social				Approaches	Meets GL	Masters

Social Studies	Approaches	Meets	Masters
GEMS 8th	46%	17%	5%

Social Studies	Approaches	Meets	Masters	GL Gain or Loss	Gain or Loss	GL Gain or Loss
GEMS 8th	35%	8%	3%	-11%	-9%	-2%

Science and social studies experienced declines from 2023, and will be the subject of additional work in 2024-2025.

GEMS Grades 7-8; All STAAR Tests; 2023-2024 Comparison; All Students

2023 STAAR/EOC Math	Approaches	Meets	Masters
Grade 7	49%	16%	3%
Grade 8	76%	31%	2%
Algebra I--Grade 8	100%	94%	75%

2024 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra I--Grade 8	98%	89%	61%	-2%	-5%	-14%

2023 STAAR Reading	Approaches	Meets	Masters
Grade 7	64%	29%	6%
Grade 8	76%	42%	13%

2024 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	55%	28%	9%	-9%	-1%	3%
Grade 8	74%	39%	8%	-2%	-3%	-5%

2023 STAAR Science	Approaches	Meets	Masters
Grade 8	58%	26%	8%

2024 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 8	56%	23%	5%	-2%	-3%	-3%

2023 STAAR Social Studies	Approaches	Meets	Masters

2024 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss

Grade 8	46%	17%	5%	Grade 8	35%	8%	3%	-11%	-9%	-2%

Grades 7-8 showed struggle in the scores comparing 2023 to 2024. Math will be an intense area of focus in 2024-2025.

End-of-Course Exams (EOC); SEHS; 2023-2024 Comparison (All Students; All Tests)

2023 English I	Approaches	Meets	Masters
SEHS	62%	33%	3%

2024 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	47%	36%	6%	-15%	3%	3%

2023 English II	Approaches	Meets	Masters
SEHS	67%	34%	4%

2024 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	60%	40%	3%	-7%	6%	-1%

2023 Algebra I	Approaches	Meets	Masters
SEHS	75%	19%	3%
GEMS	100%	94%	75%

2024 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	59%	5%	0%	-16%	-14%	-3%
GEMS	98%	89%	61%	-2%	-5%	-14%

2023 U.S. History	Approaches	Meets	Masters
SEHS	93%	55%	17%

2024 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	93%	54%	19%	0%	-1%	2%

2023 Biology	Approaches	Meets	Masters
SEHS	85%	35%	9%

2024 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	81%	36%	5%	-4%	1%	-4%

High school EOC's showed both increases and declines. English I and II had increases at the meets level, while Algebra I struggled to make gains.

Student Achievement Strengths

Foster Care

Intent and Purpose

The re-authorization of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) instituted new protections for children in foster care. These foster care provisions under Title I, Part A (Title I) under ESEA emphasizes the importance of SEAs and LEAs to work with child welfare agencies to ensure the educational stability (*School of Origin, Best Interest Determination, Dispute Resolution, Transportation and Immediate Enrollment and Records Transfer*) of and improve educational outcomes for children in foster care.

Strengths

The San Elizario ISD District Foster Care Liaisons (District Social Workers) have maintained a strong ongoing partnership with state agencies and the Texas Department of Family and Protective Services by serving on the inter-district Foster Care Committee with the purpose of networking, sharing resources, and identifying best practices to improving the educational outcomes of foster care students, including provisions to support and facilitate a successful transition from elementary and secondary education to college and careers.

Homeless

Intent and Purpose

The McKinney-Vento Homeless Education Assistance Program is designed to assist and support students' stability through “School of Origin” immediate enrollment and continued attendance to succeed in school. Homeless Children and Youth have full and equal opportunities to succeed academically just like any other student. Title I, Part A and the Texas Education Homeless Children and Youth (TECHY) grant provides supplemental support to homeless students.

2023-2024 TEHCY

The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for homeless children and unaccompanied youth and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students. The identified need is to continue supporting reading and providing reading materials to the students in our district.

2023-2024 ARP - Homeless I Supplemental Grant

The intent and purpose of the ARP Homeless I-TEHCY Supplemental Grant is to provide additional support to increase their capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic. The identified needs at two schools were hiring tutors to assist the students in the classroom setting, other campuses identified the need to provide summer program for the student including lessons and educational field trips for some of the campuses.

2021-2024 ARP - Homeless II Grant

The 2021-2024 ARP II-Homeless grant's purpose and intent is to increase local agencies' capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic. Campuses will address the identified needs of the students and provide the required services needed, including tutoring for several campuses, and commentaries address the learning loss by implementing summer program activities. In addition, the middle and high school program will include field trips to visit universities to identify programs of studies that lead to higher wages and promote and experience a variety of colleges and careers.

Strengths

San Elizario ISD continues to meet compliance requirements under the McKinney-Vento Homeless Education Assistance Program Act of 2001. The transition program in our district ensures immediate enrollment, provides educational materials and resources as well as school supplies and uniforms. Our district ensures academic support through supplemental instruction, transportation on an as-needed basis with the collaboration of other districts. Medical support through referrals for vision, dental and/or immunizations is also provided. Opportunities for higher education by assisting students with the Free Application for Federal Student Aid (FAFSA) are also available.

Migrant Education Program

Intent and Purpose

The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to post-secondary education or employment.

Strengths

The Migrant Education Program (MEP) serves all identified migrant families and students. All qualifying students are eligible to receive supplemental services provided by the MEP program in our district. Students identified in need of school uniforms, school supplies, and basic vision and dental care received the services according to funding availability. Students who are struggling academically are identified and provided the academic support by each individual campus through the after-school tutoring program. The migrant education program also provides enrichment opportunities for our students. The students are invited to attend the educational enrichment summer program. Middle school students are invited to attend the Migrant Student Education Network for Tradition of Excellence (MENTE) Program. Seniors are invited to attend the Migrant Graduation Summit in partnership with ESC-Region19. All of these opportunities help our students envision academic success and opportunities for a post-secondary education.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Learning loss is still evident in mathematics across the board, as evidenced when comparing 2019 (pre-pandemic) STAAR scores to the most recent (2024) STAAR scores. **Root Cause:** Pandemic learning lost was caused by home-based learning and will take several years to rebound from.

District Culture and Climate

District Culture and Climate Summary

Background

District culture is central to everything we do in the San Elizario Independent School District. We want to ensure we provide the best work environment possible. The Employee Culture Survey was created using SurveyMonkey, and is the most current survey available. The anonymous survey consisted of 45 questions. The goal of the survey was to collect employee feedback to continue improving our systems.

All San Elizario Independent School District employees received an email with a link to the survey. The anonymous survey was open from March 31, 2023, to April 14, 2023. Approximately 573 employees received the link to the survey. Please note all questions were in English and Spanish to ensure all employees had an opportunity to provide feedback.

Participation

The district received 225 entries. The participation rate of the survey was 39%. The participation consisted of 110 Teachers and 115 Non-Teachers.

The highest participation was from employees under the category of “16 or more years” in the district. This category accounts for 27% of the responses whereas all the other categories were between 18 and 19%.

District Culture and Climate Strengths

The information below represents highlights of the survey results, which are most representative of the type of culture that San Elizario ISD fosters.

1. 99% of survey participants understand the district's mission.

2. 97% of survey participants understand the district's vision and are proud to work for SEISD.

3. 99% of survey participants understand the critical impact their work has on the district.

4. 97% of survey participants believe that campus leadership and department supervisors focus on keeping staff safe.

5. 93% of survey participants would recommend working for SEISD to family and friends.

6. 84% of survey participants feel comfortable sharing their thoughts and ideas with peers and team leaders to affect change when needed.

7. 92% of survey participants felt that they received timely feedback about their work as well as recognition for a job well done.

8. 94% of survey participants feel they can talk to their superior about concerns they may have, and feel that their supervisors respond to their concerns in a reasonable time.

9. 98% of survey participants feel that they know who to ask regarding their job duties.

10. 98% of survey participants believe that their campus/department expectations are aligned with district level expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

San Elizario Independent School District (SEISD) has clearly made substantial efforts to address equity and staff retention, especially within a context of demographic homogeneity. Here's a summary and reflection on our district's approach and achievements:

Key Achievements and Strategies

1. Equity in Staffing and Retention:

- 4-Day Work Week Implementation: Starting in 2023-2024, SEISD adopted a 4-day work week, which has played a crucial role in staffing all positions with experienced teachers. This innovative approach has positioned SEISD as a desirable district for prospective teachers.
- Competitive Attraction and Retention: SEISD has become the district of choice, attracting prospective teachers who are now waiting for opportunities to join the team, a testament to the successful implementation of the 4-day work week and other initiatives.

2. Support and Professional Growth:

- New Teacher Orientation: The district provides a targeted New Teacher Orientation program before the start of the school year, ensuring new teachers are well-prepared and aligned with district initiatives.
- Mentorship Program: Since 2019, new teachers have been paired with mentors to guide them through their first year. Mentor teachers receive training to support new staff effectively.
- Professional Development: Ongoing professional development is integrated into the district calendar, with dedicated days for training and support. One-on-one classroom visits and surveys further tailor support to individual needs.

3. Employee Appreciation:

- Celebration of Successes: SEISD values employee recognition and has institutionalized it through an Employee Appreciation Resolution. This demonstrates a commitment to creating a positive work environment and acknowledges the crucial role employees play in student outcomes.

4. Response to COVID-19 Challenges:

- Retention Bonuses and Incentives: In response to the pandemic's impact on recruitment and retention, SEISD introduced retention bonuses and participated in the Teacher Incentive Allotment (TIA) program, providing additional financial incentives for qualified teachers.
- Competitive Compensation Plan: Approved in June 2024, this plan includes raises for teachers, setting SEISD apart in the Region 19 area by enhancing financial support for educators.

Reflections and Future Directions

- Sustaining Innovation: The adoption of a 4-day work week and competitive compensation plans are forward-thinking approaches that have clearly paid off. Continuing to innovate and adapt will be key to maintaining this competitive edge.
- Expanding Professional Development: Ongoing professional development and mentorship are critical. It might be beneficial to explore further opportunities for advanced training or specialization to support career growth and teacher satisfaction.
- Community and Stakeholder Engagement: Ensuring that the community and other stakeholders understand and support these initiatives can bolster their success and foster a stronger connection between the district and its broader community.
- Long-Term Impact Assessment:** Continuously assessing the impact of these strategies on student outcomes, staff satisfaction, and overall district performance will be crucial for refining and improving these initiatives.

SEISD's approach exemplifies a thoughtful and strategic response to the challenges of staffing and retention, with a clear focus on creating a supportive and rewarding environment for educators.

Staff Quality, Recruitment, and Retention Strengths

San Elizario Independent School District (SEISD) has clearly made significant strides in enhancing its staffing profile and recruitment strategies. Here is an overview of our district's strengths and ongoing initiatives, along with reflections on potential future directions:

Strengths and Achievements

1. **Teacher Experience:**
    - **Average Years of Experience:** SEISD teachers have an average of 11.8 years of experience, surpassing the state average of 11.0 years. This reflects a strong level of commitment from the teaching staff.
    - **Experience Distribution:** With 35% of teachers having 11-20 years of experience, SEISD is ahead of the state average by 8%, indicating a stable and experienced teaching force.
2. **4-Day Instructional Week:**
    - **Innovative Scheduling:** The adoption of a 4-day instructional week starting in 2023-2024 has positioned SEISD as a "District of Choice" in Region 19. This innovative approach enhances recruitment and retention by offering a more attractive work schedule.
3. **Competitive Compensation:**
    - **Competitive Salaries:** SEISD remains competitive with neighboring districts in terms of compensation, including salary stipends for teaching in high-need areas. This helps attract and retain skilled educators.
4. **Diverse Recruitment Strategies:**
    - **Effective Job Fairs:** Highly successful, invitation-only job fairs in 2023-2024 have attracted qualified candidates. The district's recruitment strategies are generating a strong applicant pool.
    - **User-Friendly Application Process:** SEISD's updated website facilitates an easy application process for candidates, broadening the pool of potential hires.
5. **Guest Teacher Program:**
    - **Improved Substitute Program:** The Guest Teacher program has seen significant improvements, with more substitutes holding college credit hours or full teacher certification.

This enhances the quality of temporary instruction and helps bridge staffing gaps.

6. **RTAP Program:**
    - **Apprenticeship Program:** Starting in 2024-2025, SEISD will implement the RTAP program in collaboration with ESC-Region 19. This apprenticeship program aims to support teacher aides in becoming certified teachers, creating a pathway for career advancement and addressing staffing needs.

Reflections and Future Directions

1. **Addressing Recruitment Barriers:**
    - **Location Challenges:** To overcome the barrier of physical location, SEISD might explore incentives for relocation or remote recruitment strategies to attract experienced teachers from outside the immediate area.
    - **Retention of Experienced Teachers:** Considering that experienced teachers are less likely to move unless dissatisfied, ongoing efforts to maintain job satisfaction and address concerns proactively will be crucial.
2. **Enhancing Recruitment Efforts:**
    - **Broader Recruitment Channels:** Expanding recruitment efforts to include national job fairs or partnerships with universities could help attract a broader range of experienced candidates.
    - **Targeted Recruitment Campaigns:** Tailoring recruitment campaigns to highlight SEISD's strengths, such as the 4-day work week and competitive compensation, could further enhance attractiveness to prospective teachers.
3. **Strengthening the RTAP Program:**
    - **Program Evaluation:** Continuously evaluating the RTAP program's effectiveness in producing certified teachers and adjusting the program based on feedback and outcomes will be important for its success.
4. **Fostering a Positive Work Environment:**
    - **Continued Professional Development:** Offering ongoing professional development and career advancement opportunities can contribute to higher job satisfaction and retention.
    - **Support Systems:** Enhancing support systems for both new and experienced teachers, including mentoring and professional growth opportunities, will further strengthen SEISD's teaching staff.
5. **Community and Stakeholder Engagement:**
    - **Building Partnerships:** Engaging with community organizations and stakeholders to support recruitment and retention efforts can provide additional resources and support.

SEISD's proactive and innovative approaches in recruitment, retention, and support reflect a strong commitment to creating a positive and effective educational environment. Continuing to adapt and refine these strategies will help sustain and build on these achievements

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It has been historically challenging to fill all teacher vacancies. **Root Cause:** SEISD is located far from the city center, preventing prospective teachers from applying.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

San Elizario Independent School District (SEISD) has developed a comprehensive and strategic approach to implementing and supporting its 4-day instructional week. The district's planning and instructional strategies reflect a deep commitment to enhancing both academic outcomes and the overall well-being of its students and staff. Here's a detailed overview and reflection on SEISD's approach:

Strategic Objectives of the 4-Day Instructional Week

1. **Recruitment and Retention:**
    - **Three-Day Weekends:** By adopting a 4-day instructional week, SEISD aims to create a more attractive work-life balance for teachers, helping to address long-term vacancies and ensuring high-quality instruction. This scheduling innovation is designed to make SEISD a more appealing place for educators.
2. **Academic Improvement:**
    - **Focused Learning:** The 4-day model is intended to improve academic performance by allowing more concentrated and effective learning time during the school week. This approach aligns with the district's goals for enhancing student achievement.
3. **Mental Health and Stability:**
    - **Mindful Eagle Mondays:** The introduction of "Mindful Eagle Mondays" as a day for self-care reflects SEISD's proactive approach to supporting mental health. This initiative aligns with the district's holistic educational philosophy, promoting well-being for both students and staff.

Co-Support Model for the 4-Day Instructional Week

The Planning and Instruction Department (P & I) has developed a Co-Support Model to ensure the effective implementation of the 4-day instructional week. Here's how SEISD is providing support:

1. **Instructional Leadership Planning Meetings:**
    - **Collaboration and Strategic Planning:** Key stakeholders, including district leaders and instructional staff, participate in meetings to address various aspects of curriculum, instruction, and assessment. This collaborative approach ensures comprehensive planning and problem-solving.
2. **Key Topics and Outcomes for 2024 Leadership Academy:**
    - **AVID Expansion:** Training for the K-12 expansion of AVID will prepare campus leadership teams for districtwide implementation, enhancing college readiness and academic skills.
    - **Effective Documentation Practices:** Focused on improving documentation procedures for administrators, which is crucial for maintaining organized and compliant records.
    - **Tutoring and Intervention Effectiveness:** Analysis of tutoring and intervention strategies aims to optimize these programs for better student outcomes, with a focus on refining methods and allocation of resources.
    - **Professional Learning Communities (PLCs):** Planning and discussions will focus on enhancing PLCs, including alignment across the district and empowering teachers to take on leadership roles.
    - **Transgender Students:** Training on legalities and procedures related to transgender students ensures that campus administrators are informed and prepared to handle these issues sensitively and effectively.
    - **Campus Emergency Operational Plans:** Updates and refinements to emergency plans will ensure the safety and preparedness of students and staff.
    - **Rational Dialogue of Leadership:** Training on conducting critical conversations will enhance leadership skills in managing challenging dialogues with employees.
    - **Data Analysis and Accountability:** Reviewing data from the previous year and preparing for upcoming accountability measures will guide the district's efforts in improving performance and meeting goals.

3. **Co-Support Plan:**
    - **Daily Assistance:** The Co-Support Plan includes daily in-person support through classroom learning walks and PLCs. This continuous support aims to address immediate needs, align educational processes with curriculum standards, and enhance the overall teaching and learning experience.

Reflections and Future Directions

1. **Implementation and Adjustment:**
    - **Ongoing Evaluation:** Continual assessment of the 4-day week's impact on recruitment, retention, and academic performance is essential. Adjustments based on student outcomes and feedback will ensure that the model remains effective and responsive to needs.
2. **Strengthening Support Systems:**
    - **Targeted Assistance:** Providing targeted support to both teachers and students, particularly in areas identified as needing improvement, will enhance the effectiveness of the Co-Support Plan.
    - **Enhanced Communication:** Maintaining clear and open communication with all stakeholders will facilitate successful implementation and adaptation to the new schedule.
3. **Expanding Professional Development:**
    - **Continuous Learning:** Ongoing professional development opportunities for staff will support their growth and effectiveness within the 4-day model. Ensuring that training is aligned with district goals and responsive to emerging needs will be critical.
4. **Community and Stakeholder Engagement:**
    - **Involvement and Feedback:** Engaging with the community and gathering feedback will provide valuable insights and support for the district's initiatives. Building strong partnerships will contribute to the overall success of the 4-day instructional week.

SEISD's proactive and strategic approach to adopting a 4-day instructional week, supported by a robust Co-Support Model and comprehensive planning, reflects a strong commitment to improving educational outcomes and supporting the well-being of students and staff. Continued focus on evaluation, support, and engagement will be key to sustaining and building on these successes.

Area/Topic	Co-Support Model
PLC	For the 2024-2025 school year, the PLC process will be refined, addressing identified issues for improvement. PLCs will concentrate on addressing the following four essential questions that form the core of every PLC: • What is it we want our students to learn? • How will we know if each student has learned it? • How will we respond when some students do not learn it? • How can we extend and enrich the learning for students who demonstrate proficiency? To ensure alignment across the district, campus teams carefully crafted their PLC structures, emphasizing a culture of collaboration, lesson planning, data-driven strategies, interventions, enrichment and unique campus needs. PLCs will transition to being teacher-led, with oversight from ISs and administration. IOs will continue to support campus PLCs as needed.

	The current PLC schedule will continue to be in effect. See below for the schedule. PLC schedule: Tue: Loya Wed: Alarcon Thu: Sambrano Fri: Borrego Secondary: Daily
Intervention	Based on the most recent data, teachers, ISs, and designated staff will be focusing on Tier 2 students. Campus interventionists will be focusing on Tier 3 students.
Learning Walks	IOs will provide support to new teachers with less than two years of experience while ISs will assist teachers with over two years of experience and long-term guest teachers. Weekly learning walks will be conducted with a specific purpose and target to ensure the appropriate instructional resources are being utilized. The primary focus of these walks will be to enhance Tier 1 instruction. All P&I staff will support their respective campuses and provide additional support to other campuses as needed.
Assessment Creation and Support	Elementary: The Elementary RLA/Math Instructional Officers will develop 4- and 8-week assessments for RLA, Math, and Science. Additionally, as part of the Dual Language Program, assessments will be created in Spanish for students up to the 5th grade.

Area/Topic	Co-Support Model
Assessment Creation and Support *(continued)*	All elementary RLA and 5th-grade science assessments feature content clarifiers embedded within Eduphoria (Content Language Supports on STAAR) for both English and Spanish assessments. Secondary: Through PLCs, teachers, in collaboration with the Secondary Instructional Officers, will continue to have a role in choosing content and questions for the 4- and 8-week assessments. These assessments will be refined based on last year's feedback to ensure they meet the rigor of the standards. The IOs will be responsible for formatting items in Eduphoria so they meet the demands of STAAR 2.0. All P & I staff will support assessment monitoring and data disaggregation.
Professional Development	Professional Development (PD) will encompass a wide range of topics to support district initiatives and enhance instructional practices. These include tailored sessions on AVID

	methodologies, content-specific strategies, preparation for STAAR 2.0, and specialized programs such as the First-Year Teacher Academy (FYTA) and Mentor Academy. Additionally, PD sessions will address specific support topics as requested by campuses, such as formative assessments, vocabulary instruction, and the implementation of word walls. Furthermore, IS Academy sessions will be held at the beginning of the year (BOY), along with monthly IS meetings and bite-sized PD sessions designed to support PLCs throughout the academic year.
RTAP Program	The RTAP program (via ESC-Region 19) will be implemented in the 2024-2025 school year, initially enrolling up to two teachers per campus. This program operates as a "residency" program, where a teacher's aide aspiring to become a certified teacher serves as an apprentice to a mentor teacher for a year. During this time, participants receive training in pedagogy and pursue additional college work if necessary. This program will allow SEISD to cultivate well-trained, confident teachers from within our own pool of aides who desire to become certified teachers.
Modeling	When lessons are modeled, ISs and IOs will collaborate with classroom teachers in the planning and modeling stage. This process ensures that teachers are fully engaged and supported throughout the lesson's development and implementation. The collaborative approach involves sharing strategies, lessons, routines, and best practices to enhance student learning outcomes and teacher performance. After each modeled lesson, a debriefing session will be held with the classroom teacher to reflect on the effectiveness of the strategies used and to identify areas for continued growth and development.
Lesson Development	During PLC sessions, teachers will collaborate on lesson planning using a backward design methodology, integrating resources from the TEKS Resource System (TRS) curriculum and implementing TEKS RS (iTRS). They will systematically and flexibly adjust the scope and sequence of instruction to ensure thorough coverage of all TEKS standards. Teachers will use AVID strategies, activities, lesson plans, professional learning videos, and timely articles relevant to students. These tools will help teachers implement and refine instructional practices. *New to PreK: The Purposeful Planning Guide inside iTRS will be piloted in 2024-2025.

Co-Support 9-week Cycle

The Co-Support Plan features a 9-week cycle that directly supports teachers through PLC planning and co-teaching/modeling. Additionally, it will provide ongoing Tier II interventions for students, carried out by Instructional Specialists and other designated campus personnel.

Week	Level of Support	Responsible Personnel
Weeks 1 - 3 *Intervention Ongoing*	• PLC planning with teachers • Conduct learning walks • Teacher support model upon request or as needed • Plan for professional development • Eduphoria assessment creation and support	• Instructional Officers • Instructional Specialists • Principal • Assistant Principal

Weeks 4-5
 	
Intervention Ongoing
	• Disaggregating data
	• Preparation for PLC data talks
	• Preparation for intervention and direct support
	• Direct student intervention, continued
	  ○ Teacher
	  ○ Campus Interventionist
	  ○ Instructional Specialists
	  ○ Librarians
	  ○ Aides (T2's)
		• Instructional Officers
		• Instructional Specialists
		• Principal
		• Assistant Principal
		• Librarian

Weeks 6 - 7 *Intervention Ongoing*	• PLC planning with teachers • Conduct learning walks • Teacher support model upon request or as needed • Plan for professional development • Assessment creation and support (in Eduphoria)	• Instructional Officers • Instructional Specialists • Principal • Assistant Principal

Weeks 8-9
 	
Intervention Ongoing
	• Disaggregating data
	• Preparation for PLC data talks
	• Preparation for intervention and direct support
	• Direct student intervention, continued
	  ○ Teacher
	  ○ Campus Interventionist
	  ○ Instructional Specialists
	  ○ Librarians
	  ○ Aides (T2's)
		• Instructional Officers
		• Instructional Specialists
		• Principal
		• Assistant Principal
		• Librarian

Targeted Intervention Plans

The Co-Support Plan features a systematic student intervention process based on 4- and 8-week assessments. Intervention support will occur at the campus after administered assessments during weeks 5 and 9.

Elementary	Loya Primary	Sambrano	Alarcon	Borrego
Organization and Structure of Intervention Block	Centers aligned to developing reading and math skills Teachers collaborate to plan interventions Use CIRCLE form/support	Schedule time within master schedule Involve special program staff	Progress monitoring, deeper dive into data, PLC discussions about interventions Study specificity of TEKS deeply, plan guided conversations	Progress monitoring, deeper dive into data, PLC discussions about interventions Study specificity of TEKS deeply, plan guided conversations

	form/support Involve interventionist		Match instruction and assessment Data analysis/TEKS breakdown	Match instruction and assessment Data analysis/TEKS breakdown
Student Selection	Employ the data driven decisions form for student selection Teacher-created observation checklist	All students will be invited to participate in enrichment Use assessment data	Based on data and attendance Lesson plan for to include intervention Ensure hands-on interventions and collect artifacts Designate intervention PLCs Mindful student selection	Based on data and attendance Lesson plan for to include intervention Ensure hands-on interventions and collect artifacts Designate intervention PLCs Mindful student selection
Effectiveness Measures	Specialty classes support (extension to intervention) Makerspace, library, computer lab, SEL counselor Include PE coach Place alphabet/number stickers on the floor	Use exemplar exit tickets to assess lesson learning Use mClass and iStation Improve rotations Employ intervention binder	Progress monitoring Exit tickets Parent conferences Create intervention PLCs Analyze usage reports	Progress monitoring Exit tickets Parent conferences Create intervention PLCs Analyze usage reports

Operational and Logistical Items	Age-appropriate manipulatives Improve flow and organization of centers Admin continues to monitor Ensure equitable distribution of materials	60 min block in duration at the end of day Will take place on Tuesdays, Wednesdays, Fridays Group students and teachers adequately	Switch intervention to morning 7:30-8:15am for all grade levels to improve performance Continued active monitoring to ensure it is intervention and not first teach Employ aides to assist with intervention block	Switch intervention to morning 7:30-8:15am for all grade levels to improve performance Continued active monitoring to ensure it is intervention and not first teach Employ aides to assist with intervention block

			intervention block	intervention block
Managing and Monitoring Intervention Data	4 and 8 week checklist, SLO, teacher created assessments, CIRCLE iTRS performance assessments	Hold monthly data PLCs Adhere to plan for intervention	Hold data PLC to discuss interventions Employ intervention binders and shared intervention document	Hold data PLC to discuss interventions Employ intervention binders and shared intervention document
Adjusting to Challenges	Streamlining assessments to reduce excess Restructure duties Work with attendance clerk to find ways to reduce absences	Plan master schedule to allow for intervention block Promote trust and discipline Share instructional strategies PBIS expectations to kick off intervention block	Ensure fidelity of intervention approach (adjust based on this) Prepare intervention resources and materials Empower students to be leaders Address teacher preparedness	Ensure fidelity of intervention approach (adjust based on this) Prepare intervention resources and materials Empower students to be leaders Address teacher preparedness

Targeted Intervention Plans-Secondary

Secondary	GEMS	SEHS
Organization and Structure of Intervention Block	Use 3-6-9 week data and 4/8 week assessment data Week 2-3/6-7 pullout Focus on tests by seasons (structured calendar) Intervention YAG Special pop intervention	Use 3-6-9 week data and 4/8 week assessment data Week 2-3/6-7 pullout Focus on tests by seasons (structured calendar) Intervention YAG Special pop intervention
Student Selection	Conduct tiered interventions for failing students and those with possible growth Embed during class, personalized phone calls, improve teacher	Conduct tiered interventions for failing students and those with possible growth Embed during class, personalized phone calls, improve teacher

	phone calls, improve teacher connections Group targets based on MAP data	phone calls, improve teacher connections Group targets based on MAP data
Effectiveness Measures	Review lesson plans and provide feedback Conduct walkthroughs and provide feedback Generate advisory planning YAG using MAP	Review lesson plans and provide feedback Conduct walkthroughs and provide feedback Generate advisory planning YAG using MAP
Operational and Logistical Items	Saturday school and after-school interventions Create advisory blocks	Saturday school and after-school interventions
Managing and Monitoring Intervention Data	Block intervention Group intervention targets before and after assessments 4 week assessment data	Block intervention Group intervention targets before and after assessments 4 week assessment data
Adjusting to Challenges	Teachers not meeting YAG-prioritize TEKS, work with PLC to ensure all is covered Not being able to meet afterschool-create rotation schedule	Teachers not meeting YAG-prioritize TEKS, work with PLC to ensure all is covered Not being able to meet afterschool-create rotation schedule

Tutoring Framework

The Co-Support Plan has refined tutoring across all campuses through collaborative efforts that aligned scheduling, improved strategies, and established a robust framework for tracking student progress. This approach has fostered shared ownership and commitment among all participants while leveraging collective campus expertise.

Elementary	Loya Primary	Sambrano	Alarcon	Borrego
Scheduling and Structure	Integrated into the day, begins after the second week of school. Small groups rotating every 15	Integrated into the day, begins on August 13, 2024. First 45 minutes of the day (7:45 AM—8:30 AM)	Tutoring sessions held 1-2 days per week and Saturday school starting September 21, 2024. Fall	Tutoring sessions held 1-2 days per week and Saturday school starting September 21, 2024. Fall

	minutes with support from T2s, Ms. Lara, and Mrs. Vallejo.	dedicated to tutoring. Hands-on activities and enrichment in the afternoon.	semester: Saturday school once per month. Spring semester: twice per month.	semester: Saturday school once per month. Spring semester: twice per month.
Student Selection and Invitation	Initially selected using a teacher-created checklist and SLO. Moving towards a more data-driven approach.	Data collected and reviewed meticulously. All students included in the tutoring program.	Students nominated based on data analysis (STAAR, MAP, DRA/EDL assessments, and teacher observations).	Students nominated based on data analysis (STAAR, MAP, DRA/EDL assessments, and teacher observations).
Tutoring Effectiveness	Focus on pre-reading and foundational math skills.	Focus on readiness standards for reading and math using pre-assessments, mini-lessons, gradual release model, QSSSA, exit tickets, and various artifacts.	Utilize PLCs to analyze data points (MAP growth, Math Sharon Wells Assessments, 4 & 8-week assessments, and DRA/EDL results). Monitor progress throughout the year.	Utilize PLCs to analyze data points (MAP growth, Math Sharon Wells Assessments, 4 & 8-week assessments, and DRA/EDL results). Monitor progress throughout the year.

Operational Details	Small groups of 4-5 students, expanding to 10-12 during intersession. Additional support from T2s in Pre-K 4 classes.	"Power Paw Time" - 45-minute daily session by homeroom teachers.	Maximum of 10 students per session. Saturday school sessions last 3 hours. Weekday sessions last 1 hour. Intersession sessions are 4 hours long.	Maximum of 10 students per session. Saturday school sessions last 3 hours. Weekday sessions last 1 hour. Intersession sessions are 4 hours long
Data Management and Monitoring	Observations, checklists, and data-driven forms to	Data-driven decisions during PLCs. Review data from DRA/EDL, 4	Use iReady to track progress. Engage in data intervention	Use iReady to track progress. Engage in data intervention

	identify and support struggling students.	& 8-week tests, and exit tickets.	discussions and maintain intentional PLC scheduling.	discussions and maintain intentional PLC scheduling.
Challenges and Adjustments	Parental involvement, managing student behavior, and addressing attention span of young learners.	Late arrivals impacting morning sessions, sufficient planning time for teachers, and adjusting the master schedule.	Not all grade levels participate in PM tutoring. Focus on strengthening Tier 1 instruction and AVID strategies. Creative teacher incentives to encourage participation.	Not all grade levels participate in PM tutoring. Focus on strengthening Tier 1 instruction and AVID strategies. Creative teacher incentives to encourage participation.

Tutoring Framework-Secondary

Secondary	GEMS	SEHS
Scheduling and Structure	After school, on Saturdays, and during intersession periods. Specific days designated for different subjects or focus areas.	After school, on Saturdays, and during intersession periods. Specific days designated for different subjects or focus areas.
Student Selection and Invitation	Teachers review assessment data during PLCs to identify students. Use of seating charts to maximize students in each session.	Teachers review assessment data during PLCs to identify students. Use of seating charts to maximize students in each session.
Tutoring Effectiveness	Creation of Eduphoria Exit Tickets, setting higher expectations, and following STAAR 2.0 guidelines (writing and ELPS).	Creation of Eduphoria Exit Tickets, setting higher expectations, and following STAAR 2.0 guidelines (writing and ELPS).
Operational Details	Teachers and parent liaisons make phone calls to invite parents to Saturday School.	Teachers and parent liaisons make phone calls to invite parents to Saturday School.
Data Management and Monitoring	Administration and Instructional Specialists conduct walkthroughs and learning walks. Collect samples of student work and spiral in skills. Teacher-created exit tickets and data from 4 & 8-week assessments	Administration and Instructional Specialists conduct walkthroughs and learning walks. Collect samples of student work and spiral in skills. Teacher-created exit tickets and data from 4 & 8-week assessments

	analyzed.	analyzed.
Challenges and Adjustments	Ensuring students who benefit most are invited and motivated to attend.	Ensuring students who benefit most are invited and motivated to attend.

Instructional Co-Support Administrators

The Planning & Instruction Administrators will continue to directly support campus administrators to improve school productivity and increase student achievement, ensuring that each area/topic is aligned with the district's strategic goals.

Area/Topic	Level of Support	Responsible Personnel
Instructional Leadership	• Monitor alignment of curriculum • Monitor and track scope and sequence • Monitor data-driven instruction and assessment • Monitor instructional interventions • Monitor special populations	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
Human Capital	• Monitor teacher feedback and coaching • Monitor the quality of informal walkthroughs and formal observations	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
School Culture	• Monitor expectations • Monitor discipline	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
Strategic Operations	• Monitor instructional schedules • Monitor usage of instructional materials	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
STAAR and TELPAS Testing	• Campus leadership training • Campus test administrator training is provided for CTC's • Test monitoring during active testing • Consistent support for each campus by phone, text,	Ms. Lisa Renegar, Research and Evaluation Administrator

	email, TEAMS, campus visits, etc. • Assistance with score reporting and data disaggregation	
TSIA 2 and MAP Testing	• Data disaggregation to determine intervention groups and/or re-testing • Assistance with vouchers, proctor training, staff training, session creation, and score reporting • Testing monitoring during active testing	Ms. Lisa Renegar, Research and Evaluation Administrator

Area/Topic	Level of Support	Responsible Personnel
College, Career, and Military Readiness (CCMR)	• Uploads of all CCMR-related assessment scores • Spreadsheets of all 9-12 students to show CCMR status are provided at least monthly to the SEHS team. • Determination of intervention groups to assist in CCMR point increases • Training and support on the CCMR process as related to accountability • Training and support on the Texas College Bridge Program to provide CCMR points to selected juniors and seniors	Ms. Lisa Renegar, Research and Evaluation Administrator
Gifted and Talented (GT)	• Support and monitoring for GT pullout lesson design and delivery; • Monitoring and scheduling of GT required training to include 30-hour core and 6-hour update training; • Support and training for campus GT Coordinators • Continual support for the GT annual identification process; • Oversight of alignment to the Texas State Plan for the Education of Gifted/Talented Students	Ms. Lisa Renegar, Research and Evaluation Administrator
Career and Technical Education (CTE)	• Monitor TEA-approved changes with Programs of Study (POS) and Industry-Based Certifications (IBC) • Support and schedule appropriate industry professional development for CTE teacher's POS • Support in increasing internships for SEHS with local industry companies • Support POS with new equipment and new software • Provide POS course sequence to campus administration and counselors to support student endorsement and scheduling • Assist with the proctoring of CTE certification exams • Inform, support and provide guidance to the	Ms. Sandra Sanchez, CTE Administrator

	Counselors on CTE TEA updates and changes • Support, guidance and training for CTE teachers on TEA-approved certifications • Support and provide administration and counselors with CTE training • Provide shadowing opportunities to CTE Teachers to further support their instruction • Assess each program to better improve work-based learning opportunities • Increase industry partnerships with CTE teachers to have growth in internships for each program practicum • Increase workforce solution participation with our CTE teachers to bring in student internships that will	

Area/Topic	Level of Support	Responsible Personnel
Career and Technical Education (CTE) ***(continued)***	continue after graduation • Work with Workforce Solutions to keep Job Con in San Elizario ISD. • Bring in community activities that will help with CTSOs (Career and Technical Student Organizations) funding • Support in the growth of CTSOs in Health Science, Engineering Automotive	
CTE Support for CCMR	• Provide information, assist and guide Counselor on SEECHS crosswalk for new junior and upcoming senior EPCC courses that will be taken • Provide advance CTE training to counselors to support CTE counseling in the areas of endorsements, POS, IBC, and scheduling of the students to become completers for accountability • Provide calendar of scheduled CTE exams to track certifications for accountability • Support SEHS campus by entering POS certifications received into TEAMS and Performance Acknowledgements by student for accountability • Provide quarterly reports on CTE IBCs (Industry Based Certifications) • Training and support on the CCMR process for accountability • Implement the Effective Advising Framework goals into the campuses • Support counselors in increasing students' goals to complete their endorsement and be certified. To be in compliance with TEA by 2026	Ms. Sandra Sanchez, CTE Administrator

	• 2024-2025 have more that 50% of the CTE students in the Level 3 and Level 4 courses certified in the Fall semester • Increase enrollment of students in Health Science: EMT and PCT Dual Credit programs • Continue to grow our CTE partnership with EPCC the keep a strong career pathway to post-secondary	
Emergent Bilingual Support	• Provide LPAC training to serve our Emergent Bilingual (EB) population in the appropriate setting • Continual support for the EB identification process • Support EB lesson design and delivery • Ensure EB support is effective in achieving objectives • Direct support for EB teachers/students • TELPAS practice and testing support • Ensure regulations concerning EBs are observed	Mr. Josue Palomino, Bilingual Instructional Officer Dr. Rogelio Segovia, Associate Superintendent

District-Mandated Assessments

Data Points	District-Assessments
PK-4	• CIRCLE (BOY, MOY, EOY) • 4- and 8- week assessments
K-2	• MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • mCLASS Reading K-2— (BOY, MOY 1st grade only, EOY) • DRA/EDL--Kinder— (MOY, EOY only) • DRA/EDL--Grades 1-2— (BOY, MOY, EOY) • 4- and 8- week Reading Assessments • 4- and 8-week Math Assessments
3-6	• MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Reading Assessments • 4- and 8-week Math Assessments • 4-and-8-week Science Assessments
7-8	• MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Math, Reading, Science & Social Studies Assessments
9-12	• MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Math, Reading, Science & Social Studies Assessments

District Initiatives

Student Outcome Goal 1- Mathematics

The percentage of all 3rd-grade students that score at the Approaches level on STAAR mathematics will increase from 58% in June 2022 to ≥ 85% by June 2028.

1. Sharon Wells Math will be used as the core math curriculum in grades 2-5;
2. Guided Math will be used as the math framework in grades PK-1;
3. The IXL math intervention program will be used in grades 6-8 for targeted support;
4. Implement the CPA (Concrete, Pictorial, Abstract) approach in elementary math.

Student Outcome Goal 2 - Reading

The percentage of 3rd-grade students that score at the Approaches level on STAAR reading will increase from 57% in June 2022 to ≥ 80% by June 2028.

1. HMH Into Reading/Arriba la lectura will be used as the core RLA curriculum in grades K-5;
2. SAVVAS My Perspectives will be used as the core RLA curriculum in grades 6-12;
3. All teachers and staff, including those in non-core subject areas, work to embed reading and writing across the disciplines in all areas of a student's day;
4. SEISD's Text Level Correlation Guide will provide baseline guidelines for grade-level reading goals in grades K-12;
5. TELPAS progress monitoring for listening, speaking, reading, and writing will occur quarterly; all campuses will purchase the Summit K-12 program to help with monitoring TELPAS progress on the four domains;
6. Language acquisition strategies, such as GLAD (per GLAD calendar), are implemented to assist EBs; a GLAD refresher is to be provided to teachers, as well as additional Seidlitz training on 7 Steps to a Language Rich Classroom;
7. The SEISD time and treatment model for bilingual/dual language education is to be followed with fidelity, emphasizing El Puente as a key strategy to enhance the dual language learning environment, promoting metalinguistic connections, and using translanguaging to support second language acquisition.

Student Outcome Goal 3 - CCMR

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to ≥ 88% by June 2028 as measured by the A-F Accountability System.

1. The district will establish systems to increase the number of students earning a CCMR point to include the Texas College Bridge Program and College Prep courses;
2. Grades 3-12 will annually increase the number of students earning Meets/Masters in the STAAR assessments;
3. Increasingly rich opportunities will be created for students to study in CTE courses of interest and obtain industry certifications;
4. Campuses will seek additional opportunities to partner with institutions of higher education and business/industry leaders to support college and career readiness;
5. All campuses will create events and opportunities to increase student interest and knowledge related to college, career, and military opportunities and will inform students about secondary opportunities within the district.

District Curriculum, Instruction, and Assessment Expectations

Online Learning Structures

- Learning Environment (LMS): Google Classroom as a Learning Environment;
- Newly adopted platforms (McGraw Hill for elementary science, SAVVAS for secondary science);
- Digital Citizenship;
- Mode of Communication – Dojo (elementary); Remind (secondary).

AVID

- The AVID program will be expanded to include grades K-12 across the district. The focus will be the implementation of AVID as a Tier 1 instructional approach intended to enhance lessons with WICOR (writing, inquiry, collaboration, organization, and reading). There will be AVID elective classes in grades 7-12 in addition to the Tier 1 implementation approach.

Instructional Rounds

- Conducted by Region 19 Effective District Framework Team;
- Findings will be debriefed with faculty promptly;
- Findings will drive professional development decisions, instruction, and PLC topics.

Professional Learning Communities (PLCs)

- Data analysis processes are expected, supported, and monitored at all campuses by the administration, including TELPAS data;
- Teachers are expected to be prepared in advance for all PLCs to participate in meaningful discussions about lesson design and data analysis;
- PLCs will be led by teachers (department chair or PLC lead) and overseen by Instructional Specialists and/or an administrator;
- An administrator is expected to be present at each PLC meeting;
- PLC days will be as follows for elementary campuses: Tuesday-Loya, Wednesday-Alarcon, Thursday-Sambrano, Friday-Borrego;
- At each session, PLCs will focus on one of the following: planning, data, interventions, or campus-based needs.
- At each session, PLCs will focus on one of the following: planning, data, interventions, or campus-based needs.

Eduphoria / Assessments / Content and Language Objectives

- Elementary grades 3-6 follow the 4- and 8-week assessment model, except Social Studies. Campus autonomy will be encouraged in determining how progress in this content area is measured;
- All secondary core areas, 7-12th grade, are to assess student performance every 4- and 8 weeks using Eduphoria Aware assessments;
- In secondary, these are created by the PLC as a team, guided by IO; in elementary, these are created by the IOs; all assessments are created/formatted to Eduphoria Aware by IOs;
- All common assessments, benchmarks, and PAs will be scored on Eduphoria *by teachers* within 48 hours of

the completion of assessment administration; this includes any text entry, numerical entry, short constructed response items, and extended constructed response items;
- All assessment data will be analyzed with the intentional purpose of generating interventions or re-teaching opportunities created to assist struggling learners;

Eduphoria / Assessments / Content and Language Objectives *(continued)*

- Campus administration (with district support) consistently monitors the fidelity of assessments being administered and provides timely feedback to teachers;
- Content and language objectives are visibly posted in all classrooms and revised as the TEKS and ELPS objectives shift within the daily lesson plan.

Literary Anthology

- All students (including special education) in pre-K3 - 12th grade, will participate in the annual Literary Anthology;
- All campuses will have a coordinator to help facilitate the process (stipend included);
- Each teacher will select the top 5 entries from their class to determine a 1st, 2nd, and 3rd place winner;
- All employees, professional and support, are encouraged to submit an entry. Winners are celebrated at the Teacher of the Year/Employee of the Year Gala;
- Parent Liaisons, district anthology coordinators, and campus coordinators work to elicit submissions from the San Elizario community and provide writing workshops;
- Student and community winners are celebrated at a Literary Anthology Champions' Luncheon where they receive a book of their collective work and a medal;
- Students who have placed 1st, 2nd, or 3rd place since their 8th-grade year for either writing or as a front or back cover artist for three years are eligible to receive an Honor Cord their senior year.

Elementary Math Bee

- The rationale is to improve automaticity in recalling math facts skills and to encourage and foster mathematical skills among students in grades K-6.
- Academic competitions will take place at the classroom level, and top students will advance to the campus level for further competition.

Secondary Science Fair

- District/campus science and engineering fairs will be held at SEHS and GEMS;
- A coordinator will be assigned to facilitate the fair at each campus (stipend included);
- Both will be held before the end of the 2nd nine weeks, and winners will be sent to the Sun Country Regional Fair.

Library

- Elementary: Accelerated Reader Program/Champion Readers, Book of the Month, family reading event per semester;
- Secondary: Literacy Luncheon for students who improve and those who excel, Parent Literacy Session

Support, Literacy STEAM Night;
- Delivery of lessons to align with classroom instruction (co-teach);
- Integration of AVID strategies;
- District Family Literacy Event;
- Scholastic Book Fair;
- TexQuest as a form of research.

Co-teaching

- SEISD will support co-teaching implementation to ensure access to the general curriculum for students with disabilities.

Positive Behavior Intervention System (PBIS)

- PBIS is a district-adopted positive behavioral intervention system utilized at all campuses in all grade levels and championed by every administrator and teacher;
- The counseling curriculum will incorporate social-emotional (SEL) strategies into campus-wide activities and class lessons.

Lesson Plans

- Lesson plans are due based on campus administrator deadlines for all teachers in grades PK-12; they are to be specific per day/week and include how the gradual release of responsibility model is used;
- Lesson plans should refer to and are actively *supported* and *monitored* for inclusion of these ongoing district expectations:
  - Include guided question development;
  - TRS documents are used in planning and district-created pacing calendars are followed with fidelity;
  - TEKS, ELPS, and CCRS standards are included;
  - Differentiated instruction is planned and conducted for GT, EB, and SPED/504 learners;
  - Graphic organizers and cooperative learning structures (i.e., Kagan, L4W HYIS) are included;
  - Instructional technology is integrated into lessons to increase student engagement;
  - Best practices for EB student support are included in the lesson plan, including a focus on L, S, R, W, GLAD, and sheltered instruction strategies, including Seidlitz strategies;
  - Inclusion of the WICOR model as part of AVID;
  - Formative assessments should be included in lesson plans.

Curriculum, Instruction, and Assessment Strengths

San Elizario Independent School District's (SEISD) District Initiatives for 2024-2025 are comprehensive and thoughtfully designed to enhance curriculum, instruction, and assessment across the district. These initiatives reflect a strong commitment to ensuring high-quality education and support for both teachers and students. Here's an in-depth look at SEISD's key initiatives and

expectations:

Professional Learning Communities (PLCs)

1. **Structure and Scheduling:**
    - **Meeting Days:**
        - **Elementary:**
            - Tuesday: Loya
            - Wednesday: Alarcon
            - Thursday: Sambrano
            - Friday: Borrego
    - **Focus Areas:**
        - Each PLC session will focus on one of the following: planning, data, interventions, or campus-based needs.
    - **Leadership and Participation:**
        - PLCs will be led by teachers (department chair or PLC lead) and overseen by Instructional Specialists and/or an administrator.
        - An administrator is expected to attend each PLC meeting.
    - **Preparation and Expectations:**
        - Teachers must be prepared in advance, engaging in meaningful discussions about lesson design and data analysis.

Eduphoria / Assessments / Content and Language Objectives

1. **Assessment Models:**
    - **Elementary Grades 3-6:**
        - Follow a 4- and 8-week assessment model, with autonomy for Social Studies content area.
    - **Secondary Grades 7-12:**
        - Assess student performance every 4- and 8-weeks using Eduphoria Aware assessments.
    - **Assessment Creation:**
        - Secondary assessments are created by PLCs, guided by Instructional Officers (IOs).
        - Elementary assessments are created/formatted by IOs.
    - **Data Analysis:**
        - All assessments are scored on Eduphoria within 48 hours and analyzed to generate interventions or re-teaching opportunities for struggling learners.

Lesson Plans

1. **Submission and Content:**
    - **Deadlines:** Lesson plans are due according to campus administrator deadlines.
    - **Details Required:**
        - Specific per day/week
        - Gradual release of responsibility model
        - Guided question development
        - Use of TRS documents and adherence to district-created pacing calendars
        - Inclusion of TEKS, ELPS, and CCRS standards
        - Differentiated instruction for GT, EB, and SPED/504 learners
        - Use of graphic organizers, cooperative learning structures (e.g., Kagan, L4W HYIS)
        - Integration of instructional technology
        - Support for EB students (L, S, R, W, GLAD, Seidlitz strategies)
        - Inclusion of the WICOR model as part of AVID
        - Formative assessments

Reading Instruction

1. **Curriculum:**

- **Grades K-5:** HMH Into Reading/Arriba la lectura
- **Grades 6-12:** SAVVAS My Perspectives

2. **Cross-Disciplinary Integration:**
   - Embed reading and writing across all subject areas.
3. **Baseline Guidelines:**
   - SEISD's Text Level Correlation Guide for grade-level reading goals (K-12).
4. **TELPAS Monitoring:**
   - Quarterly progress monitoring for listening, speaking, reading, and writing using the Summit K-12 program.
5. **Language Acquisition Strategies:**
   - Implement GLAD and Seidlitz training for EBs.
   - Follow the SEISD time and treatment model for bilingual/dual language education with emphasis on El Puente and translanguaging strategies.

Mathematics Instruction

1. **Curriculum and Framework:**
   - **Grades 2-5:** Sharon Wells Math
   - **Grades PK-1:** Guided Math framework
   - **Grades 6-8:** IXL math intervention program for targeted support
2. **CPA Approach:**
   - Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

Summary and Reflection

SEISD's initiatives for 2024-2025 highlight a commitment to structured and effective teaching practices:

- **Professional Learning Communities:** Well-organized PLCs with a clear schedule and focus areas will facilitate collaborative planning and data analysis, ensuring that instructional practices are continuously refined.
- **Eduphoria and Assessments:** Rigorous assessment processes and timely data analysis will help in identifying student needs and tailoring interventions.
- **Lesson Planning:** Detailed and structured lesson plans that incorporate best practices and district expectations will support high-quality instruction and student engagement.
- **Reading and Math Instruction:** Use of evidence-based curricula and frameworks will drive achievement in core subjects, with particular attention to language acquisition and differentiated support.

These initiatives are designed to create a cohesive and effective educational environment, with a strong focus on student achievement, teacher preparation, and continuous improvement. By maintaining rigorous standards and providing targeted support, SEISD aims to enhance educational outcomes across the district.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Special Education students are struggling with academic underachievement in the areas of reading and mathematics. **Root Cause:** SEISD has been identified via Results-Driven Accountability (RDA) based on Special Education performance in grades 3-8 RLA, grades 5 and 8 science, and grade 8 Social Studies.

Parent and Community Engagement

Parent and Community Engagement Summary

San Elizario ISD's commitment to family and community involvement is central to its mission of enhancing student success and fostering a supportive educational environment. Here's a comprehensive overview of the district's approach to engaging parents and the community:

Family and Community Involvement Plan

Framework and Objectives:

- **Collaborative Effort:** The plan is designed to create a collaborative framework where families, educators, and communities work together to enhance teaching and learning.
- **Title I, Part A Compliance:** Adheres to the parental involvement provisions in Title I, Part A of the Every Student Succeeds Act (ESSA), ensuring shared accountability between schools and families.
- **Local Needs and Capacity Building:** Focuses on addressing local needs and building parents' capacity to support their children's academic achievements.

Survey and Feedback:

- **Annual Surveys:** Parents are surveyed at least once a year to assess the effectiveness of parent and community engagement efforts and to gather feedback for continuous improvement.

Personnel and Resources:

- **Dedicated Staff:** SEISD employs a district-level parent liaison and campus-based parent liaisons at each school to facilitate communication and engagement.
- **Resource Allocation:** Resources are allocated to support and implement the family and community involvement plan effectively.

Engagement in Planning:

- **Involvement in Planning Committees:** Parents and community members are actively involved in the development of district and campus improvement plans, the District Advisory Team (DAT), the Student Health Advisory Committee (SHAC), and other planning committees.
- **Networking Opportunities:** The district provides opportunities for parents to connect and network with other parents interested in supporting the district.

"Mission: Progressing Together" Meetings

Purpose and Format:

- **Monthly Meetings:** Held monthly, these meetings serve as a platform for the Superintendent to update parents and community members on district initiatives, assessment information, and upcoming activities.
- **Q&A Sessions:** The Superintendent is available for direct questions and answers, addressing concerns and providing clarity on district matters.
- **Meeting Times and Accessibility:** Meetings are scheduled in the morning and afternoon to accommodate various schedules. Recordings are distributed via the district's SMORE newsletter for those unable to attend.

Collaboration with City Officials:

- **City Component:** Each meeting features a "city" component led by San Elizario's Mayor, alongside the district component. This dual focus promotes synergy between the school district and the local government, fostering a unified approach to community and educational development.

Benefits of Parent and Community Involvement:

1. **Improved School Climate:** Positive parental and community engagement contributes to a better school environment and enhances the campus's educational mission.

2. **Increased Academic Achievement:** Higher levels of parental involvement are associated with improved student academic performance.
3. **Enhanced Support Services:** Active engagement allows for better identification of family needs and the provision of relevant services and resources, reducing educational barriers for students.

Summary

San Elizario ISD's Family and Community Involvement Plan underscores the district's dedication to fostering strong partnerships between families, educators, and the community. By implementing a structured approach to engagement, providing consistent communication, and involving parents and community members in key decision-making processes, SEISD aims to create an inclusive and supportive educational environment. The district's efforts reflect a commitment to not only improving student outcomes but also strengthening the overall educational experience for all stakeholders involved.

Parent and Community Engagement Strengths

San Elizario ISD (SEISD) emphasizes robust parental and community involvement as a core element of its educational approach. The district's comprehensive strategies and initiatives reflect its commitment to fostering meaningful engagement with families and the community to support student success. Here's an overview of SEISD's extensive efforts to involve parents and the community:

District-Level and Campus-Based Parent Liaison

- **Full-Time District-Level Parent Liaison:** This position is dedicated to coordinating district-wide parental engagement efforts, ensuring consistent communication and support across all campuses.
- **Campus Parent Liaisons:** Each campus has a designated parent liaison to facilitate local parental involvement, address campus-specific needs, and build connections with families.

Committee Participation

- **District Advisory Team (DAT):** Involves parents and community members in shaping district policies and initiatives.
- **Language Proficiency Assessment Committee (LPAC):** Engages parents in discussions regarding language proficiency and support for English Language Learners (ELLs).
- **Migrant Parent Advisory Council (MPAC):** Provides a platform for migrant families to voice concerns and participate in educational planning.
- **Student Health Advisory Council (SHAC):** Includes parents in discussions about student health and wellness.

Social Workers and Support Programs

- **Social Workers:** Employed to coordinate parent and community involvement and assist students through programs and referrals, including those for transition, foster care, and at-risk situations.

Parental Involvement and Volunteer Recognition

- **Documentation and Recognition:** All parental involvement and volunteer hours are documented across campuses. Volunteers who contribute the most hours are recognized at the annual parent volunteer luncheon.

Community Partnerships

- **Collaborations:** SEISD partners with various organizations to enhance community support and resources:
    - Aid for the Needy
    - Aliviane
    - Abundant Church
    - Operation School Bell
    - Project Bravo
    - Organización Progresiva de San Elizario

- San Jacinto Adult Learning Center (El Paso ISD)
- Border Patrol
- Clint Unit
- ESC-Region 19 Parent Involvement Network

Educational and Engagement Events

- **Health, Wellness, and Mental Health Classes:** Offered to parents to promote well-being and support their children's mental health.
- **Book-of-the-Month and Parent Literacy Sessions:** Held monthly at elementary and primary campuses to encourage reading and literacy.
- **Literacy Nights:** Hosted in the fall and spring at the middle school level to engage families in literacy activities.
- **Latino Literacy Events:** Focused on promoting literacy within the Latino community.
- **Class Dojo Communication:** Utilized to enhance communication between teachers and parents.
- **STEM Nights and Math Nights:** Organized at elementary and middle schools to promote interest in science, technology, engineering, and math.
- **GT Family Nights:** District-wide events to engage families of gifted and talented students.
- **Literacy FUNdamentals Newsletter:** A publication that provides literacy tips and resources to parents.
- **Informative Parent Meetings:** Held district-wide to update and inform parents on various educational topics.
- **Military Family Night:** A special event focused on the needs of military-connected families.
- **Parent Portal:** Provides access to student information and grades for parents.
- **Campus-Based Electronic Newsletters:** Regular updates and news shared through digital newsletters.
- **Mother/Son and Father/Daughter Dances:** Social events at primary and elementary levels to foster family engagement.
- **FAFSA Night:** Held at the high school level to assist families with college financial aid applications.
- **Coffee with the Principal:** Informal meetings providing parents with opportunities to discuss school matters with the principal.
- **Comic Con:** A unique event combining educational and entertainment elements.
- **Additional Events:** Includes Rose Ceremony, Homecoming, Thanksgiving lunches, and athletic events to strengthen community ties.

Military Connected Families

- **Purple Star Designation:** SEISD is seeking designation for military-connected families. Alarcon Elementary and Garcia-Enriquez Middle School have re-applied for this recognition for the 2024-2025 school year, highlighting the district's commitment to supporting military families.

Summary

San Elizario ISD's approach to family and community involvement is multifaceted and designed to create a supportive, engaged, and informed community around its schools. Through dedicated personnel, active participation in various committees, extensive community partnerships, and a wide array of engagement activities, SEISD is committed to enhancing student success and fostering a positive educational environment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent engagement at district-wide events is lower than expected. **Root Cause:** Parents may have conflicting work schedules that preclude attendance.

District Context and Organization

District Context and Organization Summary

San Elizario ISD (SEISD) operates with a strategic focus on delivering quality education and ensuring effective management across its six campuses and central operations. Here's a detailed overview of SEISD's structure, operations, and key initiatives:

District Overview

- **Campuses and Student Enrollment:**
    - **Lorenzo G. Loya Primary School:** Serves 171 students in grades PPK-PK.
    - **Josefa L. Sambrano Elementary School:** Serves 603 students in grades K-2.
    - **Lorenzo G. Alarcon Elementary School:** Serves 304 students in grades 3-6.
    - **Alfonso Borrego Sr. Elementary School:** Serves 495 students in grades 3-6.
    - **Ann M. Garcia-Enriquez Middle School:** Serves 418 students in grades 7-8.
    - **San Elizario High School:** Serves 1,018 students in grades 9-12.
- **District Operations:**
    - **Central Office:** Houses the Superintendent’s office, Planning & Instruction, Finance, Child Nutrition Services, and Human Resources.
    - **Excell Building:** Contains the Special Education and Technology Departments.
    - **Support Services Operations Center (SSOC):** Located adjacent to Josefa L. Sambrano Elementary, SSOC houses Warehouse, Security, Custodial Services, Maintenance, Grounds, and Transportation teams.

Superintendent's Cabinet

The Cabinet oversees key district operations and initiatives:

- **Superintendent:** Leads the district.
- **Associate Superintendent:** Assists with overall district management.
- **Executive Director of Finance:** Manages financial operations.
- **Executive Director of Technology:** Oversees technology initiatives.
- **Executive Director of Athletics:** Manages athletics programs.
- **Executive Director of Support Services:** Oversees support services to include security and maintenance.
- **Executive Director of Child Nutrition Services:** Manages food services.
- **Executive Director of Human Resources:** Oversees HR functions.

Planning & Instruction Department

This department is responsible for curriculum, instruction, and assessment:

- **Instructional Officers:**
    - **Elementary Math and Science**
    - **Secondary Math and Science**
    - **Elementary RLA and Social Studies**
    - **Secondary RLA and Social Studies**
    - **Bilingual Education and Dual Language**
- **Administrator of Instructional Programs:** Oversees bilingual education and curriculum.
- **Administrator of Research and Evaluation:** Manages state and district assessments, Gifted and Talented programs, At-Risk, and A-F accountability.

- **Administrator of Career and Technical Education:** Oversees CTE and counseling programs.

Social Workers and Health Services

- **Social Workers:** 2 social workers each covering 3 campuses, assisting with student needs and community involvement.
- **District-Level Nurse:** Supervises campus-based nursing staff.
- **Special Education Department:** Located at the Excell building, providing comprehensive services for Special Education students.

Family and Community Involvement

- **Parent Liaison:** District-level parent liaison and campus-based liaisons work to enhance family and community engagement.
- **Involvement Programs:** Includes various committees, community partnerships, and events designed to increase parental and community engagement.

Website and Transparency

SEISD's website provides extensive information for stakeholders:

- District Calendars
- District Goals
- Student Code of Conduct
- Grade Reporting Schedules
- Transportation Schedules
- TAPR Reports
- School Report Cards
- Federal Report Cards
- District and Campus Improvement Plans
- Annual District Performance Report
- Annual Financial Reports
- F.I.R.S.T. Ratings
- Proposed and Adopted Budgets
- Accountability Ratings
- District Accreditation Status
- School Menus
- Student-to-Graduate Profile
- Parent Profile
- Employee Profile

Operational Schedule

- **Year-Round Schedule:** SEISD operates on a year-round calendar.
- **4-Day Instructional Week:** Implemented starting the 2023-2024 school year to enhance teacher retention, improve health, and optimize learning experiences. SEISD is the first district in Region 19 to adopt this schedule.

Key Goals of the 4-Day Week

- **Recruitment and Retention:** Attract and retain high-quality teachers and staff.
- **Health and Well-being:** Improve physical and mental health for all stakeholders.
- **Educational Impact:** Enhance student achievement through more focused instructional time.

Summary

San Elizario ISD is dedicated to creating a supportive and effective educational environment through strategic planning, robust community involvement, and innovative scheduling. With a comprehensive approach to curriculum, instruction, and student support, SEISD aims to foster student success and community engagement while adapting to evolving educational needs.

District Context and Organization Strengths

San Elizario ISD's 4-day instructional week, introduced in the 2023-2024 school year, stands out as a pivotal strength for the district, particularly in terms of recruitment and retention of high-quality educators. Here's a closer look at how this schedule has positively impacted SEISD:

Strengths of the 4-Day Instructional Week

1. **Attraction of Experienced Educators:**
    - **High Demand:** The shift to a 4-day week has made SEISD highly attractive to prospective teachers. The district has experienced such significant interest that a waiting list has formed for employment opportunities. This influx of applicants indicates a strong preference for SEISD's innovative schedule among educators.
    - **Experienced Hires:** New hires under this schedule are typically seasoned professionals rather than new teachers. This brings a wealth of experience into the classroom, contributing to a higher caliber of instruction.
2. **Enhanced Classroom Instruction:**
    - **Quality Teaching:** The presence of experienced educators translates to richer and more effective teaching practices. These teachers bring proven strategies and a deep understanding of pedagogical methods, which enhances the overall learning environment.
    - **Focused Learning:** With a condensed week, teachers and students benefit from more focused and intensive instruction during the four-day schedule. This can lead to improved academic outcomes and a more engaging learning experience for students.
3. **Improved Teacher Retention:**
    - **Work-Life Balance:** The 4-day week provides teachers with a three-day weekend every week, significantly improving their work-life balance. This aspect of the schedule helps in retaining experienced teachers who might otherwise be attracted to other districts or jobs that offer better personal time management.
    - **Reduced Burnout:** The extended weekend helps reduce teacher burnout by allowing for more time to recharge, prepare for classes, and manage personal commitments. This can contribute to higher job satisfaction and longevity within the district.
4. **Positive Impact on Student Learning:**
    - **Rich Learning Environment:** With more experienced teachers and a structured instructional time, students benefit from a more enriching educational environment. Experienced educators are often better equipped to tailor instruction to meet diverse student needs, potentially leading to better academic performance.

Strategic Outcomes

- **Recruitment Success:** The district's reputation for offering a desirable work schedule has positioned SEISD as a leading choice for educators, thereby attracting high-quality candidates.
- **Quality Instruction:** Experienced teachers provide a depth of knowledge and instructional expertise that enhances the educational experience for students.
- **Retention and Satisfaction:** The 4-day week supports teacher retention through improved work-life balance, leading to a more stable and effective teaching staff.

Conclusion

The implementation of the 4-day instructional week has proven to be a strategic advantage for San Elizario ISD. By attracting experienced educators and improving teacher satisfaction, SEISD has created a robust and dynamic learning environment that benefits both teachers and students. This innovative approach not only strengthens the district's educational offerings but also positions SEISD as a desirable place to work within the region.

Technology

Technology Summary

San Elizario ISD's Technology Plan for 2024-2025 is a strategic framework designed to advance the district's technological capabilities and ensure all stakeholders are equipped for 21st-century learning and operations. This plan aligns with the Texas Education Agency's Revised and Extended Long-Range Plan for Technology (2018-2025) and is built around six key areas that support the district's educational and operational goals.

Key Areas of Focus

1. **Personalized, Flexible, and Empowered Learning**
    - **Adaptive Learning Tools:** Implement and enhance tools that cater to individual learning styles and needs, providing personalized learning experiences.
    - **Flexible Learning Environments:** Develop and maintain virtual and hybrid learning environments to accommodate diverse educational needs and preferences.
    - **Empowered Students and Educators:** Equip students and teachers with technology that supports self-directed learning and instructional effectiveness.
2. **Equitable Access**
    - **Technology for All:** Ensure that all students have access to necessary technological resources and tools, regardless of socio-economic status.
    - **Access to Devices and Connectivity:** Provide devices and reliable internet access to students and staff, particularly in underserved areas.
    - **Support Structures:** Develop programs and support systems to assist students and families in using technology effectively.
3. **Digital Citizenship**
    - **Responsible Use:** Educate students and staff on responsible, ethical, and legal use of technology.
    - **Digital Literacy:** Integrate digital citizenship into the curriculum to foster safe and respectful online behavior.
    - **Awareness Programs:** Implement ongoing training and resources on topics such as online safety, privacy, and digital footprint management.
4. **Safety and Security**
    - **Cybersecurity Measures:** Establish robust cybersecurity protocols to protect district data and systems from breaches and attacks.
    - **Safe Learning Environments:** Ensure that digital tools and platforms are secure and protect students from physical, emotional, and digital risks.
    - **Incident Response:** Develop and regularly update an incident response plan to address and manage potential technology-related security incidents.
5. **Collaborative Leadership**
    - **Consensus Building:** Foster a collaborative approach to technology decision-making involving key stakeholders, including administrators, teachers, students, and parents.
    - **Professional Development:** Offer continuous professional development for staff to enhance their technological skills and integration strategies.
    - **Goal Alignment:** Ensure technology initiatives align with the district's overall goals and improvement plans, facilitating effective implementation and assessment.
6. **Reliable Infrastructure**
    - **Infrastructure Upgrades:** Invest in and maintain reliable technology infrastructure, including networks, servers, and hardware.
    - **Support Systems:** Ensure that technical support is available to resolve issues promptly and minimize downtime.
    - **Scalability:** Plan for future technology needs and scalability to accommodate growth and changes in educational technology requirements.

Goals and Objectives

The Technology Plan's goals are aligned with the District Improvement Plan and are focused on:

- **Enhancing Learning Experiences:** Leveraging technology to support innovative teaching methods and improve student outcomes.

- **Ensuring Equity:** Bridging the digital divide to provide all students with equal access to technological resources and opportunities.
- **Promoting Safety:** Implementing robust measures to safeguard students, staff, and data in a digital environment.
- **Supporting Collaboration:** Building a collaborative approach to technology integration and decision-making.
- **Maintaining Infrastructure:** Ensuring that the district's technology infrastructure is reliable, secure, and capable of supporting current and future needs.

Comprehensive Needs Assessment

The needs assessment involves:

- **Evaluation of Current Technology:** Assessing hardware, software, and technical support to determine current status and areas for improvement.
- **Staff Development:** Identifying professional development needs related to technology use and integration.
- **Annual Reviews:** Conducting regular reviews by the Executive Director of Technology and campus administrators to guide budgeting and technology objectives.

Implementation and Monitoring

- **Progress Evaluation:** Continuously monitor the implementation of technology initiatives and make necessary adjustments based on ongoing evaluations.
- **Budget Planning:** Use assessment findings to inform technology budget allocations and ensure resources are effectively utilized.
- **Feedback Mechanisms:** Collect feedback from stakeholders to evaluate the effectiveness of technology programs and make improvements as needed.

This plan ensures that San Elizario ISD is positioned to meet the evolving technological needs of its students and staff, fostering an environment of innovation, safety, and equity in education.

Technology Strengths

San Elizario ISD's Technology Plan for 2024-2025 reflects a strong commitment to leveraging technology to enhance educational and operational excellence. The district's technology strengths, including its infrastructure, instructional software and hardware, telecommunications, information systems, and early AI integration, provide a solid foundation for advancing its goals. Here's a closer look at these strengths:

Technology Strengths

Infrastructure

- **High-Speed Connectivity:** The district boasts a robust 20Gbps connection for data, voice, and video, supported by a centralized 10Gbps internet connection for all district entities. This ensures high-speed, reliable connectivity across the district.
- **Classroom Technology:** Every classroom is equipped with essential infrastructure, including data connections, wireless access points, and telecommunication services, providing comprehensive connectivity and support for various technological needs.

Instructional Software

- **Microsoft 365 for Education:** Utilizes tools like Outlook, SharePoint, Forms, OneDrive, and Office applications for effective communication, collaboration, and productivity.
- **Cloud Management:** Management of Windows devices is handled through Microsoft Intune, ChromeBook devices via Google Admin, and iPads via Jamf management software, ensuring up-to-date and secure device management.
- **Google Workspace:** Faculty, staff, and students have access to Google Workspace applications, including Little SIS for Classroom, facilitating collaboration and educational management.

Instructional Hardware

- **Interactive Smart Panels:** Equipped with either Chromebox or Windows OPS, providing interactive and engaging learning experiences.
- **Document Cameras and Printers:** Networked document cameras and laser printers support diverse instructional and administrative needs.

- **Mobile Devices:** The district maintains over 3000 mobile devices with management and charging stations, ensuring accessibility and convenience for both students and staff.

Telecommunications

- **Voice Services:** Cisco Unified Communications Manager and Cisco Unity Connection are used for reliable voice services.
- **Fax and Paging:** XMedius software provides fax services, while IP telephony supports paging and call alert services.
- **Video Conferencing:** Microsoft Teams is used for video conferencing, enhancing virtual collaboration and communication.

Information Systems

- **ERP/SIS System:** Manages student, human resources, warehouse, asset tracking, and finance/accounting functions, integrating various administrative and operational processes.
- **Parent Portal:** Provides a platform for parents to monitor academic progress and engage with their child's education.
- **POS System:** Ensures compliance and reporting for Child Nutrition Services, facilitating efficient management of meal services.

Early AI Integration for Instruction and Business

- **Instructional AI:** The district is exploring AI-driven tools such as adaptive learning platforms, AI tutoring, and personalized feedback mechanisms to enhance student learning.
- **Business AI:** AI applications are being considered for automating administrative tasks, predictive analytics for resource management, and improving data-driven decision-making.

Conclusion

San Elizario ISD's technology strengths highlight a forward-thinking approach to integrating and managing technology within the district. The commitment to high-speed infrastructure, cutting-edge instructional software and hardware, advanced telecommunications, and comprehensive information systems sets a strong foundation for achieving educational and operational excellence. The early integration of AI promises to further enhance these capabilities, positioning the district at the forefront of technological advancements.

By continuing to invest in and evaluate these technological resources and innovations, San Elizario ISD aims to maintain a dynamic and effective learning environment, ensuring that students and staff are well-prepared for future challenges and opportunities.

Problem Statements Identifying Technology Needs

Problem Statement 1: The current phone system is outdated and does not support modern communication needs, whether cloud-hosted or on-premises with new handsets. **Root Cause:** The existing infrastructure has not been updated to leverage newer technologies that offer better integration, scalability, and reliability. The legacy system is limited in functionality and is becoming increasingly complex and expensive to maintain.

Problem Statement 2: The current wireless controllers are end-of-life and must be upgraded to ensure reliable and secure wireless connectivity across the district. **Root Cause:** The existing wireless controllers have outdated hardware and software that can no longer be supported or updated. This affects the wireless network's overall performance, security, and capacity, limiting the district's ability to support increasing numbers of devices and advanced applications.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: The district will provide high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel and support personnel on a wide variety of identified topics based on data, to include local and/or state required training.

Evaluation Data Sources: Documentation of attendance at staff development sessions, evidence of professional development implementation, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide opportunities for (out of district or virtual) professional development conferences and/or training sessions, to include related travel, membership, and registration expenses. Opportunities provided will enrich content knowledge and varied TEKS for attendees. (Monthly) **Strategy's Expected Result/Impact:** Provide federal and state guidelines support and leadership to campus and district staff. Maintain current knowledge of changes to federal and state programs. Provide advisory assistance and support to district and campus staff. **Staff Responsible for Monitoring:** Federal and Special Programs Coordinator Planning and Instruction Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide opportunities for (within district) professional development conferences and/or training sessions to include relevant consultant services, supplies, stipends, extra duty pay, technology, light refreshments and beverages, working meals, etc. as needed. (Monthly) **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Planning and Instruction Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide required professional development for Gifted and Talented and other areas of need via EduHero and TAGT On Demand via Responsive Learning. Provide the Administrator for Research and Evaluation the hardware, software, and basic supplies to coordinate the district's Gifted and Talented (GT) program. (Monthly) **Strategy's Expected Result/Impact:** Compliance with legal requirements for GT as per the Texas State Plan for the Education of GT Students **Staff Responsible for Monitoring:** Administrator of Research and Evaluation				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Perkins V (Pt2.3, Pt. 8.1-3): Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Trainings may include but are not limited to (Monthly): Annual Regional CTE Conference Annual State CTE Conference Annual PLTW Conference Annual CTAT Conferences Appropriate use of technology in CTE courses/programs **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training **Staff Responsible for Monitoring:** Career & Technical Education Administrator Campus Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: To continue training Human Resources Personnel to stay up-to-date on employment law, certification updates, and other training opportunities to include but not limited to (Monthly): TASA TASBO Region 19 TEA EduHero **Strategy's Expected Result/Impact:** To ensure compliance at all levels within Human Resources. **Staff Responsible for Monitoring:** Human Resources Staff				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: SEISD will recruit and hire teachers who are certified within their field of teaching and who meet the district's definition of a highly qualified teacher.

Evaluation Data Sources: Human Resources employment records

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD provides monetary stipends for qualified, certified applicants who possess certification in areas of need. (Yearly) **Strategy's Expected Result/Impact:** Highly qualified teachers will be hired to fill positions in areas of need. **Staff Responsible for Monitoring:** Human Resources Staff Finance Department Staff Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support the First Year Teacher Academy, the Mentor Academy, and RTAP to prepare new teachers and their mentors, with the goal being retention of new teachers. (Yearly) **Strategy's Expected Result/Impact:** Adequately train and support new teachers and their mentors. **Staff Responsible for Monitoring:** Planning and Instruction Department, Campus Principals **Funding Sources:** Mentor Stipends - 211: Title I, Part A Improving Basic Programs - 211.13.6118.06.802.30 - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SEISD will support the Teacher Incentive Allotment (TIA) Program by utilizing third-party support for data analysis processes as required for TIA such as Activated Partners. **Strategy's Expected Result/Impact:** Data analysis that satisfies TIA regulations. **Staff Responsible for Monitoring:** Administrator of Instructional Programs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: Student Outcome Goal 1 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:
2024--69%
2025--73%
2026--77%
2027--81%
2028--85%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores in 3rd math

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Goal Progress Measure (GPM) 1.1 (District; 1-year Goal) The Overall Measure of Math Growth for all Pre-K students (English) will increase from 91% at Wave 3 in January of 2024 (MOY) to greater or equal to 93% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report. The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 83% at Wave 3 in January of 2024 (MOY) to > 87% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report. **Strategy's Expected Result/Impact:** Students will master early mathematics skills in preparation for Kindergarten. **Staff Responsible for Monitoring:** Campus Principals Administrator of Research and Evaluation				

Strategy 2 Details	Reviews			
Strategy 2: Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)	Formative			Summative
	Sept	Nov	Jan	Mar
The Growth Percentile of all students in grades K-2 on the MAP Mathematics assessment will increase from the 32nd percentile in January of 2024 (MOY) to greater than or equal to the 38th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. **Strategy's Expected Result/Impact:** Students will master early mathematics TEKS. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
Strategy 3: Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)	Formative			Summative
	Sept	Nov	Jan	Mar
The Growth Percentile of all 3rd graders on the MAP Mathematics assessment will increase from the 40th percentile in January of 2024 (MOY) to greater than or equal to the 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. **Strategy's Expected Result/Impact:** Students will master early mathematics TEKS. **Staff Responsible for Monitoring:** Campus Principals				

Strategy 4 Details	Reviews			
Strategy 4: SEISD will provide support, resources, and training for the Guided Math Framework, Sharon Wells Math, IStation Math, TEKS Resource System Math, MAP Mathematics Assessments, summer program mathematics needs, and the adopted textbooks and components for mathematics. (Daily/Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improvement in mathematics achievement **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 5 Details	Reviews			
Strategy 5: The district will employ two Instructional Officers (Title II; 2FTE's) to serve curriculum and instruction needs across the district in RLA, Social Studies, Mathematics, and Science. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
(Title II, Part A) **Strategy's Expected Result/Impact:** Improved student achievement in mathematics and reading **Staff Responsible for Monitoring:** Associate Superintendent Administrator of Instructional Programs **Funding Sources:** Title II, Part A - Instructional Officers (2 FTEs) - 255 Title II, Part A Supporting Effective Instruct - 255.13.6119.00.802.24 - $202,135				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Student Outcome Goal 2 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:
2024--64%
2025--68%
2026--72%
2027--76%
2028--80%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Goal Progress Measure (GPM) 2.1 (District; 1-year Goal) Each of the nine pre-reading skills (English) for all Pre-K students will increase by greater than or equal to 4% from EOY Wave 3 in May of 2024 to EOY Wave 3 in May of 2025 as measured by the CIRCLE School Average Growth Report. Each of the eight pre-reading skills (Spanish) for all Pre-K students will increase by greater than or equal to 4% from EOY Wave 3 in May of 2024 to EOY Wave 3 in May of 2025 as measured by the CIRCLE School Average Growth Report. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Campus Principal Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
Strategy 2: Goal Progress Measure (GPM) 2.2 (District; 1-year Goal)	Formative			Summative
	Sept	Nov	Jan	Mar
The Growth Percentile of all students in grades K-2 on the MAP Reading assessment (English) will increase from the 26th percentile in January of 2024 (MOY) to > 32nd percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. The Growth Percentile of all students in grades K-2 on the MAP Reading assessment (Spanish) will increase from the 28th percentile in January of 2024 (MOY) to > 34th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Campus Principal Administrator of Instructional Programs				

Strategy 3 Details	Reviews			
Strategy 3: Goal Progress Measure (GPM) 2.3 (District; 1-year Goal)	Formative			Summative
	Sept	Nov	Jan	Mar
The Growth Percentile of all 3rd graders on the MAP Reading assessment (English) will increase from the 41st percentile in January of 2024 (MOY) to greater than or equal to the 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. The Growth Percentile of all 3rd graders on the MAP Reading assessment (Spanish) will increase from the 27th percentile in January of 2024 (MOY) to greater than or equal to the 32nd percentile in January of 2025 (MOY) as measured by the MAP School Profile Report. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Campus Principals Administrator of Instructional Programs				

Strategy 4 Details	Reviews			
Strategy 4: SEISD will provide support, resources, and training for MAP Reading Assessments, CIRCLE Progress Monitoring in Reading, IStation Reading, improvements in writing achievement, TEKS Resource System RLA, summer program RLA needs, and the adopted RLA textbook programs and components. (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improved academic growth in reading **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: SEISD will employ two Instructional Officers (Title I; 2 FTE's) to serve curriculum and instruction needs across the district in RLA, Social Studies, Mathematics, and Science. (Yearly) Title I, Part A **Strategy's Expected Result/Impact:** Improved teacher quality and student success **Staff Responsible for Monitoring:** Associate Superintendent **Funding Sources:** Title I, Part A - Instructional Officers (2 FTEs) - 211: Title I, Part A Improving Basic Programs - 211.13.6199.00.802.24 - $179,893				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The District Literary Anthology will support the home/school connection to promote writing. (Yearly) **Strategy's Expected Result/Impact:** Students will become more proficient in writing. **Staff Responsible for Monitoring:** Principals Instructional Officers				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: Students in grades 4-12 will see annual increases in academic growth in reading and mathematics on assessments to include STAAR/EOC, MAP, TRS Unit Assessments, and other relevant reading and math assessment instruments.

Evaluation Data Sources: MAP Reports, STAAR Scores, TRS Unit Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will provide training, support, and resources for MAP assessments in reading and mathematics in grades 4-12, TRS reading and math curricula, adopted reading and mathematics textbook programs, and writing initiatives. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in reading and mathematics **Staff Responsible for Monitoring:** Campus Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will provide co-support for improvements in reading and mathematics at all grade levels to include professional development, data analysis, backwards design planning, direct student support, intersession and summer support, and PLC guidance. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in reading and mathematics **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: Students will demonstrate annual improvements in achievement in science and social studies as demonstrated by grades 5/8 science STAAR, Biology EOC, 8th grade Social Studies STAAR, and the U.S. History EOC.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will provide support for Science and STEM/STEAM initiatives through Science Fair participation, STEMScopes curriculum, and all STEM/STEAM-related curriculum and enrichment activities. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in science **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will support K-12 Social Studies by purchasing materials, consultant services, providing training, supporting PLC's, iXL program implementation, and supporting adopted textbooks and resources. (Monthly) **Strategy's Expected Result/Impact:** Improved student achievement in Social Studies **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The Gifted and Talented (GT) program will be supported in terms of identification and assessment, service design and delivery, family and community involvement, professional development, and curriculum and instruction in order to meet guidelines in the Texas State Plan for the Education of G/T Students.

Evaluation Data Sources: Assessment reports, evaluation instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will support meetings and events geared towards GT students and their families to supplement GT services provided during the school day, and will conduct annual GT program evaluation activities. (Monthly/Yearly) **Strategy's Expected Result/Impact:** Improved parent/student relationships **Staff Responsible for Monitoring:** Principals GT Coordinators Administrator of Research and Evaluation				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Special Education students will be supported in all areas of curriculum, instruction, and assessment in order to meet their varied academic, social, emotional, and physical needs with appropriate accommodations and modifications.

High Priority

Evaluation Data Sources: ARD and 504 paperwork and reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will monitor and support implementation of co-teaching, inclusion, pull-out models, and self-contained units for delivery of instructional services to include necessary personnel. (Monthly) **Strategy's Expected Result/Impact:** Improvement of SPED student academic performance **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide full and individual evaluations to students suspected of having emotional disturbance, Speech-language support or autism to determine eligibility for special education placement and services. (Monthly) **Strategy's Expected Result/Impact:** Improvement of SPED student academic performance **Staff Responsible for Monitoring:** Principals Director of Special Education **Funding Sources:** Autism Specialist - 211: Title I, Part A Improving Basic Programs - $75,000, Speech Language Pathologist - 211: Title I, Part A Improving Basic Programs - $90,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide treatment and instruction to students characterized as demonstrating characteristics of dyslexia and dysgraphia. (Weekly) **Strategy's Expected Result/Impact:** Provide needed services to affected students **Staff Responsible for Monitoring:** Principals Diagnosticians				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide students with disabilities appropriate support and opportunities to develop skills necessary for post-secondary life such as transition plans, referrals to agencies, job sites, etc. (Monthly) **Strategy's Expected Result/Impact:** Successful integration post-high school for affected students **Staff Responsible for Monitoring:** Director of Special Education Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide Special Education awareness and support sessions to parents of children receiving Special Education services. (Yearly) **Strategy's Expected Result/Impact:** Improved parental awareness of SPED services **Staff Responsible for Monitoring:** Director of Special Education Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Emergent Bilingual (EB) students will be supported in all areas of curriculum, instruction, and assessment in order to increase academic achievement in all areas.

Evaluation Data Sources: STAAR / EOC Scores
Benchmark Scores
TELPAS Scores
LPAC Committee Findings

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement the use of various survey instruments for Bilingual/ESL program identification or reclassification, such as Pre-LAS/LAS Links and IOWA assessments. (Yearly) **Strategy's Expected Result/Impact:** Accurate student placement into services. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Monitor Language Proficiency Assessment Committee (LPAC) process and documentation, to include audit of files through usage of LPAC software (eSTAR from Frontline Education). (Yearly) **Strategy's Expected Result/Impact:** Improved accuracy in record-keeping. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Utilize the Bilingual/English as a Second Language (BED/ESL) Program Evaluation to address current accountability measures and adjustments needed to enhance district BED/ESL programs. (Yearly) **Strategy's Expected Result/Impact:** Ongoing program improvements due to evaluation results **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Monitor district Bilingual/English as a Second Language (ESL) programs and student performance to ensure proper program implementation. (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improved program services and improved student performance **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs **Results Driven Accountability**				

Strategy 5 Details	Reviews			
Strategy 5: Provide support and resources for teachers seeking to obtain Bilingual/ESL Supplemental Certificates. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improved quality of instructional delivery **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 6 Details	Reviews			
Strategy 6: Employ a Title III Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for Emergent Bilingual Students. (1 FTE) (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increased student achievement for Emergent Bilinguals and improved quality of instructional delivery. **Staff Responsible for Monitoring:** Administrator of Instructional Programs **Results Driven Accountability** **Funding Sources:** Title III, Part A Instructional Officer (1 FTE) Estimated Salary & Benefits - 263: Title III, Part A English Language Acq. - 263.13.6119.00.802.25 - $143,231				

Strategy 7 Details	Reviews			
Strategy 7: Monitor Public Education Information Management System (PEIMS) for EB coding accuracy to include EB coding for Special Education students. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Continue to implement daily, intersession, and/or summer school curriculum for PK-12 Emergent Bilinguals (EBs) that is focused on providing multiple opportunities for students to engage with meaningful linguistic and academic experiences. to include language objectives and the 4+1 domains (or 5 skills). (Yearly) **Strategy's Expected Result/Impact:** Improved student achievement in targeted grade levels. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Students who did not pass the STAAR/EOC assessments in Grades 3-12 will receive up to 30 hours of accelerated instruction in the area(s) of need, to focus on reading and mathematics in compliance with HB 4545, as amended by HB 1416.

High Priority

Evaluation Data Sources: HB 4545/1416 campus documentation
STAAR/EOC score reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: The district will work to actively reduce the dropout rate and increase the graduation rate.

Evaluation Data Sources: Dropout lists as provided by TEA
Leaver information from Frontline/TEAMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will assemble a dropout recovery team to periodically meet and create annual plans for dropout recovery and will analyze the following (focused on middle and high school): 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade. 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions. 5. Results of an evaluation of each school-based dropout prevention program. **Strategy's Expected Result/Impact:** Reduction in the dropout rate Increase in the graduation rate **Staff Responsible for Monitoring:** Associate Superintendent Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: The district will evaluate (at least every 2 years) the effectiveness of the decision-making policies, procedures, and staff development activities to ensure they are effectively structured to positively impact student achievement.

Evaluation Data Sources: Meeting agenda, survey results, meeting recommendations from stakeholders

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: District Advisory Team (DAT) meetings will take place at least six times per year to evaluate district policies and procedures. **Strategy's Expected Result/Impact:** Stakeholder contribution to district decisions **Staff Responsible for Monitoring:** Associate Superintendent				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, travel request forms, invitations, meeting evaluations, sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support services to homeless/transition students including, but not limited to: school supplies, materials, technology equipment, clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation. Public notices will be distributed as needed for these populations. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students **Staff Responsible for Monitoring:** District Homeless Liaison, Social Workers, Coordinator of Federal and State Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will offer transportation, academic support, and interventions to Foster Care students as needed on a daily basis. The district will also coordinate efforts between SEISD schools, Foster Care parents, and Child Protective Services (CPS) to ensure these students receive the necessary support, including Special Education services. This collaboration aims to facilitate informed educational decisions for Foster Care students. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs District Homeless Liaison Social Workers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The Parent and Family Engagement Program will continue to increase in SEISD, in all aspects of the educational environment. SEISD will employ a Title I District Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) **Strategy's Expected Result/Impact:** Parents will become more involved in their child(s) education. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** Districtwide Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - $51,956, Progressing together Snacks - 199: General, Basic - 199.61.6497.00.814.99 - $36				

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for parents to attend virtual, state, or local conferences, workshops, and events like the Parental Engagement Conference and Statewide Parental Engagement Conference. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Parents will become more informed on educational topics. **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 5 Details	Reviews			
Strategy 5: Provide informational meetings and workshops to parents on a wide variety of topics to include parents of all student sub-populations. Provide refreshments, reading materials, and supplies for these meetings and the Reading Carnival. Provide support to military-connected families. (Weekly/Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Parents will become more informed on educational topics **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 6 Details	Reviews			
Strategy 6: Provide relevant information to parents via a variety of means (print, web, newsletters, flyers, School Messenger system, notices, etc.). Enhance communications between parents, campus administration, and central office personnel via the Parent Portal. Parents will be informed of district. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Parents will become more informed on educational topics **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 7 Details	Reviews			
Strategy 7: SEISD will recognize exemplary employees, students, parents, and community members. The district will train and support volunteers via the Volunteer Handbook, meetings, and the Volunteer Luncheon. (Monthly/Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Improvement in district culture **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 8 Details	Reviews			
Strategy 8: The district will provide opportunity to attend high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel, and support personnel on various identified topics based on data to impact students' academic success. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Documentation of attendance at staff development sessions, evidence of professional development implementation, Travel Request, agendas, and sign-in-sheets. **Staff Responsible for Monitoring:** Associate Superintendent				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: SEISD will employ two Instructional Officers to serve curriculum an instruction needs across the district (2 FTEs). (Yearly) **Strategy's Expected Result/Impact:** Improve student achievement and higher performing teachers. **Staff Responsible for Monitoring:** Associate Superintendent				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: SEISD will utilize MAP testing to identify student academic growth and identify areas in which teachers will close the learning gap **Strategy's Expected Result/Impact:** Track and document student performance **Staff Responsible for Monitoring:** Research and Evaluation Administrator Planning and Instruction Team **Funding Sources:** NWEA MAP - 211: Title I, Part A Improving Basic Programs - 211.11.6268 - $36,450				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: The intent and purpose of the Title II, Part A, program is to provide resources to LEAs to do the following:
1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Evaluation Data Sources: Announcements, travel request forms, invitations, meeting evaluations, Sign-in-sheets, agendas, presentations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will employ 2 Instructional Officers at the district level to serve as follows: 1. Grades PPK-6 (Title II, Part A)--Math/Science 2. Grades PPK-6 (Title II, Part A)--RLA/Social Studies (2 FTEs) (Yearly) **Strategy's Expected Result/Impact:** To provide training support to teachers, principals, and other school leaders to be more effective in improving student academic achievement.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The Instructional Officers will attend professional development sessions in order to provide high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, or other school leaders focused on improving teaching and student learning. Training may be online training, out-of-district training, and training requiring travel. In addition, said training may require purchase of supplies and materials as necessary. **Strategy's Expected Result/Impact:** Increase the knowledge base of teachers, principals, or other school leaders regarding instruction. **Staff Responsible for Monitoring:** District Administration and Instructional Officers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Announcements, invitations, sing-in-sheets, attendance rosters, progress reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide supplemental instructional materials to support the implementation of Language Instructional Educational Programs (LIEPs), support the implementation of the school-wide program, and the implementation of preschool programs. (Monthly) **Strategy's Expected Result/Impact:** To increase students student learning and meet state academic standards **Staff Responsible for Monitoring:** Director of Bilingual Department, and Bilingual Instructional Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide supplemental activities for Parent, Family and Community Engagement district wide. (Monthly) **Strategy's Expected Result/Impact:** Increase Parent, Family and Community Engagement **Staff Responsible for Monitoring:** Bilingual Instructional Officer and District Parent Liaison				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SEISD will provide supplemental professional development training (to include attending targeted out of town conferences) for teachers, and teacher support staff, of Emergent Bilingual students. (Monthly) **Strategy's Expected Result/Impact:** Increase the understanding and support for English Learners **Staff Responsible for Monitoring:** Bilingual Instructional Officer and Bilingual Teachers.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will provide supplies and materials to enhance instructional opportunities for migrant students district-wide. (Yearly) **Strategy's Expected Result/Impact:** Increase supplemental services to support migrant students **Staff Responsible for Monitoring:** Bilingual Instructional Officer, Campus Administrators, and Bilingual Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Employee a Title III, Part A Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for English Language Learning. (1 FTE). (Yearly) **Strategy's Expected Result/Impact:** Increased student achievement for English Language Learners and Improved quality of instructional delivery. **Staff Responsible for Monitoring:** Instructional Programs Administrator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: Title I, Part C-Education of Migratory Children- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of migratory children. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

Evaluation Data Sources: Announcements, invitations, sign-in-sheets, agendas, minutes, attendance rosters, progress reports and distribution forms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support services to migrant students, including, but not limited to, school supplies, materials, technology equipment, uniform clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation on a need basis and depending on funding availability. Public notices will be distributed as needed for this population. Migrant Recruiter Mileage. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs, Social Workers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support attendance at the Annual MENTE Symposium, regional trainings, and the Migrant Graduation Summit. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Offer informational meetings to Migrant Education (MEP) Parents and opportunities on how to achieve improved student success. Provide refreshments and all needed materials for these Parent Advisory Council meetings. (Bi-Monthly) **Strategy's Expected Result/Impact:** Increased parental participation **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will conduct a Migrant Supplemental Summer Program for reading, mathematics, and science for identified grade levels, Project SMART, and/or other enrichment programs like Creative Kids Program. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs, Social Workers, Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 15: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention materials, Extra Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Employ two District Social Workers (2 FTE's) to identify and assist students who are struggling in social, emotional, or academic settings. (Daily/Yearly) **Strategy's Expected Result/Impact:** Increased well-being of identified students **Staff Responsible for Monitoring:** Increased well-being of identified students **Funding Sources:** 2 Social Workers - 211: Title I, Part A Improving Basic Programs - $144,342				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Refer At-Risk students to government agencies and community service organizations as needed, and address counseling issues for At-Risk students. (Daily) **Strategy's Expected Result/Impact:** Improved academic achievement for At-Risk students **Staff Responsible for Monitoring:** Social Workers and Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Partner with CDW Amplified to provide access to Google Classroom Plus Technology to district and campus instructional staff. **Strategy's Expected Result/Impact:** Google Classroom users will become increasingly proficient in this technology. **Staff Responsible for Monitoring:** Instructional Programs Administrator Principals **Funding Sources:** Google Classroom Plus - 211: Title I, Part A Improving Basic Programs - 211.11.6268.01.802.30 - $15,000				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 16: 2023-2025 School Safety Standard Grant: The proposed rule would require that all school system instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored

Evaluation Data Sources: Provide the necessary safety standards rule components based on availability of funding and needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The 2023-2025 School Safety Standard Grant will address the identified needs of district campuses, contingent on the availability of funds. The grant will cover improvements such as fencing, exterior doors, glass exterior doors or doors not within secure areas, and ground-level exterior windows. Additionally, it includes a one-time service fee for the mapping of the NAVIGATE 360 Software program, ensuring enhanced safety and security across all campuses. (Yearly) **Strategy's Expected Result/Impact:** To meet the safety standards required to keep our schools safe. **Staff Responsible for Monitoring:** Support Services Director, Technology Department, Federal & Special Programs Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 17: 2024-2025 Texas Education of Homeless Children and Youth (TEHCY): The 2024-2025 Texas Education of Homeless Children and Youth (TEHCY) -Continuation grant program will provide subgrantees with additional capacity to facilitate the identification, enrollment, attendance, and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness.

Evaluation Data Sources: Provide the supplemental support for the transition students needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: To identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students. **Strategy's Expected Result/Impact:** Provide supplemental support to all transition students **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Social Workers, District Homeless Liaison and Federal & Special Programs Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 18: 2024-2025 Silent Panic Alert Technology will provide Loya Primary School with silent panic system signal activation devices in our district for school safety.

Evaluation Data Sources: Technology Support and training for the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary School will have silent panic hubs and buttons for school safety and alert notifications to faculty and staff students' safety. **Strategy's Expected Result/Impact:** The expected result will be for the silent panic alert bottoms to work properly and to keep students safe **Staff Responsible for Monitoring:** Technology Director Campus Principal Campus Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 1: Student Outcome Goal 3 (HB 3; 5-year Goal)
SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to greater than or equal to 88% by June 2028 as measured by the A-F Accountability System.

High Priority

Evaluation Data Sources: CCMR statistics, TSIA scores, SAT/ACT scores, AP test scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Goal Progress Measure (GPM) 3.1 (District; 1-year Goal) The percentage of SEHS seniors earning a CCMR point by meeting any of the CCMR criteria will increase from 25% in May of 2024 to > 40% by May of 2025 as measured by the OnData Suite CCMR Early Warning System.(Annually) **Strategy's Expected Result/Impact:** CCMR statistics, TSIA scores, SAT/ACT scores, AP test scores **Staff Responsible for Monitoring:** Principals CCMR Specialist Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will support efforts to prepare and test all high school students with TSIA, SAT or ACT and AP (if enrolled) prior to graduation, as well as testing all 8th graders with TSIA RLA. (Annually) **Strategy's Expected Result/Impact:** Preparation for high school TSIA Reading college-readiness score levels on TSIA, SAT/ACT and/or AP tests **Staff Responsible for Monitoring:** Principal CCMR Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to promote and publicize scholarship opportunities, higher education institutions and programs, post-secondary career information, military recruitment information, monitor graduation requirements, and oversee personal graduation plans. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary college, career, and military opportunities **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus CCR Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide information to students and their parents at the middle school and high school levels on the TEXAS grant program, the Teach for Texas grant program, the college admissions process, making curriculum choices to prepare students for success, and financial aid applications and information. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary opportunities **Staff Responsible for Monitoring:** Campus Counselors Campus CCR Specialist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide training and support for the EAF (Effective Advising Framework) for the district's Guidance Counselors (Monthly). **Strategy's Expected Result/Impact:** Improved advising and support for SEISD students **Staff Responsible for Monitoring:** Campus Principals CTE Administrator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 2: Faculty and staff will increase the use of technology applications to support student instruction and students will demonstrate an increase in technology application proficiency in applicable content areas.

Evaluation Data Sources: Records of student access to technology applications, evidence of implementation of instructional technology by faculty and staff via walkthroughs, learning walks, and data usage reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Integrate and maintain the use of instruction-driven technology apps and programs (ex. Nearpod, Kami, and Screencastify), test banks (STAAR Test Maker and TEKS Bank), accountabilityconnect, digital subscriptions (ex. OnData Suite), and renewals that allow emerging technologies to integrate into the curriculum (ex. Region 19 TSDS Coop). (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing software programs to assist in data disaggregation and testing management, such as Eduphoria and Student Analytics (Yearly) **Strategy's Expected Result/Impact:** Provide meaningful data to drive instructional decisions **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Conduct district technology vertical teams through the District Technology Committee to determine and evaluate district needs. (Monthly) **Strategy's Expected Result/Impact:** Determine the technology needs of all stakeholders **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 4 Details	Reviews			
Strategy 4: Support online publications of relevant documents such as the Employee Handbook, District Annual Report, District Improvement Plan (DIP), etc. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Keep the public informed and meet all state and federal requirements **Staff Responsible for Monitoring:** Superintendent Associate Superintendent Human Resources Department Technology Director/Staff				

Strategy 5 Details	Reviews			
Strategy 5: Assist district users with technology by utilizing effective and efficient resources for support (ex. IT Specialist, device management systems). (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Minimizing instructional/production downtime, becoming more proactive instead of reactive, and providing better customer service to all stakeholders **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 6 Details	Reviews			
Strategy 6: Develop and monitor a Responsible Use Agreement (RUA) for all district users and enforce acceptable use policies/internet safety guidelines. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Making sure the district is CIPA compliant by having RUA signed by parents, monitoring the use of internet, enforcing policies and reporting policy violations **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 7 Details	Reviews			
Strategy 7: Provide adequate bandwidth and network infrastructure (wired and wireless) to support all networked and web-based applications used for instruction. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Provide the district with a reliable infrastructure, systems, and fast internet connectivity. **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 8 Details	Reviews			
Strategy 8: Continue use of electronic IEP management system to manage Special Education and Section 504 student instructional needs and accommodations. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Effective monitoring of the Special Education population and their needs **Staff Responsible for Monitoring:** Special Education Director/Staff Campus Administration				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Perkins V (Pt 2.3, pt 4): Develop, improve, or expand the use of technology in CTE, which may include but not be limited to training CTE teachers, faculty and administration to use technology, provide CTE students with CTE skills necessary to pursue careers in high-skill, high-wage, in-demand occupations (including developing STEM knowledge) that lead to entry into the technology fields, collaborate with technology industries to offer voluntary internships and mentoring programs and science knowledge of students. (Monthly) **Strategy's Expected Result/Impact:** Increased use of industry-relevant technology in CTE classrooms **Staff Responsible for Monitoring:** CTE Administrator Campus Administration CTE Instructors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 3: Continue to build a strong district-wide technology infrastructure that provides for an increase in digital facilitation of teaching, learning, professional development, school leadership, instructional management, and operations.

Evaluation Data Sources: Utilization Reports, Access Logs, Filtering Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perform yearly maintenance and upgrades to provide quality library online services and encourage effective use of shared library resources, electronically archive student and personnel records as recommended by the Texas Library and Archives Commission. (Yearly) **Strategy's Expected Result/Impact:** Provide district students with access to fully functional online campus libraries **Staff Responsible for Monitoring:** Campus Librarians and Library Aides Technology Director I.T. Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Make available current hardware and software and evaluate/increase internet bandwidth as needed to provide continuity of services for district staff and students. (Monthly) **Strategy's Expected Result/Impact:** Effectively support operations for campus and district staff **Staff Responsible for Monitoring:** Associate Superintendent Technology Director				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perform necessary maintenance and upgrades to district network infrastructure equipment and services to provide reliable online access and services and maintain the district's telecommunications system and provide upgrades as needed (VoIP, Fax, etc.). (Monthly) **Strategy's Expected Result/Impact:** Provide a reliable network infrastructure and internet access **Staff Responsible for Monitoring:** Technology Director Network Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Maintain and upgrade voice, video, and data cabling for all district facilities. (Monthly) **Strategy's Expected Result/Impact:** Provide compelling voice, data, and video services throughout the district **Staff Responsible for Monitoring:** Technology Department Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Attend and provide professional development opportunities that support district initiatives and current trends in technology. (Monthly) **Strategy's Expected Result/Impact:** Stay up-to-date with current technology trends **Staff Responsible for Monitoring:** Technology Director Technology Department Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Assist district users with Planning & Instruction support, Technology support, Research and Evaluation support, and Maintenance support through the use of the Help Desk system. (Daily) **Strategy's Expected Result/Impact:** Provide support and repairs for issues with district technology equipment **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide teachers with a classroom control system to monitor student device usage during instruction, and provide comprehensive online modules that teach students, staff, and teachers how to be smart and stay safe in the digital world. (Yearly) **Strategy's Expected Result/Impact:** Keep students focused on learning and teachers in teaching **Staff Responsible for Monitoring:** P&I Staff Technology Director				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 4: Maintain 100% compliance with all federal, state and local mandates relating to instructional technology.

Evaluation Data Sources: Compliance Reports, Purchase Orders

Strategy 1 Details	Reviews			
Strategy 1: All district computers with internet access will meet all Children's Internet Protection (CIPA) guidelines. (Yearly) **Strategy's Expected Result/Impact:** Compliance with CIPA guidelines **Staff Responsible for Monitoring:** Technology Director Network Administrator	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: All district computers will be provided with up to date antivirus subscriptions. (Yearly) **Strategy's Expected Result/Impact:** Protect computers from viruses **Staff Responsible for Monitoring:** Technology Director/Staff	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Maintain a functional disaster recovery solution to protect the district's critical data and network services. (Monthly) **Strategy's Expected Result/Impact:** Protection of district critical data **Staff Responsible for Monitoring:** Network Administrator Database Administrator	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Utilize online services to assist with ERATE compliance and documentation. (Monthly) **Strategy's Expected Result/Impact:** Maintain ERATE compliance and documentation **Staff Responsible for Monitoring:** Technology Director	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
Strategy 5: Maintain electronic document retention services for required record-keeping. (Monthly) **Strategy's Expected Result/Impact:** Keep district records in accordance with guidelines. **Staff Responsible for Monitoring:** Network Administrator Technology Director	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Maintain subscriptions to automated resources for parent notification and communication. (Yearly) **Strategy's Expected Result/Impact:** Continue utilizing mass notifications to relay pertinent information to parents via voice and/or text **Staff Responsible for Monitoring:** Technology Department				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 5: Students will be notified of and be provided opportunities to study a wide variety of Career and Technical Education (CTE) courses as well as earn industry certifications and licensures.

Evaluation Data Sources: CTE program enrollment
Number of industry certifications and licensures

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perkins V (Pt 3.1-2): Provide services, career exploration development and activities of sufficient size, scope and quality to be effective such as the support of CTSOs. Include activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency. This includes providing opportunities for CTE students to earn local and industry level certifications and/or licensures including but not limited to those identified by industry partner feedback and approved TEA industry-based certification lists. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase **Staff Responsible for Monitoring:** CTE Instructors CTE Administrator Campus Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Perkins V (Pt 2.3-5): Link CTE at the secondary and post-secondary level, including offering the relevant elements of not less than three CTE programs of study. Linkage may be achieved via local or statewide course articulations, dual credit offerings, and/or vertical program alignment along with implementation of appropriate, program-specific content, equipment, technology, etc. Continue to initiate, improve, and expand and modernize quality CTE programs within SEISD. This includes but is not limited to the purchase of appropriate technology for district and campus administration as well as the purchase of necessary materials/resources for current CTE courses, new equipment, industry-specific furnishings, technology and complete implementation of new CTE courses at various campuses. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase. **Staff Responsible for Monitoring:** CTE Instructors CTE Administrator Campus Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perkins V(Pt 1.1-2, Pt. 2.3-5): Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across the district and to ensure fidelity in implementation of CTE programs, including CLNA. (Yearly) **Strategy's Expected Result/Impact:** Improved CTE program services **Staff Responsible for Monitoring:** CTE Administrator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 6: GEAR UP -- 1.3.1 Primary cohort (Class of 2024) students who receive a failing grade on a progress report will receive targeted academic tutoring in the failing subject and/or related supports.

HB3 Goal

Evaluation Data Sources: Student sign-in sheets
Tutoring log/Lesson plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: EOC, benchmarks and grade data will be utilized to determine which students will be required to attend tutoring in the subject area of need. **Strategy's Expected Result/Impact:** To pass courses to become college-ready **Staff Responsible for Monitoring:** Campus administration Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 7: GEAR UP -- 1.5.3 By the end of the primary cohort's sixth year (12th grade), 60% of students will be eligible to earn college credit through achievement of a passing score on the AP exam or completion of a rigorous dual credit course.

HB3 Goal

Evaluation Data Sources: Class of 2025 to reach or exceed 35%
Set an annual goal to reach or exceed 60% by Yr 6
Xello Integration
TNTP support in rigorous curriculum
Texas OnCourse Modules

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All students are provided the opportunity to take AP courses or become eligible to take Dual Credit courses. Counselors will provide guidance in these areas. **Strategy's Expected Result/Impact:** Increase students enrolled in college-readiness courses to 65% by 2025. **Staff Responsible for Monitoring:** Campus Administration District Leadership CTE Administrator CCR Specialist School Counselors GEAR UP Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 8: GEAR UP -- 1.5.4 By the end of the primary cohort's sixth year (12th grade), 50% of students will meet the college-readiness criteria on the SAT, ACT, or the Texas Success Initiative (TSIA 2) Assessment.

HB3 Goal

Evaluation Data Sources: Event agendas, sign-in sheets for training and CCMR campus committee meetings, CCMR student tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Utilize the CCMR student tracker; all teachers to receive CCMR professional development to understand indicators. Continued support through CCMR campus committee. Professional development delivered will include lesson modeling and leading the learning. (Monthly) **Strategy's Expected Result/Impact:** Goal for Class of 2024 to reach or exceed 75% Set an annual goal to reach or exceed 75% by Yr 6 **Staff Responsible for Monitoring:** Campus Administration School Counselors CCR Specialist CTE Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 9: GEAR UP -- 1.2.1 Educators and administrators (middle school, high school and institutions of higher education) will meet as vertical teams to align curriculum and reduce the need for remediation at the post-secondary level.

HB3 Goal

Evaluation Data Sources: Sign in sheets, agenda, notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: District will create content and support training of facilitators for VT sessions with guidance from TNTP (Monthly). **Strategy's Expected Result/Impact:** Increase alignment between middle school and high school teachers and increase lesson rigor. **Staff Responsible for Monitoring:** District Leadership Instructional Officers Principals Instructional Specialists TNTP				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 10: GEAR UP -- 3.4.1 Students will receive at least one comprehensive, individualized college and career counseling session.

HB3 Goal

Evaluation Data Sources: Target Measure: 90% of 9th grade
75% of 10th-12th grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: School Counselors will hold individual college and career counseling sessions with 90% of students in primary cohort. **Strategy's Expected Result/Impact:** Increase students knowledge on college and career options to make informed decisions on coursework **Staff Responsible for Monitoring:** Campus Administrators District Leadership School Counselors CCR Specialist				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity as evidenced by a zero tolerance policy.

Evaluation Data Sources: Safety reports, discipline reports, student access to available interventions/services, continued evidence of implementation of Positive Behavior Interventions and Supports (PBIS) program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Employ a Title I District Nurse to coordinate district-wide school health services and initiatives to include organizing First Aid/CPR training opportunities and periodic training on automated external defibrillators (AEDs). (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Provide appropriate supervision to campus LVN's as required by licensure Guide and support campus nurses on school health Ensure appropriate personnel are trained on emergency procedures **Staff Responsible for Monitoring:** Director of Special Education Associate Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Review, update, and disseminate the Student Code of Conduct, Emergency Operations Plan and Procedures, and district wellness policies. (Yearly) **Strategy's Expected Result/Impact:** Inform students of the students, parents and staff of student expectations **Staff Responsible for Monitoring:** Superintendent Campus Administration District Lead Nurse Support Services Director Security Supervisor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue consistent intake and placement processes into the Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP). Track and support students in DAEP and JJAEP in terms of attendance rates, pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates. Give pre- and post- RLA and math growth assessments to students assigned to 90+ day periods. Provide parent/guardian of new DAEP placements SPED initial evaluation information. (Weekly) **Strategy's Expected Result/Impact:** To comply with disciplinary rules and provide uninterrupted education to students **Staff Responsible for Monitoring:** Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: Monitor district diabetes policy and continue compliance with individualized health plans for students diagnosed with diabetes, as well as provide required diabetes training annually. (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: To meet the health needs of students **Staff Responsible for Monitoring:** District Lead Nurse Campus Nurses Campus Principals				

Strategy 5 Details	Reviews			
Strategy 5: Continue Student Health Advisory Council (SHAC) meetings. (Bi-Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: To continue the collaboration between health agencies and district and provide opportunities to students. **Staff Responsible for Monitoring:** Associate Superintendent Child Nutrition Services Director Athletics Director				

Strategy 6 Details	Reviews			
Strategy 6: Provide updates to district personnel of Public Information Management System (PEIMS) 425 Record Training. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: To increase the quality of data **Staff Responsible for Monitoring:** PEIMS Coordinator Campus Administrators				

Strategy 7 Details	Reviews			
Strategy 7: Upgrade and maintain security cameras, secure perimeters, school check-in kiosk systems, and secure door access systems as necessary on all district campuses and buildings. (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Provide a safe environment **Staff Responsible for Monitoring:** Technology Staff/Security Supervisor				

Strategy 8 Details	Reviews			
Strategy 8: Continue to provide bus safety training to include emergency evacuation procedures. (Monthly)	Formative			Summative
Strategy's Expected Result/Impact: To provide a safe environment	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Director of Support Services Transportation Supervisor				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Continue to strengthen and support current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS). Provide interventions and support that integrate best practices and parental/staff awareness on grief-informed and trauma-informed care. Implement trauma-informed practices and care and make available counseling options for students affected by trauma or grief. (Daily) **Strategy's Expected Result/Impact:** To foster a culture of accountable students and encourage good behavior **Staff Responsible for Monitoring:** Associate Superintendent Director of Special Education Campus Administrators				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Continue to implement legal requirements of "David's Law" in all schools, to include anonymous reporting for students, reports to law enforcement, and cyberbullying. (Yearly) **Strategy's Expected Result/Impact:** Reduction in bullying incidents, to include cyberbullying **Staff Responsible for Monitoring:** Campus Administration Counselors Faculty/Staff				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Continue to provide mandatory face-to-face or online training to all staff members on mental health awareness, conflict resolution, dating violence policies, child abuse awareness, sexual harassment, sexual abuse, human trafficking, unwanted physical or verbal aggression, violence prevention programs, emergency operations plans, and suicide awareness and prevention. (Yearly) **Strategy's Expected Result/Impact:** Increased awareness of ways to help students struggling with these issues **Staff Responsible for Monitoring:** Human Resources Staff Campus Administrators Department Supervisors				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: District will support a truant officer (1 FTE) with all necessary general supplies and equipment needed to support increased student attendance. (Yearly) **Strategy's Expected Result/Impact:** Increased student attendance district-wide **Staff Responsible for Monitoring:** PEIMS Coordinator				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: The district will provide necessary services to homebound students. **Strategy's Expected Result/Impact:** Student mastery of learning objectives **Staff Responsible for Monitoring:** Principals Homebound Teacher				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,630,000.00
Total FTEs Funded by SCE: 30.761
Brief Description of SCE Services and/or Programs

SEISD uses supplemental SCE funds for campus intervention supplies and materials. Also, for A+ Credit Recovery, At-Risk Teachers, Class Size Reduction, DAEP, In support of Title I, Intervention Aides, STAAR Labs, and Summer School.

Personnel for District Improvement Plan

Name	Position	FTE
Alberto Sanchez	SEHS Science	0.18
Alejandro Guitierrez	GEMS History	0.25
Alejandro Gutierrez	GEMS - History	0.08
Alejandro Gutierrez	GEMS - History	0.25
Alfredo Trejo	GEMS- DAEP	0.125
Alma Estrada	SEHS Social Sciences	0.18
Alma Estrada	SEHS AP Gov .	0.125
Amanda Franco	GEMS - English, Reading or Language Arts	0.13
Amanda Franco	GEMS - STAAR LAb	0.25
Andrew Avila	SEHS Mathematics	0.2
Andrew Avila	SEHS - English, reading or Language Artl	0.23
Andrew Avila	Math DC (3 sections)	0.375
Andrew Perez	GEMS - DAEP	1
Cesar Cortez Hernandez	At- Risk Aide	1
Cesar Hernandez	SHES - At-Risk Aide	1
Cesar Morales	SEHS Mathematics	0.2
Cesar Morales	SEHS EOC Math	0.25
Christian Solis	SEHS Science	0.18

Name	Position	FTE
Christina Martinez	SEHS English, Reading, or Language Arts	0.24
Christina Martinez	SEHS English, Reading or language Arts	0.23
Claudia Barraza	SEHS Mathematics	0.2
Claudia Barraza	SEHS College Prep Math	0.2
Cynthia Villarreal	GEMS SCE -AP	0.25
Daniel Cordova	SEHS English Reading, or Language Arts	0.24
David Corral	SEHS English , Reading or Language Arts	0.23
David Corral	SEHS Reading	0.25
David Corral	SEHS Dual Credit - English	0.375
David Corral	ENG DC (3 Sectios)	0.375
Denisse Castro	SEHS Social Sciences	0.16
Denisse Castro	SEHS - AP World History	0.25
Elia Rosales	SEHS Mathematics	0.2
Evelin Gonzalez	GEMS - DAEP	0.25
Evelin Gozalez	GEMS - STAAR LAb	0.25
Federico Contreras	SEHS Social Science	0.16
Federico Contreras	SEHS - DAEP SS	0.125
Genoveva Kimmel-Hazeltine	GEMS English Reading or Language Arts	0.13
Genoveva Kimmel-Hazeltine	GEMS - STAAR Lab	0.375
Gloria Lerma	SEHS Social Sciences	0.16
Gloria Lerma	SHES Dual credit - US Govt	0.125
Gloria Lerma	US Govt DC (2 sections)	0.25
Gregoria Olvera	GEMs - Mathematics	0.13
Gregoria Olvera	GEMS - STAAR Lab	0.125
Gustavo Zamora	SEHS - Social Sciences	0.16
Gustavo Zamora	SEHS - DAEP - SCI	0.125
Hugo Carrizales	SEHS - English, Reading or Language Arts	0.23
Jacob Pineda	SEHS English, Reading or Language Arts	0.23
James Mclain	SEHS Science	0.18
James Mclain	SEHS - AP Biology	0.125
Jessica Gonzalez	SEHS English, Reading, or Language Arts	0.23

Name	Position	FTE
Jessica Gonzalez	SEHS AP ENg 4	0.125
Jessica Gonzalez	SEHS Dual credit -Education	0.25
Jessica Gonzalez Arriaga	EDU 1300 DC (2 sections)	0.25
John Jara	GEMS - CTE	0.75
John Jara	GEMS- GT	0.122
Jonathan Hernandez	SEHS Mathematics	0.2
Jonathan Hernendez	SEHS -AP Statistics	0.125
Jorge Cervantes	SEHS Social Sciences	0.18
Jorge Cervantes	SHES Study Skill	0.125
Jorge Maese	SEHS Mathematics	0.2
Josefina Contreras	SHES - AP Spanish	0.5
Kimberly Luna	GEMs- Mathematics	0.13
Kimberly Luna	GEMS - STAAR Lab	0.375
Liliana Carreon	SEHS Dual Credit -speech	0.25
Lorenzo Soto	GEMS DEAP- History	0.125
Lori Estrada	SEHS Social Sciences	0.16
Lori Estrada	SEHS Study Skills	0.125
Lori Estrada	SEHS- AP Psychology	0.125
Lourdes Falcon	GEMs - CTE	0.375
Lydia Solano Melendez	GEMS - Science	0.13
Manuel Reveles	SEHS Social Sciences	0.16
Maria Crews	SEHS- APE -MATH	0.125
Marilyn Gomez	GEMs - Science	0.13
Marilyn Gomez	DEAP - Science	0.125
Mario Espinoza	GEMS History	0.08
Mario Espinoza	GEMS - DAEP	0.125
Martha Komiyama	SEHS English, Reading or Language arts	0.23
Max Sappenfield	SEHS - Social Sciences	0.16
Max Sappenfield	Study Skills	0.125
Melissa Leyva	SEHS English, Reading or Language Arts	0.23
Melissa Leyva	SEHS Study Skills	0.375

Name	Position	FTE
Melissa Leyva	SEHS AP Eng 3	0.25
Melissa Martinez	SEHS DAEP	1
Melissa Martinez	SEHS - PE	0.124
Nidia Garcia	GEMS - Mathematics	0.13
Nivia Garcia	GEMS Mathematics	0.13
Nora Diaz Gutierrez	SEHS - DAEP - ENG	0.125
Norma Mitchell	GEMS English, Reading or language Arts	0.13
Patricia Gonzalez	SEHS English reading or Language Arts	0.23
Patricia Gonzalez	College Prep Eng	0.25
Patricia Gonzalez	SEHS AP Eng4	0.125
Ramona Hernandez	SEHS Mathematics	0.2
Ramona Hernandez	SEHS - AP Calc	0.125
Rebecca Gonzalez	GEM S - Mathematics	0.13
Rebecca Gonzalez	GEMS - STAAR Lab	0.25
Rebecca Gonzalez	GEMS - DAEP	0.125
Roberto Herrera	SEHS A+	0.25
Roderick Pearson	SEHS - Science	0.18
Roderick Pearson	SEHS - DAEP - SCE	0.125
Roderick Pearson	Astronomy DC (1 section)	0.125
Rogelio Aldavaz	SEHS Science	0.18
Roman Rodriguez	GEMS - Science	0.13
Roman Rodriguez	GEMS- DAEP	0.125
Sergio Aguilera	SEHS A+	0.125
Sergio Aguilera	SEHS - DAEP - SS	0.125
Shawn Mccoy	SEHS - Science	0.18
Soledad Gonzalez	GEMS - English, Reading or Language Arts	0.13
Stephanie Zaragoza	GEMS - English, Reading or Language Arts	0.13
Stephanie Zaragoza	GEMS - STAAR Lab	0.25
Stephanie Zaragoza	GEMS- DAEP	0.125
Susana Payan	GEMS - DAEP	1
Teresita Parra	Social Worker	1

Name	Position	FTE
Thalia Nevarez	GEMS - Science	0.13
Tiffany Rodriguez	SEHS - Dual credit Facilitator	0.625
Tiffany Rodriguez	DC EPCC On- Line Classess	0.75
Vanessa Archuleta	A+ Credit Recovery	0.75
Venessa Archuleta	SEHS AT-Risk Aide	1
Veronica Hernandez	GEMS - DAEP General	0.5
Zoe Covernali	SEHS Science	0.27
Zoe Covernali	SEHS DAEP- SCI	0.18

Title I Personnel

Name	Position	Program	FTE
Anna Alvarez	Officer-Instruction	Title I, Part a	100%
Arlene Holguin	Speech Language Pathologist	Title I Part A	100%
Flor S. Sanchez	District Parent Liaison	Title I, Part A	100%
Jeanette Angerstein	Autism Specialist	Title I Part A	100%
Ulises G. Neira Galaviz	Instructional Officer	Title I, Part A	100%

District Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	3	Progressing together Snacks	199.61.6497.00.814.99	$36.00
				Sub-Total	$36.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Mentor Stipends	211.13.6118.06.802.30	$8,000.00
2	2	5	Title I, Part A - Instructional Officers (2 FTEs)	211.13.6199.00.802.24	$179,893.00
2	6	2	Speech Language Pathologist		$90,000.00
2	6	2	Autism Specialist		$75,000.00
2	11	3	Districtwide Parent Liaison	211.61.6129.01.814.30	$51,956.00
2	11	10	NWEA MAP	211.11.6268	$36,450.00
2	15	1	2 Social Workers		$144,342.00
2	15	3	Google Classroom Plus	211.11.6268.01.802.30	$15,000.00
				Sub-Total	$600,641.00

255 Title II, Part A Supporting Effective Instruct					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5	Title II, Part A - Instructional Officers (2 FTEs)	255.13.6119.00.802.24	$202,135.00
				Sub-Total	$202,135.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	6	Title III, Part A Instructional Officer (1 FTE) Estimated Salary & Benefits	263.13.6119.00.802.25	$143,231.00
				Sub-Total	$143,231.00

San Elizario Independent School District

San Elizario High School

2024-2025 Campus Improvement Plan

Mission Statement

At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.

Vision

San Elizario High School:

Preparing Students for Post-Secondary Success

Core Beliefs

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
..... 7
Student Achievement 8
School Culture and Climate 11
Staff Quality, Recruitment, and Retention 13
Curriculum, Instruction, and Assessment 14
Parent and Community Engagement 15
School Context and Organization 16
Technology 18
Priority Problem Statements 19
Comprehensive Needs Assessment Data Documentation 21
Goals 23
Goal 1: To foster well-trained human capital in order to support student success and achievement. 23
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 30
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 76
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 83
State Compensatory 92
Budget for San Elizario High School 92
Personnel for San Elizario High School 92
Title I Personnel 93
Campus Funding Summary 94

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the ongoing pandemic, the air of uncertainty lingers over our future plans. Despite the pandemic, SEHS is determined to continue offering learning opportunities to all students. The athletic teams have made efforts to stay healthy and competitive. Educators have supported efforts in tutoring, remediation, and attendance recovery. The faculty, staff, and students of SEHS have shown an undying desire to "continue soaring" among the current situation. It was decided during the spring semester to "let go" of the idea of recovering lost learning; and to focus on the well-being of staff and students (health, mental wellness, etc.)

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso,Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario High School (SEHS) is one of six campuses in SEISD; it is the district's sole high school, and has been since 1972. SEHS serves a population of about 1033 students in grades 9-12.

SEHS employs 69 teachers, four administrators, three counselors, an at-risk math/science interventionist, a CCMR specialist, a librarian, and two campus Instructional Specialists. Additional ESSER positions for leadership include an SEL Counselor, a School Improvement Coordinator, and an RLA/SS interventionist. A full custodial staff and cafeteria staff are employed; thirteen instructional aide positions help meet the different needs of our students. Certified teachers are employed for the areas in which they teach, to include core subject areas, elective subject areas, and specialty areas such as music and career/technical education. Additionally, many of our teachers are either head coaches or assistant coaches in our athletics program. During the 22-23 school year, four long-term guest teachers (permanent subs) were also employed, due to the shortage of certified educators.

School Population: Student Total

9th grade - 271

10th grade - 336

11th grade - 233

12th grade - 189

Student Demographics

Gender

Female - 488

Male - 541

Ethnicity

Hispanic-Latino - 1026 (99.71%)

Black-African American - 2 (0.19%)

Students by Program

Emergent Bilingual - 543 (52.77%)

English as a Second Language - 432 (41.98%)

Gifted and Talented - 81(7.87%)

Special Education - 114 (11.08%)

Title 1 Participation -1029 (100%)

Dyslexia-18 (1.75 %)

Economic Disadvantage - 941 (91.45%)

Free Meals- 693 (67.35%)

Reduced Price Meals- 28 (2.72%)

Other ECD- 220 (21.38%)

Homeless Total-11 (1.07%)

Doubled Up-11

Unsheltered- 0

Hotel/Motel- 0

Other Student Information

At-Risk-789 (76.68%)

Immigrant- 19 (1.85%)

Migrant- 4 (0.39%)

Military Connected- 19 (1.85%)

Section 504- 71 (6.90%)

Demographics Strengths

Our student population is homogeneous in nature. The strengths and needs of the greater community are similar for the majority of our residents. Teachers who have chosen to stay in the profession, and have remained at SEHS, are educators that have a passion for education AND are willing to do 'whatever it takes' to promote student success. As a participant of Title 1 at 100%, the entire student body qualifies for free breakfast, lunch, and dinner - when served.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are below 96% and many students have loss of credit due to attendance. **Root Cause:** Students are not motivated to come to school for various reasons, to include mental health issues.

Student Achievement

Student Achievement Summary

Rewrite this whole section to reflect the 2024 STAAR scores and the MAP overall from BOY to EOY for 23-24. You should also compare 2023 to 2024 STAAR results.

2021 English I	Approaches	Meets	Masters
SEHS	53%	30%	3%

2022 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	43%	26%	4%	-10%	-4%	1%

2021 English II	Approaches	Meets	Masters
SEHS	52%	38%	3%

2022 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	1%	1%	-2%	-2%

2021 English I + II	Approaches	Meets	Masters
SEHS	53%	34%	3%

2022 English I + II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	3%	0%	2%	0%

2021 Algebra I	Approaches	Meets	Masters
SEHS	62%	17%	3%
GEMS	97%	69%	28%

2022 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	47%	13%	5%	-15%	-4%	2%
GEMS	100%	90%	79%	3%	21%	51%

2021 U.S. History	Approaches	Meets	Masters
SEHS	83%	48%	21%

2022 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	80%	51%	22%	-3%	3%	1%

2021 Biology	Approaches	Meets	Masters
SEHS	64%	24%	2%

2022 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	64%	30%	5%	0%	6%	3%

SEHS continues on RDA for SPED in all tested areas.

Student Achievement Strengths

Students continue to enroll in Advanced Placement Courses, Dual Credit Courses, and earn CTE certifications.

This section needs to be expanded. Why are these strengths? What does this lead to?

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause:** Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs. writing and not enough practice on standard writing conventions.

Problem Statement 2 (Prioritized): Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause:** Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 (Prioritized): EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause:** Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

School Culture and Climate

School Culture and Climate Summary

Recommend: Omitting pandemic references as that can be viewed as an excuse years later, even if true.

The campus is still adjusting after suffering some unexpected changes due to the Worldwide Pandemic.

District initiatives are followed for curriculum and instruction at San Elizario High School. The principal, three assistant principals, a CCMR Specialist, and two campus instructional coaches provide instructional leadership and modeling for teachers throughout the campus. We are aware that EOC English I and II continue to be in need of improvement and that advanced placement results in core classes need to improve. Both our Special Education population and Emergent Bilingual students are a priority.

The school culture at SEHS is changing due to the implementation and use of MTSS and other approaches of support by the Eagle Success Team made up of staff members. The Eagle Success Team tenets are used in all facets of the campus, to alleviate the number of students placed in disciplinary alternative education programs (DAEP). While expectations for behavior certainly exist, a more positive approach toward the teaching of desired behaviors has paid dividends.

SEHS continues to be a student-centered campus where great achievements in all areas of a comprehensive high school are celebrated. Programs include athletic teams, competitive events in academic UIL, Early College High School, CTE programs, AP courses, Dual Credit Courses, club options, etc. The EMT certification is a new program in collaboration with EPCC. The opportunities for students to graduate with a well-rounded experience are present.

SEHS looks forward to continuation of the Early College High School with the third cohort. Students are also provided the opportunity to take advancement courses during summer school. New MOUs with different organizations will help provide mental health services and/or supports for all of our students (Child guidance center Is this finished? Fragment.

School Culture and Climate Strengths

Athletic teams have achieved multiple championships in past years; this, in turn, helps raise the level of school pride and student confidence. SEHS continue to use social media to promote recognition of students with sports, ESI team, academic achievement, etc.

Administrators make an effort to meet with teachers through PLCs and faculty meetings on a regular basis; walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers and long-term guest teachers.

The campus will continue to provide advanced academic courses to students in order for them to better prepare for college.

The 1:1 student to device ratio has been reached; the next step is accelerating the fluidity of using various online platforms/applications by both

teachers and students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. **Root Cause:** Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently we have uncertified and non-degreed adults running some of the classes. There are 5 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. 19.3% of teachers hold a Masters degree or higher. 27.3% of teachers have less than 5 years experience. The Principal has an average of 10 years experience; the Assistant Principals have an average of 3.1 years of experience.

Staff Quality, Recruitment, and Retention Strengths

Professional development sessions and PLCs are strategically scheduled to allow for teachers to have their complete conference period available for grading and/or planning. Teachers are recognized for various things on campus - teacher & employee of the month; individual or organizational accomplishments, etc. Wellness activities for all staff were also coordianted.

A four day week will be implemented and teachers will be given a PLC period in addition to their conference.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses. **Root Cause:** Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 2 (Prioritized): Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause:** The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed

Problem Statement 3 (Prioritized): Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over. **Root Cause:** Inconclusive data

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Documented efforts have been made to properly align curricular expectations, instructional delivery, and assessment practices. The TNTP program under GEAR UP has also facilitated vertical alignmnet meetings with middle school teachers and administrators. These areas are monitored through evaluation of classroom teaching and lesson plan documents.

AP and Dual Credit courses will continue to be offered.

Technology has made many gains in instructional programming at SEHS. Each teacher is issued a laptop and a document reader. Active panels have been installed in all classrooms. Currently there is a 1:1 ratio of students to devices.

Curriculum, Instruction, and Assessment Strengths

Our district utilizes the online TEKS Resource System to establish appropriate timelines for instructional content. Teachers are well-versed in the system and consistency is evident. Primary instructional resources will be aligned and teachers will receive proper professional development or refreshers to ensure usage consistency.

Technology is at a 1:1 ratio.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The instructional resources for core content areas are not uniformed and/or not used with fidelity. **Root Cause:** Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 2 (Prioritized): Overall AP scores show less than an average of 40% of tested students score 3+ **Root Cause:** Teachers need additional support to prepare students for the AP exam (content and test types).

Parent and Community Engagement

Parent and Community Engagement Summary

The Community/Parent involvement rating for San Elizario High School was recognized. Our level of parental involvement and organized activities is high when compared to other high schools in our area.

The efforts have continued with monthly literacy events, CCMR meetings, and ECHS recruitment efforts. Our Parent/Teacher Conference surpassed the expected number of parents who participated >200.

SEISD has also continued with the district-wide Progressing Together meetings.

Parent and Community Engagement Strengths

The close-knit community of San Elizario is made up of parents who are extremely supportive in the educational endeavors of the students. Parental participation at other events is traditionally high also (e.g. athletic events).

The parent liason has built relationships with parents and she continues her efforts to increase parent involvement in their student's learning.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester. **Root Cause:** Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

School Context and Organization

School Context and Organization Summary

SEHS has positions as follows: approximately 69 teachers, 2 intervention/at-risk teachers, 2 instructional Specialists, one SEL Counselor, and one Coordinator of School Improvement.

The high school has four grade levels and three administrators and three counselors are assigned to students by alpha (three groups). The purpose is bi-fold:

1. Administrators and counselors have the opportunity to establish relationships with both the students and the parents over the course of 4 years.

2. Counselors and administrators become well-versed in all areas of the high school education experience (PGPs, testing, graduation requirements, discipline, etc.)

Reassignments were necessary for some of the instructional team to ensure all programs promote student achievement. In the spring of 2023; reassignment of students in the counseling department resulted in one counselor monitoring all off the seniors and ECHS and DCA students. The goal is to have the two counselors divide the remaining alphabet by two, and have more time to monitor scheduling and pathways, to avoid errors.

School Context and Organization Strengths

The already-established areas of success: CTE, Dual Credit, AP courses, and athletics continue; and the Early College High School with two cohorts 2025 and 2026. The core classes are held in the North 200 & 300 hallways.

Efforts have been made to not only maintain the facilities, but to upgrade and improve the "look." New murals were added to the back outside wall of the auxiliary gym, and to the west wall of the cafeteria.

Chairs and tables were purchased to replace the ones in the MPR; chairs were purchased for the "Black Box" - theatre room. Other upgrades to our theatre have allowed for SEHS to hold UIL competitions for the first time in many years.

New students desks were place in all classrooms, except the DAEP classroom. Teachers were provided with a new desk.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering. **Root Cause:** Shortage of teachers is statewide.

Technology

Technology Summary

All classrooms have active panesl to enhance instructional delivery. All teachers are issued a laptop and a document reader. All students have access to a portable device (some have MACs, others Chromebooks, others laptops); Chromebooks are being phased out so all high school students are issued a laptop and students in specialized programs will be issued MAC books.

Technology Strengths

The district provides tech support and service to the campus. Bandwidth capability is strong, and CPUs and other technological devices are upgraded as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause:** Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 2: Two employees currently assist with issuing devices and submitting work tickets for devices that need maintenance which takes away from their job duties. In addition, students are left without their device while it is being worked on. **Root Cause:** SEHS is a 1:1 campus and the current system to maintain devices (laptops, active panels, wifi issues) is not sufficient.

Priority Problem Statements

Problem Statement 1: Student attendance rates are below 96% and many students have loss of credit due to attendance.

Root Cause 1: Students are not motivated to come to school for various reasons, to include mental health issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement on English EOC exam is below state standards and is the area of need for the campus.

Root Cause 2: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs. writing and not enough practice on standard writing conventions.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities.

Root Cause 3: Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education.

Root Cause 4: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress.

Root Cause 5: Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses.

Root Cause 6: Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty.

Root Cause 7: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The instructional resources for core content areas are not uniformed and/or not used with fidelity.

Root Cause 8: Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Overall AP scores show less than an average of 40% of tested students score 3+

Root Cause 9: Teachers need additional support to prepare students for the AP exam (content and test types).

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester.

Root Cause 10: Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering.

Root Cause 11: Shortage of teachers is statewide.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc.

Root Cause 12: Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 12 Areas: Technology

Problem Statement 13: Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over.

Root Cause 13: Inconclusive data

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Faculty will receive professional development addressing priority student need areas e.g. SPED & EL students.

High Priority

HB3 Goal

Evaluation Data Sources: Certificates for attendance, agendas, sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC, to effectively implement best practices, sheltered instruction strategies (for EB students) Lead4ward strategies, SPED modifications & accommodations, and virtual lessons in the following areas: EOC/State Assessments, Gifted and Talented, AP and Dual Credit Courses, PBIS, SPED Updates, CTE, Attendance Recovery, like iXL, Study Island, etc. Technology, TEKS Resource System, STEMScopes, Literacy (creating a campus-wide culture of literacy); RDA (Results Driven Accountability); using Lead4ward reports; Interactive Word Walls in content areas, TRTW for elective and CTE classes, T-TESS & SLO training, etc. (Each semester) **Strategy's Expected Result/Impact:** Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus support staff, including administrators, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development development in: ESF, Coaching, CTE, PBIS, CCMR, district initiatives, technology & platforms, administrative and para-professional conferences, book studies that are offered at the campus (on-site), Region 19 and/or other credentialed organizations. (Monthly) **Strategy's Expected Result/Impact:** Support staff will be better prepared to support teachers and students in the overall learning process. **Staff Responsible for Monitoring:** Administrators Instructional Specialists PBIS Team Leader **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs). (Daily) **Strategy's Expected Result/Impact:** Lesson plans will be directly aligned with the academic goals of the campus and will be reflective of best practices. Teachers will have increased scores in unit and interim assessments. **Staff Responsible for Monitoring:** Campus Administration Coordinator of Instructional Programs Planning and Instruction - Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals - - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus counselors and the CCMR specialist will remain current on financial aid, graduation requirements, higher education opportunities and testing requirements, and other topics pertinent to their duties by attending monthly meetings, participating in sessions with EPCC, Region 19 ESC and/or UTEP or others that are specifically for secondary education. (Monthly) **Strategy's Expected Result/Impact:** Counselors will assist students in completing financial aid information, preparing for ACT/SAT, completing college applications, meeting graduation requirements, and earning college credit thru Dual Credit courses, AP classes, and/or Early College High School. **Staff Responsible for Monitoring:** Principal Assistant Principals Career & Tech Coordinator P & I Staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The RLA instructional specialist, ESL/English 1 teachers, and ESL/English 2 teachers will participate in face-to-face conferences; virtual and physical professional development sessions; Region 19 ESC units, and other training that will help us better prepare Emergent Bilingual Students for End-of-Course assessments. Weekly **Strategy's Expected Result/Impact:** ESL students will make academic progress in the area of English Language Arts. **Staff Responsible for Monitoring:** Administrators RLA Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- - Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: The campus will implement recruitment strategies to attract, hire, and retain quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the highest quality of academic instruction and learning experience.

High Priority

Evaluation Data Sources: Retention rate, average years' of experience for teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Administrative staff will attend the annual recruitment fair at UTEP, participate in SEISD hiring fair, and assist the Human Resources department by providing information needed to seek out potentially qualified applicants needed for employment positions and anticipated openings throughout the year. (Yearly) **Strategy's Expected Result/Impact:** Percentage of open positions filled by quality, certified applicants will increase. **Staff Responsible for Monitoring:** Human Resources Director Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The campus will actively recruit quality, certified teachers for the secondary level; encourage teachers to become credentialed with EPCC; and support the approval/implementation of the Teacher Incentive Allotment at SEISD. Teachers in hard-to-staff disciplines (math, science, SPED, ESL, Dual Credit Teacher Leaders) will receive a stipend. (Each semester) **Strategy's Expected Result/Impact:** All teachers will meet the highly qualified standards. **Staff Responsible for Monitoring:** Administrators Human Resources **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 3: SEHS will take steps to retain teachers by offering continued support and recognition, and by creating a safe and welcoming environment.

High Priority

HB3 Goal

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will have a place to keep, refrigerate, and heat food for meal times. (Daily) **Strategy's Expected Result/Impact:** Teachers will feel comfortable in the working environment. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Counselors **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Faculty and staff members will be recognized throughout the academic year for efforts in improving student learning and creating a positive climate at SEHS. (Daily) **Strategy's Expected Result/Impact:** Employees will feel appreciated and stay with SEISD (increased retention rate.) **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Counselors Librarian. **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will be provided a guest teacher (substitute) to carry out classes during an absence; if class combining is not available. Absences for PD sessions, planning half days, ARD participation, on-site testing, etc. (Daily) **Strategy's Expected Result/Impact:** Students will have an adult to continue instruction on days that the teacher is absent. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: ENGLISH I
The percentage of students that score at the approaches level on the English I EOC will increase from 49% in June 2022 to 75% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
49% 53% 57% 61% 66% 70% 75%

Students in grade 9 will increase the percent meeting their MOY reading growth projection from 46% in May 2023 to 75 % by June 2024 as measured by MAP reading assessments.

ENGLISH II
The percentage of students that score at the approaches level on the English II EOC will increase from 60% in June 2022 to 80% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
60% 64% 68% 72% 76% 79% 80%

Students in grade 10 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to 80% by June 2024 as measured by MAP reading assessments.

ALGEBRA I
The percentage of 9th grade students that score at the approaches level on STAAR EOC Algebra will increase from 75% in June 2022 to 90% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
75% 76% 77% 80% 85% 88% 90%

Students in grade 9 will increase the percent meeting their MOY mathematics growth projection from 36% in May 2023 to 75% by June 2024 as measured by MAP mathematics assessments.

BIOLOGY
The percentage of 9th grade students that score at the approaches level on STAAR EOC Biology will increase from 69% in June 2022 to 80% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
69% 70% 72% 74% 76% 78% 80%

Students enrolled in Biology will increase the percent meeting the approaches level from 70% in May 2023 to 72% by June 2024 as measured by the average of TRS District Common Assessments for Biology.

U.S. HISTORY
The percentage of students that score at the approaches level on the U.S. History EOC will increase from 85% in June 2022 to 95% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
85% 87% 89% 91% 92% 93% 95%

Students enrolled in U.S. History will increase the percent meeting the approaches level from 85% in May 2023 to 89% by June 2024 as measured by the average of TRS District Common Assessments for U.S. History.

High Priority

Evaluation Data Sources: Campus Report Card; TAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase a variety of book titles for classroom, campus, & office libraries to promote a culture of literacy, provide educational opportunities, address mental health issues, expand post-secondary awareness, and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, TexQuest, Educational DVDs, reference books, and audio books. Professional titles will be available for teachers and staff. Continue issuance of free books to High School students to promote literacy. Daily **Strategy's Expected Result/Impact:** Students and community members will have a variety of resources available. **Staff Responsible for Monitoring:** Librarian Instructional Specialists RLA, ESL, EOC Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speakers, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily **Strategy's Expected Result/Impact:** Lessons enhance through the use of technology will result in increased student learning. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Webmasters **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Pear Deck Subscription - 199: General, State Compensatory Education - 199.11.6268.10.001.30 - $6,380, Ed Puzzle - 199: General, State Compensatory Education - 199.11.6268.10.001.30 - $2,793				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide credit recovery programs (A+ or Edgenuity), access to Remediation (IXL), and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits. (Daily). **Strategy's Expected Result/Impact:** Number of Students Obtaining Needed Credits Through A PLUS or Edgenuity, Number of Students Passing End of Course Retests, and Cohort Graduation Rate will increase. **Staff Responsible for Monitoring:** Campus Administration CCMR Specialist Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify and monitor all at-risk students students; and provide remediation and academic support to ensure academic progress. Each 9 weeks **Strategy's Expected Result/Impact:** At-Risk folders will reflect the interventions and student progress ; interventions will happen in the at-risk/intervention classrooms. **Staff Responsible for Monitoring:** Administrators Coordinator for School Improvement At Risk/PRS Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Transportation will be provided for students attending after-school tutoring, Intersession classes, and Saturday School (Weekly). **Strategy's Expected Result/Impact:** Students will receive remediation, preparation, and opportunities to recover lost credit. **Staff Responsible for Monitoring:** Principal Coordinator for School Improvement Support Services Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Use EOC results, MAP data, Eduphoria reports (CBA), AP pre-assessments, and all available student data to adjust instructional strategies. Data-driven lessons will include EOC study skills, re-tester computer labs, updating technology equipment, software, onsite licenses, student workbooks, intervention kits, AP workbooks, supplemental supplies, and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC, AP, and other summative assessments. Each 9 weeks **Strategy's Expected Result/Impact:** Data will be part of the decision making when purchasing supplies and materials. **Staff Responsible for Monitoring:** Campus Administrators Coordinator for School Improvement Instructional Specialists EOC Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Increase English language development in all four domains: Listening, Speaking, Reading and Writing skills through implementation of Dictado, Flipgrid, Rosetta Stone, Babbel, Sheltered instruction, Reading Materials, and TRTW. TEKS & ELPS will be included in all lesson plans to address English language development. Daily **Strategy's Expected Result/Impact:** EL students will show progress in TELPAS results; students will exit LEP status. **Staff Responsible for Monitoring:** Instructional Specialists Bilingual Instructional Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: SEHS Educators (counselors, administrators, support members, etc.) will create culturally responsive classrooms that promote mindfulness and decrease anxiety by integrating Social Emotional Learning into weekly lessons and by embedding appropriate interventions into daily lessons. Daily **Strategy's Expected Result/Impact:** Students will learn and perform to their potential. **Staff Responsible for Monitoring:** Campus Administrators Counselors Instructional Specialists Teachers and Para-Educators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Continue with the nomination and assessment of students for the GT program. Each semester **Strategy's Expected Result/Impact:** Identified students will enter the GT program after going through the nomination process. **Staff Responsible for Monitoring:** GT Administrator GT Campus Coordinator GT Campus Teacher **ESF Levers:** Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: GT students will be clustered with a designated GT teacher and their academic needs will be addressed through differentiated instruction in their identified area of academic strength within the four core curricular areas. Materials needed to effectively implement differentiated instruction include advanced reading materials, consumables for project-based learning (PBL), biographies, consumables for differentiated lessons (paper, color paper, post-its etc.) GT students will participate in off-campus events and field trips. Daily **Strategy's Expected Result/Impact:** Students will have a display of accomplishments at the end of each semester. **Staff Responsible for Monitoring:** GT Teacher GT Campus Coordinator Student Activities Manager **TEA Priorities:** Improve low-performing schools -				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Provide students with disabilities the necessary supports and assistive devices to accommodate instruction e.g. weighted pencils, pencil grips, raised lined paper, visual, organizational, and note taking strategies to facilitate the learning process. Daily **Strategy's Expected Result/Impact:** Student with special needs will have the same access to learnings as all general ed students; thus providing equitable education at SEHS. **Staff Responsible for Monitoring:** Campus Administrators SPED Directors SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: The TEKS Resource System (TRS) and task analysis tool will be used in curriculum planning and lesson plan design. Instructional Focus Document, Year-at-a-Glance, TEKS verification, and the Vertical Alignment Document will be used to ensure student success. Supplies and technology necessary to effectively implement scope and sequence such as laptops, projectors, iPads (and replacements as needed), ring binders, paper, markers, pencils and notebooks will also be provided. Planning time will be used for review of TEKS Resource System alignment. Weekly **Strategy's Expected Result/Impact:** Teachers will be equipped will the necessary tools to deliver quality instruction. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Reorganization of newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for EBs and newcomer students. Strategies & materials will be used to ensure success include Sentence Frames, Dictado, flip grid, Sheltered instruction, Pathway to Proficiency, intervention kits, and other resources. Each 9 weeks **Strategy's Expected Result/Impact:** Newcomer students will be academically successful in all classrooms. **Staff Responsible for Monitoring:** Administrators Instructional Specialists ESL Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Implement a variety of reading strategies across the content area to improve all students' performance in English I & II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies, End of the year Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily **Strategy's Expected Result/Impact:** Increase in EOC English I and II STAAR Performance **Staff Responsible for Monitoring:** Administrators RLA Instructional Officer RLA Instructional Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Provide after-school and evening tutoring, Saturday School, internal tutorials, intercession remediation and prep, and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of being retained, losing credit, or not meeting the standards on EOC and/or AP assessments; by using all available resources to include A+ or Edgenuity, IXL, credit recovery, workbooks, tutoring mobile stations, updated study materials that address EOC for all content areas. Tutoring to be given by teachers and monitored by para-educators. Weekly **Strategy's Expected Result/Impact:** Retention and/or reclassification rates will decrease; students will be successful on EOC, AP, and other assessments with increasing rates. **Staff Responsible for Monitoring:** Administrators At-Risk Teacher Tutoring Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Provide students with visual and hands-on strategies to facilitate the learning process in science classrooms. Students will have access to laboratory materials and tools to include dissection kits, motion detectors, chemicals, clipboards and other instructional supplies to complete lab/lab recordings. Provide resources to facilitate science instruction: STEMScopes print bundle. Daily **Strategy's Expected Result/Impact:** Students will have access to all materials needed to effectively master the science content standards. **Staff Responsible for Monitoring:** Campus Administrators P & I Science Instructional Officer Science Instructional Specialist Science Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Provide supplies, contracted services, and transportation for students to participate and compete in non-athletic extracurricular activities. This is to include: Cheerleading, NJROTC, Dance, Theater, Student Council, band, OAP, etc. Each semester **Strategy's Expected Result/Impact:** Students will travel and compete in various activities bringing recognition to the school and district. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily). Enhance classroom environment by providing students desk, modular cubicles, SEL Materials, Classroom supplies etc. **Strategy's Expected Result/Impact:** Enrollment and Successful exits of students placed in DAEP. **Staff Responsible for Monitoring:** Campus Administration PBIS Team Members Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: Supplies to facilitate and provide supplemental services and instruction to at risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services program through support provided by homebound and/or virtual instruction. (Daily) **Strategy's Expected Result/Impact:** Documented Hours of homebound Services Provided; credit acquisition by students receiving services **Staff Responsible for Monitoring:** Campus Administration At-Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Provide research-based interventions aligned to the TEKS and reviewed by the multi-tiered support system team, specifically RtI: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits, workbooks, software e.g. Study Island, Frontline, etc). (Daily) **Strategy's Expected Result/Impact:** Students will receive quality instruction with interventions. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: The campus leadership team will meet minimum of twice a month to discuss campus issues (academic, culture, status, future endeavors, etc.) Monthly **Strategy's Expected Result/Impact:** Campus Leadership will work as a team to address campus issues and hold each other accountable. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 22: Meet with Site Based Decision Making Team (SBDM) once a month to review campus needs. Monthly **Strategy's Expected Result/Impact:** Committee will review Campus Improvement Plan and review alignment of calendar events with the goals. **Staff Responsible for Monitoring:** Principal SBDM Members **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23: Meet with Campus Instructional Leaders bi- monthly to discuss to review curriculum priorities. Quarterly **Strategy's Expected Result/Impact:** Committee will keep instructional activities current **Staff Responsible for Monitoring:** Principal Instructional specialists Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 24: Establish vertical and horizontal alignment processes to include middle school personnel. The instructional coaches will visit the middle school to assist teachers there. Middle school instructional specialists will visit the high school. Each Semester. **Strategy's Expected Result/Impact:** Instructional Rounds will assist staff in aligning instruction. **Staff Responsible for Monitoring:** Instructional Specialists P & I **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 25: Provide teachers access to students' special population codes as permitted by TEAMS. Special population lists will be provided to teachers electronically or with hard copies. Monthly **Strategy's Expected Result/Impact:** Teachers will be knowledgeable of students. **Staff Responsible for Monitoring:** PEIMS Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 26: Teen parents will be encouraged to continue their education at SEHS with the opportunity for Compensatory Education homebound Instruction (CEHI) services as needed. The At-Risk teacher will give guidance to teen parents about staying in school. Monthly **Strategy's Expected Result/Impact:** Student parents will succeed in earning credit via non-traditional methods. **Staff Responsible for Monitoring:** Administrators Instructional Specialists At-Risk Teacher **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**				

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 27: Continue co-teaching model in courses that require students to take an End-of-Course Exam in order to ensure positive passing rates for our students with disabilities. Each 9 weeks **Strategy's Expected Result/Impact:** Special needs students will receive access to general ed curriculum and support via the assigned SPED teacher. **Staff Responsible for Monitoring:** Administrators Co-Teaching partnering teachers SPED Director **TEA Priorities:** Improve low-performing schools - - **Results Driven Accountability**				

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 28: Monitor and evaluate the effectiveness of student intervention plans, personal graduation plans, and accelerated instructional plans. Each semester **Strategy's Expected Result/Impact:** Counselors & RtI team members will monitor students to make sure they are on track for graduation. **Staff Responsible for Monitoring:** Counselors RtI Teachers At-risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 29 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 29: Continue to utilize TRS and implement task analysis tools to drive instruction at all grade levels through Professional Learning Communities during PLC periods. Weekly **Strategy's Expected Result/Impact:** Effective instruction will follow the curriculum that will be aligned to state standards. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Instructional Officers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 30 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 30: Identify students in need of summer school assistance; and provide student transportation; have extra duty pay for teachers and support staff. Identify students based on AIPs (8th to 9th grade); entry into SEECHS (Summer Bridge Program); TSIA2 scores; EOC scores and grade reports. Second semester **Strategy's Expected Result/Impact:** Students will recover credits and close learning gaps during the summer. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 31 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 31: A Campus College, Career, Military Readiness Specialist will provide guidance and assist students with the overall administration and campus level operations of college readiness programs. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Coordinate and increase the number of students in the dual credit programs, AP placement/testing, in early college high school, that are successful with TSIA2, prepare for SAT/ACT. Maintain a standard of conduct that is supportive of the college, career, and military readiness program. **Staff Responsible for Monitoring:** Campus Administration Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 32 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 32: Provide supplies to students in fine arts classes to ensure success and promote creativity to ensure a well-rounded education. (Daily) **Strategy's Expected Result/Impact:** Student art work displayed during a showcase. **Staff Responsible for Monitoring:** Campus Administration Teacher				

Strategy 33 Details	Reviews			
Strategy 33: Provide students with supplies needed to compete in UIL activities. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: Students will compete in UIL activities **Staff Responsible for Monitoring:** Campus Administration	Sept	Nov	Jan	Mar

Strategy 34 Details	Reviews			
Strategy 34: Provide NJROTC students with the supplies needed to make them successful in the program. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: NJROTC students will achieve and excellent rating. **Staff Responsible for Monitoring:** Campus Administration Instructors	Sept	Nov	Jan	Mar

Strategy 35 Details	Reviews			
Strategy 35: Provide supplies needed for Student Council and National Honor Society to help expand the program and recruit new members. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: Student Council will receive recognition in their district. **Staff Responsible for Monitoring:** Campus Administration Student Council Advisor	Sept	Nov	Jan	Mar

Strategy 36 Details	Reviews			
Strategy 36: ESL teachers and aides will use the LAS assessment for newly enrolled students from another country or state & /or to review proficiency level. To have available resources to implement test such as, CD player, individual student folders and testing materials. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Students will be placed in the correct placement determined by the LPAC committee and LAS results. **Staff Responsible for Monitoring:** LPAC clerk LPAC teacher **Results Driven Accountability**	Sept	Nov	Jan	Mar

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Students will increase performance as measured by improvements on college entrance and college readiness examinations as follows:

ACT Average Cohort Score: 17.2 to 20.6
SAT Average Cohort Score: 900 to 1027
All Advanced Placement Examinations: 36.42 to 50.6 scoring 3+
The rate of successful Dual Credit Course Completion will increase from 57.5% to 73.0%.

Evaluation Data Sources: ACT, SAT, Advanced Placement Examination Results, Advanced Placement Course Completion, Dual Credit Course Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase ACT, PSAT, SAT, AP, and TSIA participation by testing Freshmen, Sophomores, Juniors, and Seniors to determine Dual Credit placement and include test prep seminar sessions each semester. Provide and facilitate testing process with calculators, recorders, batteries, and other supplies needed for testing. Each semester **Strategy's Expected Result/Impact:** More students will be enrolled in college level courses. **Staff Responsible for Monitoring:** Assistant Principals CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college - - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Create field trip opportunities for At Risk students to attend UTEP, EPCC, NMSU, Western Tech, and other post secondary institutions. Each semester **Strategy's Expected Result/Impact:** Students are exposed to college life through field trips to UTEP and NMSU. **Staff Responsible for Monitoring:** CCMR Specialist Counselors At-Risk Teacher **TEA Priorities:** Connect high school to career and college - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: CCMR Specialist and Counselors will promote awareness in financial aid, college prep testing, scholarships, Apply Texas, etc. to support higher education goals. **Strategy's Expected Result/Impact:** Counselors have all current information needed to assist students. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide necessary support and expand student participation through opportunities for college credit with courses such as CBE, Dual Credit, AP, and EOC in order to support college Readiness initiatives. Provide teachers and students with the necessary textbooks, reading materials, supplies/technology equipment to properly conduct courses, i.e.: binders, markers, colored pencils, ISN's, textbooks, computers, laptops, calculators, benchmark booklets, etc. Daily **Strategy's Expected Result/Impact:** Students will graduate from SEHS with college credit hours. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Attendance and Leaver Committee will meet every nine weeks to ensure and monitor that all students graduate in four years from high school. The committee will meet as needed to review data on dropouts, no shows, and students who are lacking credits and have not met standard on state-mandated tests. Home visits will be made when necessary to recover improper leavers. Every 9 weeks **Strategy's Expected Result/Impact:** Student will complete their high school requirements. **Staff Responsible for Monitoring:** Assistant Principals Registrar Clerk Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: The four-year (on time) graduation rate will increase from 86.6% to 91.0%, (TEA Performance Report Card)
The five-year (longitudinal) graduation rate will increase from 89.3% to 92.0%.
The grades 9-12 dropout rate will decrease from 3.1% to 1.9%.

Evaluation Data Sources: Increase of current on-time (4-year) and longitudinal (5-year) graduation rates, a decrease in Grades 9-12 current dropout rate (TEASE, or TAPR for 2019)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students identified At-Risk that need additional support to ensure graduation will be provided one-on-one interventions by the at-risk teachers. Daily **Strategy's Expected Result/Impact:** At -Risk students will graduate within reasonable time frame. **Staff Responsible for Monitoring:** Coordinator for School Improvement At-Risk Teachers CCMR Specialist **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework. ARD committees will review annual progress of students in order to establish an appropriate coursework plan to ensure student graduation needs are being met. Necessary supplies include time clocks, time sheets, textbooks, electric sharpeners, shredder, file cabinets, manila folders, and hanging folders. Daily **Strategy's Expected Result/Impact:** Increase the number of students graduating within cohort. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers Transition Coach **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Credit recovery programs will be utilized for improper leavers that are lacking minimal credits. The program will be utilized before school, after school and during school. (programs e.g. A+ or Edgenuity) Daily **Strategy's Expected Result/Impact:** Students will complete missing credits needed for graduation. **Staff Responsible for Monitoring:** Credit Recovery Facilitator(s) - Teacher & Aide Counselors **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: To increase parental and community participation in instructional activities and literacy programs / projects by 10% from the 2022-2023 school year to the 2023-2024 school year.

Evaluation Data Sources: Meeting agendas, sign in sheets, parental feedback, and surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parents will be invited to attend appropriate campus, district, and regional trainings; e.g. Progressing Together Meetings, Literacy Sessions, and the Annual Regional Parental Engagement Conference @ Region XIX. Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Non-employee travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.04.001.30 - $300				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Host informational meetings to educate parents on how they can assist their children with the transition to high school and/or college; Sessions to clarify on Dual Credit and Advanced Placement courses, CTE & CCMR & MTSS protocol and issues.; Sessions on Personal Graduation Plans, etc. Parents will be provided general information on the different requirements at each grade level that will lead to student success. Train parents in various areas; Practical Parent Education and Parent Portal. (Parent materials and refreshments). Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Instructional Specialists Counselors Parent Liaison CCMR Specialist **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.04.001.30 - $1,000, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.04.001.30 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase parental involvement and communication through the use of books, newsletter, website, teacher phone calls, letters, home visits, parent portal, a variety of parent informational presentations, bulletin boards, posters, flyers and hands-on activities and monthly meetings. Weekly **Strategy's Expected Result/Impact:** Parent attendance at activities will increase. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Librarian Counselors Instructional Specialists **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Food purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.04.001.30 - $1,244				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEHS will assist in the development of a family-friendly environment at the campus, by supporting and implementing effective practical, research-based parental involvement practices to improve student academic achievement; to include a "parent center" where parents will have access to supplies to support the daily activities of the campus. (Daily) **Strategy's Expected Result/Impact:** Parents will be invited to attend and participate in all aspects of school life. **Staff Responsible for Monitoring:** Campus Administration Federal/Special Programs Coordinator Associate Superintendent **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parent liaison will attend various district, Region XIX, and statewide professional development events to promote parental and community involvement; (Yearly) **Strategy's Expected Result/Impact:** Parental involvement numbers will increase based on information learned at conferences. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6411.04.001.30 - $1,200, R19 Trainigs - 211: Title I, Part A Improving Basic Programs - 211.61.6239.04.001.30 - $200				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Conduct Title I and school improvement program orientations such as: Parent Right to Know, Parent Compact, Parent notification-school choice, and transition structures and strategies (9th grade only). Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Each semester **Strategy's Expected Result/Impact:** Parents will receive the information on the various Title I requirements. **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Train parents to serve in a decision-making capacity such as Language Proficiency Assessment Committee (LPAC), School Improvement and Operational Team (SIOT), Admission Review and Dismissal (ARD) Committees, campus literacy projects. Weekly **Strategy's Expected Result/Impact:** Parents will be part of the decision-making committees for students. **Staff Responsible for Monitoring:** Administrators SPED Teachers Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aide process of college entrance. Spring semester **Strategy's Expected Result/Impact:** Parents will help students complete financial aid packages and prepare for entry to college. **Staff Responsible for Monitoring:** Assistant Principal for Guidance and Instruction Counselors				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Provide streaming services of graduation to account for inclement weather/overflow. (Yearly) **Strategy's Expected Result/Impact:** Graduation is available to all of the community. **Staff Responsible for Monitoring:** Technology Department **ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide access to technology devices e.g. desktops, laptops, printers, etc. in the parent center so parents, volunteers, and the parent liaison can navigate the websites needed to monitor and support students achievement. Daily **Strategy's Expected Result/Impact:** Parent Center will help parents check grades, progress, attendance, and other websites used to monitor student progress. **Staff Responsible for Monitoring:** Parent liaison				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The two special education teachers will provide all the High School students help with their identified needs. (2 FTE's) Daily **Strategy's Expected Result/Impact:** Continue assisting special education students in their areas of need. **Staff Responsible for Monitoring:** Special Education Teachers Campus Administration Special Education Director **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The Special Education Instructional Aide will provide additional academic support to the students. Daily **Strategy's Expected Result/Impact:** To assist the student struggling in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/ Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Classrooms will offer support in subject areas to help student recover lost learning due to quarantine and COVID Pandemic. Reading materials will be accessible to all students throughout the campus; to promote a "Culture of Literacy" that will help students close the loss of learning caused by the COVID pandemic. Science classes will use consumables to offer labs and demonstrations. Daily **Strategy's Expected Result/Impact:** Students will have easy access to read books and e-books; books that are culturally sensitive and that promote emotional/mental well-being. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Counselors Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The high school will continue upgrading or adding devices for computer labs, theater stations, mobile units, and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 to include any technology replacement items to better serve our students. Software will be considered for updates. (Yearly) **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff members with training opportunities to better inform and assist all stakeholders in the learning process. This includes professional development for administrators on coaching and instructional methods; parent liaison on better supporting parents to increase academic achievement, teachers needing additional training, and support staff personnel that may address mental health. (Monthly/ Bi-Monthy) **Strategy's Expected Result/Impact:** Continue supporting parents and families with tools to assist their children **Staff Responsible for Monitoring:** Campus Principal Campus Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents will have various opportunities to participate in activities that promote a 'Culture of Literacy' on the campus and at home; attend information meetings, Practical Parenting sessions, and other meetings/workshops designed to promote community and parental involvement. Monthly **Strategy's Expected Result/Impact:** Parents will encourage reading with students to help close the gap created by regression in reading skills due to the COVID pandemic. **Staff Responsible for Monitoring:** Coordinator of School Improvement Librarian Instructional Specialist Parent Liaison				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide all of the necessary supplies or equipment to ensure that the students/staff work in a clean/sanitized environment. Daily **Strategy's Expected Result/Impact:** Clean learning environment **Staff Responsible for Monitoring:** Campus Administration Custodial Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Students struggling to acclimate back into classrooms procedures will be provided supports through SEL activities, reading materials, supplies, and lessons with the PBIS Core Team and Counselors. SEL Activities will be implemented weekly in the general classrooms. Student Safe Spaces and Calming Corners will be found throughout the campus. (counseling center, admin office, classrooms, etc.) **Strategy's Expected Result/Impact:** Students will transition from hybrid learning back to face-to-face instruction with minimal negative impact. **Staff Responsible for Monitoring:** Counselors PBIS Core Team Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: At-Risk Service Teacher (1 FTE) Enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, ESL students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will be offered academic tutoring and remediation and emotional and behavioral support with activities. Supplies will be provided for the students and sessions will be held before & after school and on Saturdays. Daily **Strategy's Expected Result/Impact:** Students will recover lost learning in closing the gaps. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: All students will be provided with general supplies to complete class assignments, student activities, fine arts lessons, and other projects. Teachers will monitor engagement through various instructional lessons that include activities for accelerated learning. Daily **Strategy's Expected Result/Impact:** Students will have equitable opportunity to learn, regardless of financial setbacks due to the pandemic. **Staff Responsible for Monitoring:** Instructional Specialists Coodinator of School Improvement Teachers Counselors **TEA Priorities:** Improve low-performing schools -				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Intervention Teacher (2 FTE) Provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society. (Daily/Yearly) **Strategy's Expected Result/Impact:** Provide quality accelerated instruction through co-teaching and interventions. Identify appropriate academic student services for at-risk students and ensures that the appropriate services are monitored and delivered. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal District Administration				

Strategy 11 Details	Reviews			
Strategy 11: An Aide-Special Ed II will be employed. Annually	Formative			Summative
Strategy's Expected Result/Impact: Improved instruction for Special Education students.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Special Education Director				

Strategy 12 Details	Reviews			
Strategy 12: At-Risk Aide (1 FTE)The primary purpose of this position is to provide targeted instructional support and interventions to at-risk students. Assist the campus with the implementation of the At-Risk Program to include; At-Risk documentation and record keeping. At-Risk committee meetings, credit recovery processes, and procedures to include RTI. (Daily/Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Provide instructional support for At-Risk students in the classroom. Conduct instructional exercises assigned by the teacher; work with individual students or small groups. Responsible for monitoring At-Risk students for credit recovery. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 13 Details	Reviews			
Strategy 13: Provide Administrators, Counselors, Teachers, and Para Educators with training and resources to better support faculty and student issues that were brought on by the Pandemic, to include academic progress and mental health. Daily	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Students will have a balance emotional state to better make academic progress. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Intervention resources such as kits, fine arts materials, instrument parts/pieces, and workbooks will be available for students to use during class instruction, during after-school tutoring, intersession and Saturday School Resources and materials to enhance student learning will be used to help close the learning gap created by the COVID pandemic. Daily **Strategy's Expected Result/Impact:** Students will have varied instructional materials to master various concepts. **Staff Responsible for Monitoring:** Teachers Instructional Specialists **TEA Priorities:** Improve low-performing schools -				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Offices of campus administrators, counselors, librarian, and admin assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficient reports and data. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Teachers will have the opportunity to order classroom supplies needed to provide effective instruction. **Strategy's Expected Result/Impact:** Students will have increased academic achievement. **Staff Responsible for Monitoring:** Teachers Instructional Specialists				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, power point presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, Software, and Instructional Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Software: Notable Inc, Kami, IXL, Vista - 211: Title I, Part A Improving Basic Programs - 211.11.6268.02.001.30 - $24,000, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.11.6329.01.001.30 - $10,000, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.01.001.30 - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.12.6329.01.001.30 - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District Regional or in state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: High School will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation, **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The high school will employ Title I positions to help and support campus needs. **Strategy's Expected Result/Impact:** Supplement instructional support **Staff Responsible for Monitoring:** Administrator **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** CCMR Specialist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - $80,790, Instructional Aide (Math & Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.001.30 - $22,556, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.001.30 - $25,943, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.001.30 - $25,000, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.001.30 - $87,718, Journalism Teacher - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - $65,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speakers, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily **Strategy's Expected Result/Impact:** Enhance student learning thru the use of technology **Staff Responsible for Monitoring:** ADministrators and Instructional Specialists **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Technology Equipment: Students - 211: Title I, Part A Improving Basic Programs - 211.11.6395.02.001.30 - $23,624, Technology Equipment: Teachers - 211: Title I, Part A Improving Basic Programs - 211.13.6395.02.001.30 - $15,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Classroom Instructional Aide 1 FTE-: Identify and monitor all at-risk students students; and provide remediation and academic support to ensure academic progress. Each 9 weeks **Strategy's Expected Result/Impact:** At-Risk folders will reflect the interventions and student progress ; interventions will happen in the at-risk/intervention classrooms **Staff Responsible for Monitoring:** Administrators Coordinator for School Improvement At Risk/PRS Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Campus Instructional Specialists will work with classroom teachers to support student learning and carry out district initiatives in all content areas via professional development and modeling best-practice instruction. The Campus Instructional Specialists are responsible for improving teaching and learning at the campus (2 FTEs). (Daily **Strategy's Expected Result/Impact:** Lesson plans will be directly aligned with the academic goals of the campus and will be reflective of best practices. Teachers will have increased scores in unit and interim assessments. **Staff Responsible for Monitoring:** Campus Administration Coordinator of Instructional Programs Planning and Instruction - Instructional Officer **Title I:** 2.4, 2.5, 2.6				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: A Campus College, Career, and Military Readiness Specialist will provide guidance and assist students with the overall administration and campus-level operations of college readiness programs. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Coordinate and increase the number of students in the dual credit programs, AP placement/testing, in early college high school, that are successful with TSIA2, prepare for SAT/ACT. Maintain a standard of conduct that is supportive of the college, career, and military readiness program. **Staff Responsible for Monitoring:** Campus Administration Counselors **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide reading materials and supplies to students to achieve at high levels in academic subjects for all English learners can meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity to English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist and Bilingual Director. **Title I:** 2.5, 2.6 **Funding Sources:** Reading Materials - 263: Title III, Part A English Language Acq. - 263.11.6329.01.001.25 - $6,000 , Technology Equipment - 263: Title III, Part A English Language Acq. - 263.11.6329.02.001.25 - $2,000, General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.01.001.25 - $7,373				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. Included but not limited to Parental Engagement. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - 289:Title IV, Part A Subpart 1 - 289.11.6329.01.001.30 - $10,000, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.001.30 - $25,811, Technology Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6395305.001.30 - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services-school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, Social Worker. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science). And including equipment and software for parental engagement. **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.6				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: High School will provide secondary transition students with summer programs to support learning, tolerance, and prejudice. (Extra-Duty Pay teacher, aide, books and school supplies, educational field trip). **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers ,Counselors and Social Worker **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, and nine-weeks reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: High School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. **Strategy's Expected Result/Impact:** To have transition student continuing their college education after graduation. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/ Homeless Liaison **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pa,)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: San Elizario High School will provide all students with supplemental instruction on core academic subjects materials, intervention materials, software and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialists, and other instructional support. **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Supplies to facilitate and provide supplemental services and instruction to at-risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services programs through homebound and virtual instruction support. (Daily) **Strategy's Expected Result/Impact:** Documented Hours homebound Services Provided; credit acquisition by students receiving services **Staff Responsible for Monitoring:** Campus Administration At-risk Teacher **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SCE Campus support staff to attend professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction. Professional Development to improve d instructional practices and improve student achievement. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Campus Administrators, At-Risk Teacher, At-Risk Aide **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Enrollment in coherent sequence of course offerings will increase. The number of students obtaining certifications and licensures through CTE coherently sequenced programs will increase. Other coherent programs include Journalism, Sports Medicine, JROTC, and Fine Arts classes.

Evaluation Data Sources: Coherent sequence program enrollment percentages, number of obtained certifications, scholarships, and licensures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily **Strategy's Expected Result/Impact:** Students will continue to qualify for state and national competitions in the Spring. **Staff Responsible for Monitoring:** CTE Administrator CTE Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will be prepared to meet standards for industry employment, post-secondary programs e.g. EMT, Sports Medicine, and/or scholarship opportunities e.g. JROTC and Journalism. Each 9 weeks **Strategy's Expected Result/Impact:** Students will test in their respective fields to receive certification and have the qualifications to adequately compete for scholarships and colleges with programs in journalism or physical therapy. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Connect high school to career and college -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Use Career and Technical Education courses to promote student access to technology. Daily **Strategy's Expected Result/Impact:** The CISCO program will train students in computer skills allowing to work within the technology field. **Staff Responsible for Monitoring:** CTE Coordinator Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit, certifications and completion of pathways. Each semester **Strategy's Expected Result/Impact:** Graduation plans include the Career Pathways to include CTE courses. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Pay for licensures for students based on their CTE program of study. Each semester **Strategy's Expected Result/Impact:** Students will test in their respective fields to receive certification. **Staff Responsible for Monitoring:** Administration CTE Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Student will have access to necessary PPE, consumable supplies, and other materials to partake in quality hands-on instruction, and in PLTW courses. Daily **Strategy's Expected Result/Impact:** Increase in the number of Industry-Based Certifications **Staff Responsible for Monitoring:** Instructors **TEA Priorities:** Connect high school to career and college				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Develop, improve, or expand the use of technology in CTE, to provide CTE students with CTE skills needed (including developing STEM knowledge) that lead to entry into the technology fields. PLTW participation will allow students to increase use of industry relevant technology in the CTE classrooms. Monthly **Strategy's Expected Result/Impact:** Increased access to relevant technology. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers (PLTW) **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will have the opportunity to participate in competitions, conferences, and workshops that will better prepare them for post-secondary opportunities. **Strategy's Expected Result/Impact:** Students will learn skills necessary to compete for post-secondary opportunities through experiences. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students in CTE classes will have access to facilities that will be maintained to meet all guidelines and that exude quality and professional services.

Evaluation Data Sources: Maintenance and facility reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Contract companies to perform one annual thorough cleaning as needed. Annually **Strategy's Expected Result/Impact:** Adequate Facilities **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Link CTE to post-secondary education and/or the industry. Annually **Strategy's Expected Result/Impact:** Prepare CTE students for careers and/or professional certifications **Staff Responsible for Monitoring:** Campus Administration Counselors CTE Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will work toward industry-based certifications that align with TEA for each program of study; program growth and student achievement by race, ethnicity, and gender. Monthly				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Develop and implement annual CTE program evaluations to determine consistency in CTE vertical alignment across campuses and to ensure fidelity implementation. Annually **Strategy's Expected Result/Impact:** Thorough review of CTE programs of study. **Staff Responsible for Monitoring:** District CTE Coordinator Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: Students will have the opportunity to earn college credit through AP courses and Dual Credit courses at SEHS. Annually

Evaluation Data Sources: AP Scores and Dual Credit End-of-Year Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: AP students will be provided with materials, such as textbooks and access to online support and workbooks. Daily **Strategy's Expected Result/Impact:** The percentage of students earning a 3 or above on AP exams will increase. **Staff Responsible for Monitoring:** CCMR Specialist Instructional Specialists AP/DC Teachers and Instructional Aides **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEHS Students will be provided textbooks, registration fees, assessment costs, etc. so they all have the opportunity to earn college credit through Dual Credit courses (EPCC). Daily **Strategy's Expected Result/Impact:** Students will graduate with college credits. **Staff Responsible for Monitoring:** Administrators Counselors CCMR Specialist Textbook Clerk **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 4: Post-secondary enrollment will increase from 37.7% in Fall 2023 to 51% in Fall 2024; for UTEP, EPCC, and other state institutions of higher education.

Evaluation Data Sources: Texas Higher Education Coordinating Board Report will show an increase in the percentage of students enrolling in college in the fall, immediately after graduating from SEHS.

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: The campus will maintain a safe environment conducive to learning by reducing disciplinary incidents, increasing social services contacts and related presentations and by promoting academic achievement.

Evaluation Data Sources: Discipline reports, documented presentations, documented social services activities/contacts/assistance

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The offices of campus administrators, coordinators, counselors, librarian, and administrative assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficiency reports, customer service, and data. **Staff Responsible for Monitoring:** Administration Librarian Coordinator for School Improvement **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The school will provide a nurse to assist students in need of medical services. Daily **Strategy's Expected Result/Impact:** Students will have access to a medically trained personnel during school hours on a daily basis to assist with any medical needs. **Staff Responsible for Monitoring:** Nurse **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will implement the Multi-Tiered Support System within their classrooms with academic interventions, monitor discipline data through SWIS reports, implement SEL lessons bi-monthly. The Eagle Success Team will follow through on the initiative and extend it through further RtI, Mental Health, and Restorative practices. **Strategy's Expected Result/Impact:** Students will learn and transfer the core values to their daily lives. **Staff Responsible for Monitoring:** Administrators Counselors Eagles Success Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Security officers and hall monitors will be provided with the necessary equipment to carry out the assigned duties. Security will be on duty for after school functions. Daily **Strategy's Expected Result/Impact:** Safety of students, staff, and visitors will be monitored creating a safe environment. **Staff Responsible for Monitoring:** Administrator for Safety Security Monitors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily **Strategy's Expected Result/Impact:** Security will be at school functions to monitor crowd control. **Staff Responsible for Monitoring:** Administrator for Safety Technology **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Disciplinary Alternative Educational Placement (DAEP) will be used for students who are chronically violating the Student Code of Conduct or who commit serious offenses. DAEP will provide daily restorative circles, weekly meetings with a counselor or MTSS/PBIS representative. Daily/Weekly **Strategy's Expected Result/Impact:** Students who do not comply with school rules will be placed in DAEP and continue to receive instruction. **Staff Responsible for Monitoring:** Assistant Principals DAEP Teacher(s) and Aide **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The attendance committee and the attendance clerk will monitor and ensure accurate attendance from teachers through attendance verification sheets, notify parents of excessive absences and tardies, and refer excessive absences to truancy court with the assistance of counselor/social worker efforts. Students will follow the Truancy Prevention Plan (contracts) and the Loss Of Credit (LOC) recovery plan. Daily **Strategy's Expected Result/Impact:** Accurate documentation will be in place for auditors. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerk Social Worker Truancy Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Incentives and recognition will be provided for students with perfect attendance, honor roll grades, positive behavior, SEL Participation, and academic achievement (literacy or STEM or language acquisition). Books to promote a "Culture of Literacy" will be used via school wide activities, e.g. assemblies, Tutoring/Remediation Sessions, etc. Tier 1 students will be Monthly **Strategy's Expected Result/Impact:** Increase in recognition for positive behavior and academic achievement. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Student Activities Manager MTSS Core Team ESL Teachers (newcomers) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus personnel will participate in the School Health Advisory Council (SHAC). Quarterly **Strategy's Expected Result/Impact:** Activities will center around good health habits and be consistent throughout the district. **Staff Responsible for Monitoring:** Administrator for SHAC Committee members elected to SHAC				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly **Strategy's Expected Result/Impact:** The possession of drugs on campus will decrease. **Staff Responsible for Monitoring:** Administrator for Safety				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Physical Education teachers and coaches will motivate students to improve on their Fitness Gram results. Daily **Strategy's Expected Result/Impact:** Fitness Gram report will show an improvement in student health as required by the State. **Staff Responsible for Monitoring:** P.E. Teachers				

Strategy 12 Details	Reviews			
Strategy 12: Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly	Formative			Summative
Strategy's Expected Result/Impact: The at-risk teacher will meet with students and give information that will increase awareness of disease.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: PRS Educator, Nurse				

Strategy 13 Details	Reviews			
Strategy 13: Utilize Social Worker, At-Risk Counselor, and School Nurse to enhance guidance program. Every 9 weeks	Formative			Summative
Strategy's Expected Result/Impact: Personnel will work as a team to create the best program for all students.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Social Worker, Counselors, Nurse				

Strategy 14 Details	Reviews			
Strategy 14: Home visits will be conducted for: Dropout recovery, attendance issues, leavers, and social services. Every 9 weeks	Formative			Summative
Strategy's Expected Result/Impact: Home visits will remind families that students need to be in school to be ready to meet graduation requirements. **Staff Responsible for Monitoring:** At Risk Teacher Social Worker Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Sept	Nov	Jan	Mar

Strategy 15 Details	Reviews			
Strategy 15: Homeless services, supplies, and transportation will be provided to students in need of assistance. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Students will receive all the necessary assistance to keep them in school despite their situation.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: District Homeless Liaison				

Strategy 16 Details	Reviews			
Strategy 16: NJROTC and others will conduct the following student informational classes: Bullying, Sexual Harassment, and Bystander Intervention. Monthly/Yearly	Formative			Summative
Strategy's Expected Result/Impact: NJROTC conducts various trainings as required by the program to keep cadets ready to participate in all the ROTC activities. **Staff Responsible for Monitoring:** NJROTC Teachers Teachers	Sept	Nov	Jan	Mar

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: The campus facilities will be maintained to provide a safe and organized environment; Facilities and items such as floors, paint, furniture, etc. will be updated/replaced, as appropriate, to offer students an environment that is conducive to learning and that provides an overall positive learning experience. Daily **Strategy's Expected Result/Impact:** Facilities and maintenance will kept up to have a nice learning environment. **Staff Responsible for Monitoring:** Administrators Custodians **TEA Priorities:** Improve low-performing schools				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: All Seniors will be provided CPR training to meet graduation requirements. Yearly **Strategy's Expected Result/Impact:** Seniors will leave high school having been exposed to the basics of CPR and how to administer. **Staff Responsible for Monitoring:** Administration Nurse Athletic Trainer NJROTC Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: All students involved in athletic programs will receive information on hazing. (Once a year) **Strategy's Expected Result/Impact:** Students in athletic programs will know that hazing is prohibited at any time. **Staff Responsible for Monitoring:** Athletic Coaches, SRO Officer, Administrator in charge of Athletics				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily **Strategy's Expected Result/Impact:** Minimal number of accidents reported by support staff. **Staff Responsible for Monitoring:** Administrators Support Services (security) supervisors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: In order to ensure a safe environment, teachers will be provided items needed for first response, classrooms will have window coverings, and students will be provided IDs/lanyards and expected to wear items on campus in order to properly identify students when on campus. **Strategy's Expected Result/Impact:** Maximize student safety by being able to properly identify students **Staff Responsible for Monitoring:** Administrators Security Teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: SEHS will offer extra-curricular opportunities to students that will help build self-esteem and leadership skills.

Evaluation Data Sources: Sign in sheets, event flyers

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Blazers will be provided as uniforms for groups of students who will perform or participate in off-campus event. Semester **Strategy's Expected Result/Impact:** Students will have uniforms to show cohesiveness as a group. **Staff Responsible for Monitoring:** Starlettes coach Administration **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students will be provided with extra-curricular events that will promote a pride in the school e.g. homecoming, pep rallies, recognition events, etc. Daily **Strategy's Expected Result/Impact:** Students will respect others, themselves, and the facilities through participation in events that promote school pride/spirit. **Staff Responsible for Monitoring:** Assistant Principals Organization Sponsors Student Activities Manager **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Students will be offered opportunities in the area of fine arts to include, theater, dance, music, band, piano, and art.

Evaluation Data Sources: Enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will participate in Project-Based Learning that will encourage them to be creative and productive. Weekly **Strategy's Expected Result/Impact:** Active participation **Staff Responsible for Monitoring:** Fine Arts Teachers Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will participate in performances for the community (non-competitive) twice (one in December, one before spring break). These will include dance, art displays, band concerts, mariachi performances. Bi-annually **Strategy's Expected Result/Impact:** Students will exude confidence in their abilities and talents. **Staff Responsible for Monitoring:** Fine Arts Teachers Student Activities Manager **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for San Elizario High School

Total SCE Funds: $1,630,000.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

State Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school. State Compensatory Education aims to increase academic achievement and reduce the dropout rate of these identified students.

Personnel for San Elizario High School

Name	Position	FTE
Erika Morales	Campus Instructional Specialist-Secondar	1
Maria Crews	Teacher-At Risk Services	1
Norman Harrison	Aide-DAEP	1
Teresa Soto	Aide-DAEP	1
Tiffany Rodriguez	Aide-Classroom	1
Veronica Pulido	Campus Instructional Specialist-Secondar	1

Title I Personnel

Name	Position	Program	FTE
Alejandra Garcia	Career & Collee Readiness Specialist	Title 1, Part A	100%
Jesusa Portillo	Parent Liaison	Title I, Part A	100%
Nancy Jacquez	Librarian	Title I Part A	100%
Teresita Parra	Social Worker	Title 1 Part A	33%
Vacant	Aide-Classroom-Math & Science	Title I Part A	100%
Xiomara Armendariz	Teacher Journalism-High School	Title I Part A	100%

Campus Funding Summary

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Ed Puzzle	199.11.6268.10.001.30	$2,793.00
2	1	2	Pear Deck Subscription	199.11.6268.10.001.30	$6,380.00
				Sub-Total	$9,173.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Non-employee travel	211.61.6419.04.001.30	$300.00
2	4	2	General Supplies	211.61.6399.04.001.30	$2,000.00
2	4	2	Reading Materials	211.61.6329.04.001.30	$1,000.00
2	4	3	Food purchases	211.61.6497.04.001.30	$1,244.00
2	4	5	Employee Travel	211.61.6411.04.001.30	$1,200.00
2	4	5	R19 Trainigs	211.61.6239.04.001.30	$200.00
2	7	1	Software: Notable Inc, Kami, IXL, Vista	211.11.6268.02.001.30	$24,000.00
2	7	1	Reading Materials	211.11.6329.01.001.30	$10,000.00
2	7	1	General Supplies	211.11.6399.01.001.30	$20,000.00
2	7	2	Reading Materials	211.12.6329.01.001.30	$15,000.00
2	7	8	Librarian	211.12.6119.00.001.30	$87,718.00
2	7	8	Journalism Teacher	211.11.6119.00.001.30	$65,000.00
2	7	8	Social Worker	211.32.6119.00.001.30	$25,000.00
2	7	8	Parent Liaison	211.61.6129.00.001.30	$25,943.00
2	7	8	CCMR Specialist	211.11.6119.00.001.30	$80,790.00
2	7	8	Instructional Aide (Math & Science)	211.11.6129.00.001.30	$22,556.00
2	7	9	Technology Equipment: Students	211.11.6395.02.001.30	$23,624.00
2	7	9	Technology Equipment: Teachers	211.13.6395.02.001.30	$15,000.00
				Sub-Total	$420,575.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	Reading Materials	263.11.6329.01.001.25	$6,000.00
2	8	1	Technology Equipment	263.11.6329.02.001.25	$2,000.00
2	8	1	General Supplies	263.11.6399.01.001.25	$7,373.00
				Sub-Total	$15,373.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	1	Reading Materials	289.11.6329.01.001.30	$10,000.00
2	9	1	General Supplies	289.11.6399.01.001.30	$25,811.00
2	9	1	Technology Supplies	289.11.6395305.001.30	$10,000.00
				Sub-Total	$45,811.00

San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2024-2025 Campus Improvement Plan

Mission Statement

At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation, and offer extracurricular activities that meet individual student needs.

Vision

Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

CIP Plan of Dissemination

The final draft of the plan will be disseminated to all staff members on the middle school campus. The plan will be reviewed at SBDM team meetings.

In addition to dissemination of the plan to the entire staff, the plan will also be forwarded to the following individuals:

Superintendent
Associate Superintendent
Administrator of Research and Evaluation
Coordinator of Instructional Programs
Director of Special Education
Chief Financial Officer
Board of Trustees

The plan will also be placed in the following prominent places:

Campus Library, Main Office, and campus website

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 8
Staff Quality, Recruitment, and Retention 9
Curriculum, Instruction, and Assessment 10
Parent and Community Engagement 11
School Context and Organization 12
Technology 13
Priority Problem Statements 14
Comprehensive Needs Assessment Data Documentation 15
Goals 17
Goal 1: To foster well-trained human capital in order to support student success and achievement. 17
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 21
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 48
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 54
State Compensatory 61
Budget for Ann M. Garcia-Enriquez Middle School 61
Personnel for Ann M. Garcia-Enriquez Middle School 61
Title I Personnel 62
Campus Funding Summary 63

Comprehensive Needs Assessment

Revised/Approved: May 16, 2024

Demographics

Demographics Summary

Ann M. Garcia-Enriquez Middle School (GEMS) is the sole middle school in the San Elizario Independent School District, which consists of six campuses. Serving 418 students—201 in 7th grade and 217 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 48.33% female and 51.67% male students, with an attendance rate of 94.5%.

The school employs a dedicated team of 34 teachers, two administrators, two counselors, and two instructional specialists, supported by a full custodial and cafeteria staff as well as ten educational aides. Notably, 97% of the teaching staff are Hispanic, and 23% hold a Master's Degree.

As a middle school for grades 7 and 8, Garcia-Enriquez Middle School fosters a close-knit community among its 418 students. The demographic distribution is as follows:

Hispanic: 99%

Economically Disadvantaged: 94%

Emergent Bilingual (EB): 72%

English as a Second Language (ESL): 58.37%

At-Risk: 84%

Special Education: 14.35%

Section 504: 6.7%

Gifted & Talented: 8.16%

Demographics Strengths

A significant number of our students are eager to pursue higher education, especially with the opportunities provided by the San Elizario High School Early College, which began its first cohort in the 2021-2022 school year. Many families connected to Garcia-Enriquez Middle School have deep, multi-generational ties to the San Elizario community. The San Elizario Community of Champions initiative has fostered a strong sense of pride within our area. As a close-knit, multicultural school with a smaller student body, we cultivate a family orientated atmosphere that promotes belonging and unity among everyone.

In the 2022-2023 academic year, Garcia-Enriquez Middle School introduced the AVID (Advancement via Individual Determination) program to promote a growth mindset among

students. AVID's mission is to bridge the achievement gap by providing students with the skills necessary for college readiness and success in a globalized world. The program focuses on four key areas: Systems, Leadership, Instruction, and Culture, with a particular emphasis on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to support its goals. In the 2023-2024 school year, 104 students enrolled in the AVID elective class, all of whom were accepted into the San Elizario High School Early College, underscoring the program's success in preparing students for higher education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing declining enrollment. **Root Cause:** Our vicinity to neighboring districts with open enrollment policies, along with the presence of charter schools like IDEA actively recruiting within our community, poses challenges for Garcia-Enriquez Middle School. The high mobility rate in our area, particularly due to our proximity to the border, results in a constant influx and outflow of students.

Problem Statement 2: The demographics of the students has changed over the year in addition to Spanish being the dominant language in the community. **Root Cause:** Our campus has witnessed a notable rise in the enrollment of Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students. This demographic shift underscores the importance of ensuring that our educational programs and support services are responsive to the unique needs and challenges faced by these student groups.

Student Achievement

Student Achievement Summary

Garcia-Enriquez Middle School STAAR scores for the 2023-2024 school year are as follows:

2024 STAAR Scores

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra 1	98%	89%	61%	-2%	-5%	-14%

Reading	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	55%	28%	9%	-9%	-1%	3%
Grade 8	74%	39%	8%	-2%	-3%	-5%

Science	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	56%	23%	5%	-2%	-3%	-3%

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	35%	8%	3%	-11%	-9%	-2%

Student Achievement Strengths

The students at Ann M. Garcia-Enriquez Middle School are provided with a variety of classes to achieve high school credit in the areas of Algebra I, Spanish I and II, and Career and Technology courses. There are many non-traditional courses offered to prepare students to be successful in high school and college such as AVID (Advancement via Individual Determination), STEM, STEAM, Honors/PBL courses, Fine Arts, sports, clubs, and organizations. Our Eagles have been successful winning Softball District, Band UIL competitions, Do the Write Thing winner to Washington D.C., and Literary Anthology winners. Students who are struggling are provided support and interventions through STAAR labs, after school tutoring, Saturday Camps, intersession, and Summer School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall STAAR achievement scores have declined. **Root Cause:** The consistent emphasis on strong first teaching, rigorous implementation, effective lesson closure, and adjustments to the 4-day instruction schedule have presented academic challenges in maintaining instructional fidelity.

Problem Statement 2: Language barriers and consistent use of English. **Root Cause:** Our school community works with a significant influx of newcomers to the United States, many of whom possess limited to no English language proficiency upon arrival. It is noteworthy that 92% of our Emergent Bilingual students have been enrolled in U.S. schools for six years or more without achieving English language proficiency.

School Culture and Climate

School Culture and Climate Summary

Overall, most faculty and staff members appear satisfied to be at GEMS and are genuinely concerned with student growth. We are a close-knit family that works as a team to support and encourage each other. All stakeholders show a genuine concern for the safety and success of all students. The campus makes attempts to keep high morale and a positive campus climate with several efforts: the Sunshine Committee celebrates birthdays monthly; luncheons are hosted for various occasions e.g. Veterans Day. The campus leaders includes team-building activities in faculty meetings and Professional Development sessions.

School Culture and Climate Strengths

Recognition is given intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee, X, Instagram, and Facebook. Our clubs and organizations are recognized at Board Meetings for their academic accomplishments as well as other milestones.

The campus embraces the PBIS Core Values of Safety, Respect, and Responsibility. Students of the week, teachers and employees of the month are recognized through the marquee and all social media avenues. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are provided and rewarded with a variety of field trips to provide experiences they may not have experienced.

Counselors conduct restorative circles and hold individual counseling sessions for students. Counselors provide techniques and strategies for all stakeholders to take care of their social and emotional needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: PBIS and Student Code of Conduct implementation. **Root Cause:** Ensuring consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and adherence to the Student Code of Conduct across all staff members is crucial for maintaining a safe and supportive learning environment. students need to adhere to being safe-keepers and learners by applying these frameworks with fidelity.

Problem Statement 2: Inappropriate use of social media. **Root Cause:** The emergence of students creating accounts on various social media platforms to promote fights and engage in negative interactions with their peers is a serious concern. This behavior not only undermines the safety and well-being of our students but also contravenes our school's values of respect and responsibility.

Problem Statement 3: Vaping on and off campus **Root Cause:** The accessibility of vapes, both containing nicotine and THC, poses a significant challenge. These products are often discreet, easily concealable, and difficult to detect, making it challenging for school staff to identify and address vaping incidents effectively.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, we were fully staffed and will maintain this status with no vacancies for the 2024-2025 school year. During the 2023-2024 year, San Elizario ISD implemented a 4-day week for students, faculty, and staff, which teachers have adapted to from the traditional 5-day model. The campus is supported by seven administrative staff, 34 teachers, ten instructional aides, one librarian, two counselors, one principal, and one assistant principal.

35% of our teachers have 1-5 years of experience

15% of our teachers have 6-10 years of experience

34% of our teachers have 11-20 years of experience

16% of our teacher have 21-30 years of experience

Staff Quality, Recruitment, and Retention Strengths

100% of faculty & staff are trained in PBIS so teachers feel confident in managing classroom behavior; support is offered to any educator that may show the need. The campus promotes a positive culture that has a family orientated feeling that enables the faculty and staff to work as a team. Vacancies have been filled through a fast turnaround that allows classes to be a taught by a highly qualified teacher. All faculty and staff are encouraged and empowered to use a growth and innovators mindset.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Age of facilities compared to neighboring schools. **Root Cause:** The age and condition of buildings and facilities on campus, particularly the main building being 52 years old, present significant challenges for maintaining a conducive learning environment and may not be comparable to neighboring middle school buildings.

Problem Statement 2: Distance to drive to the campus **Root Cause:** The campus's remote location poses difficulties for the majority of the population residing in El Paso, requiring long daily commutes for faculty and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Garcia-Enriquez MS adheres to the curriculum set by the TEKS Resource System and other available guidelines. Teachers regularly collaborate with Instructional Specialists and administrators during PLCs and planning sessions. Students are evaluated through aligned unit assessments every 4 and 8 weeks, along with district-wide Beginning of Year, Middle of Year, and End of Year Measurement of Academic Proficiency (MAP) tests.

This data—comprising results from the 4 and 8 week assessments, MAP tests, and previous STAAR scores—guides decisions on remediation and further classroom instruction. STAAR classes continue to support students who need extra help, particularly those not meeting the STAAR standards or approaches. Data from the 2023-2024 school year indicates an increase in the number of students requiring STAAR remediation in math and reading. Teachers remain focused on delivering strong initial instruction and use quintile reports from Eduphoria to provide targeted remediation for students who are struggling.

Curriculum, Instruction, and Assessment Strengths

Teachers are working to enhance instruction by incorporating technology and new material, striving to create engaging and relevant lessons. The Planning and Implementation (P&I) department, administrators, and the campus librarian are offering support and encouragement.

The introduction of AVID (Advancement via Individual Determination) has fostered a college-focused mindset and equipped students with strategies to be future-ready. AVID emphasizes four key domains—Systems, Culture, Instruction, and Leadership—and integrates Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to strengthen initial instruction.

Due to reduced funding, we are limited in offering after-school and Saturday camps. To address this, the campus has introduced an Advisory class (Golden Hour), which all students are required to take. During Golden Hour, we will use 4 and 8 week assessments, MAP data, and HB4545 data to provide targeted interventions. Students will rotate among teachers for all tested subjects based on areas where they are underperforming.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Concern for student achievement for STAAR assessment. **Root Cause:** The implementation of STAAR 2.0, with its introduction of new question types, presents a unique challenge for students who may not be accustomed to these formats.

Problem Statement 2: Low Rigor and Relevance **Root Cause:** The absence of high-level questioning and critical thinking opportunities hinder students' academic performance and limit their overall growth and development. Rigorous and thought-provoking instructional practices that foster critical thinking skills and encourage deep engagement with content are not at 100%

Parent and Community Engagement

Parent and Community Engagement Summary

Garcia-Enriquez MS is committed to boosting family involvement in community meetings, parent/teacher conferences, volunteer programs, and other activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to their positive reception, these workshops will continue monthly at the campus Parent Center, with a focus on promoting college readiness through literacy. Keeping families well-informed remains a priority, and we will continue to hold meetings that provide essential information for students, parents, and community members. Each year presents new challenges, which we address promptly and effectively.

Parent and Community Engagement Strengths

Garcia-Enriquez MS maintains a dedicated parent liaison and benefits from the support of loyal, consistent parent volunteers. The parent liaison helps families set up parent portal accounts and navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple channels, including Blackboard (text, email, X, and Facebook). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates, and highlights of positive campus events.

The campus stays current with issues such as vaping, social media, and bullying/cyberbullying, providing parents with relevant information. We offer a range of presentations and activities for parents, including events like "I Painted That!" and Yoga with the Principal. Our clubs and organizations also contribute to community projects and support local elementary schools. Additionally, we continue to see strong parent participation in Parent/Teacher Conferences.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation **Root Cause:** The misconception that secondary students do not require as much parent involvement effects students' academic success and overall well-being.

Problem Statement 2: Parent and guardian awareness **Root Cause:** The prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement and communication with the school. Many caregivers are not as tech-savvy or familiar with digital tools, to stay informed and engaged in their child's education.

School Context and Organization

School Context and Organization Summary

For the 2024-2025 school year, the Master Schedule at Garcia-Enriquez MS will provide core content teachers with one PLC (Professional Learning Community) period and one conference period each day dedicated to their subject area. An advisory period, known as Golden Hour, will be incorporated for most teachers to address the whole child, with the following structure: Tuesday for Social Emotional Learning through Character Strong, Wednesday for AVID strategies, and Thursday and Friday for Intervention Rotations. All classes will be taught by certified teachers in their respective subjects. A Reading Interventionist will support students with a history of difficulties in Reading STAAR, and STAAR labs will be available for those who are close to passing but need additional help in Reading and/or Math.

In addition to core subjects, Garcia-Enriquez MS offers a range of Fine Arts classes, including Art, Band, Dance, and Mariachi. High school credit courses such as Spanish I, Principles of Engineering, and Principles of Audio/Video Technology will also be available. The Master Schedule accommodates STEM (Science, Technology, Engineering, Math) for 7th graders and STEAM (Science, Technology, Engineering, Art, Math) for 8th graders and GT (Gifted and Talented) for both 7th and 8th grade students.

The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, Girls Club, National Junior Honor Society (NJHS), Student Council, UIL competitions, and a broad range of sports: Volleyball, Football, Cross Country, Cheerleading, Boys and Girls Soccer, Boys and Girls Basketball, Track and Field, Wrestling, and Tennis. Additionally, for the 2024-2025 school year, the campus has partnered with outside agencies such as Aliviene, Boys and Girls Club, and Project Vida to further support student and parent engagement and involvement.

School Context and Organization Strengths

PLCs for content teachers will be held on a daily basis to provide productive collaboration among team members to make efforts to address the needs of the student academic and social emotional needs. The advisory period will be structured to provide AVID strategies of organization, note taking skills, study skills and higher order thinking. The advisory period will also consist of a social and emotion day where students will learn skills to address their well-being and building capacity with school and home. The advisory period will provide students with 21st century skills to be future ready and intervention catered to the student needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Time frame for tutoring, after school and outside agencies. **Root Cause:** Extending the school day to accommodate a four-day week has impacted the participation of after-school tutoring, extracurricular activities, and the participation of outside agencies.

Technology

Technology Summary

Garcia-Enriquez MS offers access to use and learn technology to students and staff members. Our classroom teachers have access to Chromebooks, Elmos, iPads and/or laptops, computer labs, and ActivPanels with Chromeboxes. Teachers are encouraged to embed teaching through technology into their lesson plans, as this is how today's students expect to be engaged at school. We have accomplished our previous goal having a 1:1 ratio of students to devices. Teachers are able to continue to utilize the Google Classroom.

Technology Strengths

All students are assigned a Chromebook which enables us to be a one-one campus. All teachers are utilizing the Google Classroom and Meets to post assignments, notes, and videos for students. All instructional classrooms have an Interactive White Board along with a Chromebox to provide interactive and engaging lessons. Teachers are proficient in using various digital resources to enhance student learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Problems with equipment and accessories **Root Cause:** The challenges related to students' responsibility for their Chromebooks, including damage, loss of chargers, and inability to participate electronically in class, impacts their learning experiences.

Problem Statement 2: Appropriate use of technology **Root Cause:** Students attempting to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 16, 2024

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of faculty and staff members will be provided high quality professional learning that will increase instructional effectiveness and student academic achievement.

High Priority

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations,
STAAR Results in Grades 7-8, TELPAS Results; Documentation of completed professional development offerings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All faculty and staff will be able to attend content specific training and professional learning through campus, district, Region 19, and out of town opportunities. They will be expected to share their newly acquired knowledge with their department and campus through Professional Learning Communities (PLC's) and incorporate strategies in the classroom for student learning. (Weekly) **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives, best practices and technology in a manner that proves to be effective in the efforts to reach academic achievement for all students to include subgroups and advanced academics. **Staff Responsible for Monitoring:** Campus Teachers Counselors Librarian Administration Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide professional development opportunities for librarian to attend training in areas of library science. (Yearly) **Strategy's Expected Result/Impact:** GEMS Librarian will participate in the state conference every other year to stay abreast on new information. **Staff Responsible for Monitoring:** Administration Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: At Garcia-Enriquez Middle School, faculty and staff will attend professional development that directly impacts the instruction of the Emergent Bilingual (EB) sub-population, with the intent of improving STAAR Emergent Bilingual results. ESL Teachers, General Education Teachers, Administrators, and other professional educators that will participate in sessions and training, book studies, and supplemental material to improve Emergent Bilingual student learning. (Monthly) **Strategy's Expected Result/Impact:** Teachers will use strategies to ensure the learning of EB students. Students will increase scores in TELPAS, STAAR, and campus assessments. **Staff Responsible for Monitoring:** Administrators Bilingual Coordinator Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Faculty and staff will be provided the opportunity to attend conferences and sessions at the district and region level as well as out of town opportunities to enhance knowledge of Special Education legal requirements, writing effective Individual Education Plans (IEP's), and learning a variety of strategies to incorporate accommodations and modifications for students with special needs. (Monthly) **Strategy's Expected Result/Impact:** Students will be provided resources to increase their knowledge across all classes. Student improvement in STAAR and STAAR-Alt 2 scores Teachers will have proper documentations for audit purposes. **Staff Responsible for Monitoring:** Administration Instructional Specialists Instructional Officers Diagnostician Special Education Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The campus will be able to attend AVID Summer Institute, AVID Ignite, and other AVID sessions to successfully incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. (Yearly) **Strategy's Expected Result/Impact:** Increase the use of WICOR across the campus (Writing, Inquiry, Collaboration, Organization, Readying). Students will learn effective note taking strategies Increase rigor for STAAR Meets and Masters **Staff Responsible for Monitoring:** Administration Counselors AVID Coordinator Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: For the 2024-2025 school year, at least 85% of the teachers who are observed will attain an overall rating of at least "proficient" on their T-TESS Observations and Summative Evaluations.

Evaluation Data Sources: T-TESS Walkthroughs
Formal and Informal Observations
T-TESS Goal Setting
T-TESS Summative and Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) and SLO (Student Learning Objective) prior at the beginning of the year. Teachers will continue to receive training related to the T-TESS throughout the year. (Yearly) **Strategy's Expected Result/Impact:** Teachers will be providing effective instruction for student centered learning. Increase knowledge of students through formal and informal observations. **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Each Administrator will conduct a minimum of 8 walkthroughs every week, providing documented feedback to teachers within 48 hours. (Weekly) **Strategy's Expected Result/Impact:** Provide constructive feedback and reinforce appropriate lesson delivery. Ensures teachers are providing high quality instruction. **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: In the 2024-2025 academic year, all students and student sub-groups taking the Reading, Math, Science, and Social Studies STAAR assessments will meet all accountability measures as established by the A-F Rating system.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Assessment Results
MAP Data
Unit Assessments
Exit Tickets
Formal and Informal Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will receive intervention and enrichment through supplemental resources such as workbooks, intervention kits, textbooks, and online resources during instruction, Advisory Period, RtI process, STAAR Class, After School Tutoring, Fall and Spring Intersession and Saturday Camp. (Daily) **Strategy's Expected Result/Impact:** Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student. RTI Intervention Forms will reflect implementation and changes as needed. **Staff Responsible for Monitoring:** Administration Teachers Counselors RtI committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Reading is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.041.30 - $8,100				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Transportation will be provided for students attending remediation and enrichment during after-school tutoring sessions, Saturday School, and Intersession. (Daily) **Strategy's Expected Result/Impact:** Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student. **Staff Responsible for Monitoring:** Administration Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily) **Strategy's Expected Result/Impact:** Rosters will show classes with 30 or fewer students in all core-area classes. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The Campus Instructional Specialists will work with classroom teachers to support student learning and carry out district initiatives in all content areas via providing professional development and modeling of best-practice instruction. The campus instructional specialists are responsible for improvement of teaching and learning at the assigned campus utilizing technology and appropriate resources to address campus needs, document observations and provide effective feedback utilizing data reports. (2 FTE) (Daily) **Strategy's Expected Result/Impact:** PLCs will be used to guide teachers through the planning process. Four and eight assessment scores will show mastery by 70% of students. STAAR scores will increase in the areas of Reading, Writing, Science, Social Studies, and Math. **Staff Responsible for Monitoring:** Title I coordinator Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: An Instructional Aide will provide direct instruction to students in an individual basis or small group, inside and outside the classroom under the teacher supervision. Assist teacher in preparation and management of classroom activities. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Student Grade Reports will reflect passing grades every 9 weeks. **Staff Responsible for Monitoring:** Title I Coordinator Administrators Teachers **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: GEMS will provide services e.g. tutoring and assistance to Homeless/Transition students including, but not limited to, school supplies, clothing, books, and transportation. District social worker will serve as point of contact (Daily). **Strategy's Expected Result/Impact:** STAAR Scores for students in transition will show progress in academic achievement. **Staff Responsible for Monitoring:** Administration Federal Programs Administrator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide incentives to include tangible and edible items to students who participate in Saturday School activities to increase self-esteem and expectations of our students. Weekly between September 2024 to June 2025. **Strategy's Expected Result/Impact:** Students will participate in Saturday remediation; resulting in improved scores. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: STAAR achievement performance in Social Studies for 2024-2025 will reach the following targets by:
Grade 8 Social Studies-- 60% Approaches, 30% Meets, 15% Masters

High Priority

Evaluation Data Sources: 2024-2025 STAAR Grade 8 Social Studies Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Social Studies team will utilize a various websites via technology, applications, programs, instructional practices, workbooks and project based learning to utilize to research pertinent to American History as guided by TEKS Resource System. Classes will participate in Constitution Week. (Monthly) **Strategy's Expected Result/Impact:** Social studies teachers will use technology in the classrooms and allow students to research various sites for information as appropriate. **Staff Responsible for Monitoring:** Social Studies Teachers Campus Administrators Computer Lab Aides Library Staff Central Office Instructional Personnel **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Additional Targeted Support Strategy**				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: STAAR achievement performance in Reading for 2024-2025 will reach the following targets by:
Grade 7 -- 64% Approaches, 43% Meets, 14% Masters
Grade 8 -- 80% Approaches, 44% Meets, 13% Masters

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Reading Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily) **Strategy's Expected Result/Impact:** Students will be motivated to read via electronic/technology devices. **Staff Responsible for Monitoring:** Campus Reading teachers Reading resource teachers English/ESL teachers, Computer Lab personnel Library staff Campus administrators Language Development Aides **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Bilingual Funds Software - 199: General, Bilingual Education - 199.11.6268.00.041.25 - $3,079.58				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: STAAR achievement performance in Math for 2024-2025 will reach the following targets by:
Grade 7 Math -- 85% Approaches, 62% Meets, 20% Masters
Grade 8 Math -- 85% Approaches, 62% Meets, 20% Masters
EOC Algebra I -- 100% Approaches, 90% Meets, 65% Masters

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Mathematics and End of Course Algebra I: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Math teachers and students will be provided support through site-licenses such as iXL and iReady for diagnostic tests. Students will utilize technology such as Chromebooks, Elmos, interactive whiteboards and calculators to enhance instruction and. (Monthly) **Strategy's Expected Result/Impact:** Students will show increased use of online lessons and technology in the classroom. **Staff Responsible for Monitoring:** Math Teachers Administration Instructional Specialists Instructional Officers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: STAAR achievement performance in Science for 2024-2025 will reach the following targets by:
Grade 8 Science -- 66% Approaches, 30% Meets, 15% Masters

Evaluation Data Sources: 2024-2025 Grade 8 STAAR Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will read science-related material, incorporate STEMScopes, participate in product-based materials, utilize site-license, workbooks, use consumable supplies for both lab and classroom instruction to help enhance acquisition. (Daily) **Strategy's Expected Result/Impact:** Students in science classes will be given the opportunity to improve reading skills through content passages, be able to solve algebraic problems, and participate in the Science Fair. **Staff Responsible for Monitoring:** Campus science teachers Instructional Specialists Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Teachers will incorporate labs/demonstrations into 40% of instructional time. Every nine weeks through June 2025. This includes having the appropriate materials and supplies to accomplish. (Weekly) **Strategy's Expected Result/Impact:** Students will learn through labs and demonstrations in the science classes. **Staff Responsible for Monitoring:** Science Teachers Instructional Specialist Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will be able to attend field trips and campus visits to provide hands on learning experience and see how science is applied in a real-world experience. (Monthly) **Strategy's Expected Result/Impact:** Make connections from the classroom to the real-world application. Increase interest in the sciences. Improved formal and informal assessment. **Staff Responsible for Monitoring:** Administration Counselors Instructional Specialist Instructional Coaches Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Students receiving special education services will increase their STAAR and STAAR-Alt 2 assessments in the area of approaches by 10%, meets by 2%, and masters by 1% for the 2024-2025 school year.

High Priority

Evaluation Data Sources: 2024-2025 STAAR and STAAR-Alt 2 Results: Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: General Education and Special Education Teachers will work cooperatively to implement proper Co-Teaching models at all grade levels to ensure SPED students receive grade level instruction, attend Strengthening Your Wings Camps on Saturday, after school tutoring, and Fall/Spring Intersession and be provided appropriate workbooks, materials, and supplies to meet individual needs. Special Education teachers will work with general education teachers on disaggregation of data utilizing diagnostic tests and Lead4ward during Professional Learning Communities (PLC's). (Daily) **Strategy's Expected Result/Impact:** Teachers work collaboratively to implement proper modifications and accommodations. Students will increase knowledge in assessments and assignments **Staff Responsible for Monitoring:** SPED Teachers SPED Instructional Aides SPED Director Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Academic Self-Contained Classrooms will have materials and resources necessary to provide instruction in all core areas and adopt program requirements with the Physical Education department as per Individual Education Plan (IEP) recommendations. Students in the life-skills classroom will have opportunities to practice skills in working, to include the exchange of money and inventory practice, through participation in the community based instruction (Peter Piper Pizza) and an on-site "coffee shop". (Daily) **Strategy's Expected Result/Impact:** Life Skills students will build independent living skills. PED Teachers (Life skills and/or ASC) will work with coaches to ensure students receive appropriate physical activities during P.E. classes. **Staff Responsible for Monitoring:** SPED teachers and paraprofessionals General Ed. teachers Campus Administrators District Personnel **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The Special Education Instructional Aide will provide additional academic support to the students. (Daily) **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Staff will use varied teaching methods to address the needs of Emergent Bilingual students and promote learning as measured by a minimum of 60% of Emergent Bilingual students meeting the STAAR 2024-2025 performance standard in all assessed subjects. Emergent Bilingual students will increase performance as measured by the 2024-2025 Texas Language English Proficiency Assessment System (TELPAS) to increasing at least one proficiency level in their composite score.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Results: Limited English Proficient Students
TELPAS scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers and aides will implement necessary measures to promote exit from the Emergent Bilingual program by utilizing workbooks, online programs, resources, materials, diagnostics such as LAS. Teachers will be able to effectively administer TELPAS and collect writing samples and materials to properly file LPAC documents. The campus will utilize technology for practice online speaking and listening portion of TELPAS. (Annually) **Strategy's Expected Result/Impact:** TELPAS administration will run smoothly with the focus on student achievement. **Staff Responsible for Monitoring:** ESL Teachers Administration **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: EL teachers will use authentic visuals as recommended by GLAD, TEKS Resource System, Teacher Created Materials, Zingers, Rosetta Stone, Achieve 3000, vocabulary acquisition, technology and and resources to successfully implement effective lessons to better prepare for mastery of the STAAR. (Daily) **Strategy's Expected Result/Impact:** Students will learn through GLAD strategies in the ESL, science and social studies classes. **Staff Responsible for Monitoring:** Administration ESL Teachers Instructional Officers Instructional Specialists LPAC Committee **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The campus will increase parental participation in parent meetings and parental workshops 10% through different means of communication such as printed flyers, blackboard messages (phone, text messages, email, social media), SEISD app with at least 48- hour notice in English and Spanish.

Evaluation Data Sources: Sign-in sheets from 2022-2023 as compared to sign in sheets from 2023-2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parent Liaison (1 FTE) will be hired to further the educational process through involvement of parent and community members. A parent liaison is on staff to elicit parental involvement and coordinate activities related to parental involvement across the campus. (Daily) **Strategy's Expected Result/Impact:** Increase in available parental involvement activities, and in the level of parent participation. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The campus parent liaison will assist in the development of a family-friendly environment at the campus. Support and implement effective, practical, research-based parental involvement practices and policies, and technology (Title I and Title III) to improve student academic achievement. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly) **Strategy's Expected Result/Impact:** Parents will feel welcome at the campus for conferences and meetings. **Staff Responsible for Monitoring:** Parent Liaison Title I Coordinator Administrators Counselors **TEA Priorities:** Improve low-performing schools **Funding Sources:** Reading Materials-Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.041.30, Food Purchases--Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.041.30, General Supplies--Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.041.30				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will stay after hours to meet parents at the Fall and Spring Semester Parent/Teacher Conference. Parents will be given the opportunity to evaluate the parental involvement program. (Annually) **Strategy's Expected Result/Impact:** Teachers will share grade, attendance, and behavior information with parents to help them understand completion requirements and tutoring. **Staff Responsible for Monitoring:** Parent Liaison Counselors Administrators Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Literacy sessions will be offered on a monthly bases where parents will be provided with reading materials such as books and brochures, online curriculum, and supplies. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly) **Strategy's Expected Result/Impact:** Parents will help support the efforts to improve academic achievement with students. **Staff Responsible for Monitoring:** Parent liaison Counselors Administrators PBIS Committee Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parents and community members will be provided the opportunity to serve as campus volunteers. (Daily) **Strategy's Expected Result/Impact:** All stakeholders are encouraged to participate as volunteers. **Staff Responsible for Monitoring:** Parent liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Parents and campus parent liaison will be afforded the opportunity to attend parental engagement conferences to implement new strategies for family engagement. (Yearly) **Strategy's Expected Result/Impact:** Parents will participate in the annual parent engagement conference. Parents and Parent Liaison will be more knowledgeable on student improvement and engagement. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Parents will be given the opportunity to participate in a variety of parenting activities such as extracurricular events and painting sessions. Parents will be provided with informational classes (drug awareness, homework help, literacy, healthy habits), Personal Graduation Plans (PGP's), and social emotional awareness. Parents will be invited to attend sessions specifically geared toward various subgroups, clubs, organizations, academic recognition, advanced academics information, sports banquets, inductions and events. (Monthly) **Strategy's Expected Result/Impact:** Parent Involvement in student academic and extra-curricular endeavors. **Staff Responsible for Monitoring:** GT Campus Coordinator GT Teachers General Ed Teachers Algebra I Teacher Honors Teachers Sponsors Coaches Counselors Campus Administrators **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Involve parents in the development/revision of the Parent and Engagement Policy and Parent-Student-School Compact, and conduct annual meetings to inform parents of their child's participation in Title I Part A and Title III program requirements and their right to be involved. (Once per Semester) **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Participation in school activities by business members, community members, and parents/guardians will become more meaningful and applicable to instructional efforts. Garcia-Enriquez will increase community outreach by 5% from the 2024-2025 school year.

Evaluation Data Sources: Sign-in sheets; flyers, and monthly parental involvement calendar.
Participants for SBDM teams

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Community and business members will be invited to participate in the Site-Based Decision Making Meetings. (Monthly) **Strategy's Expected Result/Impact:** The SBDM Committee will have representation of all departments and for parents and the community. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Parents will be trained to participate in Language Proficiency Academic Committee Meetings (LPAC) throughout the year. (Monthly) **Strategy's Expected Result/Impact:** Parent representatives will serve as an advocate for students in the LPAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators Registrar ESL Teacher **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Parents will be invited to participate in Student Health Advisory Committee (SHAC) meetings throughout the year. (Quarterly) **Strategy's Expected Result/Impact:** Teachers and parents will work together to represent GEMS at SHAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Nurse Counselor P.E. Coach Administrator **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Garcia-Enriquez Middle will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Garcia-Enriquez will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.1, 4.2 **Funding Sources:** Food - 199: General, Basic - 199.11.6497.00.041.99, Parent Liaison Catering - 211: Title I, Part A Improving Basic Programs - 211.61.6497.04.041.30				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1, 4.2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Title 1 funded positions will support and assist students/staff with day-to-day instructional needs. **Strategy's Expected Result/Impact:** Supplement instructional support and campus needs **Staff Responsible for Monitoring:** Campus Administrator **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** Instructional Aide (Math & Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.041.30 - $29,768, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.041.30 - $25,943, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.041.30 - $25,000, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.041.30 - $81,617				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners with work books and subscription based programs that can help meet the same challenging State academic standards that all children are expected to meet. (Daily) **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialists **Title I:** 2.4, 2.6 **Funding Sources:** Bilingual Funds Software - 199: General, Bilingual Education - 199.11.6268.00.041.25, Bilingual Funds Materials - 199: General, Bilingual Education - 199.11.6399.00.041.25				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. (Daily) **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. (Daily) **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. (Daily) **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Funding Sources:** Technology Software - 289:Title IV, Part A Subpart 1 - 289.11.6268.02.041.30				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) (Daily) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will provide secondary transition students with summer programs to support learning and increase confidence and self-worth. (Extra-Duty Pay teacher, aide, books and school supplies, and educational field trip). (Yearly) **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. Also will address learning loss and track attendance and improve student engagement. (Monthly) **Strategy's Expected Result/Impact:** To have transition student continuing their college education after they graduate from High School. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 15: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will provide all students with supplemental instruction on core academic subject materials, intervention materials, software license programs, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. (Monthly) **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** To assist students in meeting the State academic standards. **Title I:** 2.4, 2.6 **Funding Sources:** SCE Software Program - 199: General, State Compensatory Education - 199.11.6268.041.30 - $16,000, - 199: General, State Compensatory Education - 199.11.6268.00.041.25 - $4,924, Reading Is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.041.30				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: By the end of the 2024 - 2025 School Year, 100% of the students will be provided with opportunities to demonstrate technology applications as indicated in TEKS and measured by the Learning Assessment and will be provided with 21st century skills to be future ready.

Evaluation Data Sources: All students will have a Chromebook and will be a 1-1 campus. Computer lab schedules will be maintained to ensure consistent use by all classroom teachers. Technology distribution logs will document uses by all students and for individual classrooms. Administrative walkthroughs will note the use of laptops, Chromebooks, notebooks, iPads, and ActivPanel boards by students. Also the use of IXL, and any programs that require licenses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increased access to technology to 100% of the classrooms through acquisition of classroom computers, wireless connectivity with computers on wheels (COW) storage, and protective equipment for longevity, iPods, iPads, cameras, photo printers, photo processing software, ActivePanels, Chromebooks, and other forms of technology (including replacements and upgrades in the computer labs.) Continual upgrade and maintain existing technology equipment, furniture and software on campus for student and teacher use; to include the computer labs, library, Emergent Bilingual, Special Education, and Gifted and Talented classrooms to provide an environment for instruction and conducive to learning to include IXL. Monthly through June 2025 **Strategy's Expected Result/Impact:** Students will be proficient in using technology and will be better prepared to meet the demands of our technological society. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, Yearbook Teacher, Social Studies Teachers, CTE Teachers, and District and campus technology teachers **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: 100% of students will have access to materials and technology devices needed for remediation in the areas of reading and writing to better prepare for success as measured by the STAAR (IStation, e-books, etc.) December 2024 & June 2025 **Strategy's Expected Result/Impact:** Students will visit the computer labs after school and on weekends as necessary. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus Technology committees. **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Curriculum integration of technology in all disciplines by supporting district initiative of technology training for 100% of teachers. Once a Semester **Strategy's Expected Result/Impact:** Teachers will feel more comfortable with technology in the classrooms. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus CATE teachers and computer teacher. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Incorporate Technology TEKS in all disciplines and include internet safety as per HB 3171. August 2024 through June 2025 **Strategy's Expected Result/Impact:** Students will abide by guidelines set forth in the Student Code of Conduct. **Staff Responsible for Monitoring:** All campus teachers and administrators. **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Career and Technology Education (CTE) classrooms will maintain consumable items for projects, ink/toner for printers, and the annual update for site licenses such as White Box. Annually **Strategy's Expected Result/Impact:** Students will use materials to prepare projects and assignments for daily announcements, PBMF, CCMR, Game Salad, ICS, CET, and PLTW classes. **Staff Responsible for Monitoring:** CTE Teacher, CTE District Coordinator **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be given opportunities to explore various opportunities post-high school (career/college).

Evaluation Data Sources: CTE teachers will maintain record of guest speakers. Counselor calendars will show scheduled presenters. PGP's will show students have a plan for after high school. On-course pre & post-assessment results will be recorded.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: College and Career Days will be scheduled at the campus where various organizations/careers will be represented. Monthly **Strategy's Expected Result/Impact:** Students will identify a post-high school plan for PGP's. **Staff Responsible for Monitoring:** CTE Teachers, Counselors, CTE Administrator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Career and Technology Education (CTE) students will have the opportunity to visit post-secondary institutions to learn about College Career Military Readiness (CCMR) options. Students will participate in field trips that further enhance the core curriculum and or help students build background knowledge for concepts. Field trips will also include CCMR efforts for awareness of various post-secondary opportunities available (Semester) **Strategy's Expected Result/Impact:** Students will be better prepared to participate in conversations for PGP's and pathways. **Staff Responsible for Monitoring:** CTE District Coordinator, CTE Teachers, Instructional Specialists, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The campus will incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. (Daily) **Strategy's Expected Result/Impact:** AVID's systemic approach is designed to support students and educators as they increase schoolwide/district-wide learning and performance using successful strategies and methodologies. **Staff Responsible for Monitoring:** AVID coordinator, Administration, Teachers, District Director, Counselor, Instructional Specialists. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Counselors and students will work collaboratively to develop Personal Graduation Plans to identify interventions and high school pathways in conjunction with students and parents. (Fall Semester) **Strategy's Expected Result/Impact:** Students will identify goals in the PGP's and counselors will maintain accurate records of interventions and/or remediation. **Staff Responsible for Monitoring:** Counselors, Teachers, Administration, Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: By the end of the 2024 - 2025 School Year, students will have access to programs that improve the access to Foreign Languages, Fine Arts, Honors Classes, High School Credit Courses, UIL competition.

Evaluation Data Sources: Master schedule class loads
Student participation in events and performances

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students in Dance and Band Classes will participate in competitions e.g. UIL. (Monthly) **Strategy's Expected Result/Impact:** Students will be exposed to competitive events that will help them see the variety of options for careers and education. **Staff Responsible for Monitoring:** Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: GT students will be recognized for academic achievements and for participation in Team Quest and GT Family Nights. Semester **Strategy's Expected Result/Impact:** Students will participate in GT events and will enhance the learning experience through hands-on activities that build critical thinking skills. **Staff Responsible for Monitoring:** Administrator Research and Evaluation GT Campus Coordinator GT Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June). **Strategy's Expected Result/Impact:** Lesson Plans will include a pre/post writing on the event and what it allowed students to learn through participation. Experiences will help students build background for enhanced learning. **Staff Responsible for Monitoring:** GT Coordinator, GT Teacher **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide access to accelerated learning opportunities to our advanced courses and programs (AP Spanish, Algebra I, Honors Classes, CTE, GT) through field trips, enrichment programs, targeted curriculum, qualifying criteria, and participation in extracurricular activities (Annually) **Strategy's Expected Result/Impact:** Lesson plans, walkthroughs, progress reports, report cards, common assessments, benchmarks will show progress. Student products, UIL participation, score reports will reflect the variance of learning with subgroups. **Staff Responsible for Monitoring:** Algebra I AP. Honors teachers Counselors School administrators **TEA Priorities:** Connect high school to career and college **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide a positive environment conducive to learning by increasing self-esteem and expectations of our students, faculty and staff; Discipline referrals will decrease overall from the 2023-2024 school year to the 2024-2025 school year. Provide health and wellness care for students and staff and community well-being.

Evaluation Data Sources: PBIS committee will conduct a survey each semester for data that confirms the adherence to the three core values: Respect, Responsibility, and Safety. The discipline referral rates will also be evaluated. Counselor records of restorative circles will be presented at meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide mental health and wellness care, support, and knowledge to students, staff, parents, and the community to ensure their well-being; to include wellness Wednesday SEL lessons, restorative circles in classrooms and awareness presentations on mental health issues. Counselors, teachers and outside agencies will provide programs for students that address self-esteem, bullying, character education, gang prevention, drug use, dating violence, etc. throughout the year. Counselors will provide stress management technique/skills sessions to students who display anxiety or depression - students will be provided items to help them recover stability to return to the general classrooms for instruction. Daily/ Weekly through June 2025 **Strategy's Expected Result/Impact:** Students and staff will be in general good health (physical, mental, emotional). Students will have knowledge and information to better make decisions on issues that confront our students. Students will learn strategies and use resources that help reduce anxiety and stress. **Staff Responsible for Monitoring:** Nurse and Nurses Aide, Counselors, Social Workers **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Counseling offices will be maintained to provide a comfortable environment for students; to include items that have been proven effective in helping students with anxiety and/or mood disorders. Daily **Strategy's Expected Result/Impact:** Students will be offered services with resources that are appropriate for dealing with middle school student issues in a comfortable and adequate environment. **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Establish appropriate instructional transition activities to support transition between elementary, middle, and high school (Summer Orientations, Campus Visits, 8th grade transition ceremony, etc.) June 2025 **Strategy's Expected Result/Impact:** Students will feel more comfortable and secure in entering a new campus within our SEISD district. **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The PBIS committee will use the SWIS program to monitor data to review adherence to the three core values: Respect, Responsibility, and Safety. Data will be used to adjust areas of focus and events/topics for Tier 1 presentations. PBIS will incorporate Tier I incentives, PBIS Tier II graduation and other incentives as applicable to help promote a positive school climate. PBIS members and new faculty and staff will attend PBIS training annually. **Strategy's Expected Result/Impact:** Detailed and accurate record-keeping of PBIS documentation. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The campus will offer extra-curricular activities such as clubs and organizations, follow the Positive Behavior Intervention Support (PBIS) model to promote self-esteem and meet the needs of different student populations. Extra-curricular programs will recruit members through displays and booths during pre-registration events to help promote membership in organizations that foster a sense of community and belonging among the campus. Students will be able to experience field trips and incentives for positive promotion. Daily **Strategy's Expected Result/Impact:** Students will have the opportunity to find their niche and feel as if they belong to the campus. Membership Numbers in the various organizations will increase. **Staff Responsible for Monitoring:** Administration, Club/Organization Sponsors, UIL Coordinator, Band Director, Librarian, Counselors, PBSI Core Team **TEA Priorities:** Connect high school to career and college **Funding Sources:** Membership Dues - 199: General, Basic - 199.36.6495.00.041.99				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Support student recognition programs such as Honor Roll, Academic Achievement, Student Council, National Junior Honor Society (NJHS), Perfect/Excellent Attendance, Transition events, UIL Academics, Science Fair. Monthly **Strategy's Expected Result/Impact:** Students will be motivated to continue striving for good attendance and good grades. Students will be motivated to achieve academic excellence. **Staff Responsible for Monitoring:** Teachers, Counselors, Sponsors, Administrators **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Students who excel in reading through the library program and through Reading classrooms will be recognized at the periodic Literacy Luncheons and receive books and tangible incentives. Every 6 weeks through June 2025 **Strategy's Expected Result/Impact:** Students will be motivated to read and hence improve academic achievement through the use of honed reading skills. **Staff Responsible for Monitoring:** Counselor, Librarian, Administrators **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Our teachers and employees will be recognized for their commitment and dedication to the campus and district on a monthly basis. Areas will be provided where teachers and employees can eat lunch and take breaks as necessary (coffee, chairs, tables, etc.) throughout the instructional day to help maintain a positive campus climate. (Daily) **Strategy's Expected Result/Impact:** Teacher recognition helps keep a positive environment for all. Faculty members will have a place to eat and "unplug" as appropriate. **Staff Responsible for Monitoring:** Campus Administration, Spirit Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Classrooms will be maintained in a clean and organized manner to provide a safe and clutter-free environment for students; furniture, paint, flooring, etc. Student classrooms will have adequate lighting, cooling/heating, white boards, and desks to provide an environment that is conducive to learning and helps provide an overall positive learning experience. Each Semester **Strategy's Expected Result/Impact:** Students will have a positive learning experience. **Staff Responsible for Monitoring:** Administration, Department Chairs, Custodians **TEA Priorities:** Improve low-performing schools				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide Nursing Staff with materials to offer Professional Development to staff and classes to students on Health/Medical Subjects; stress relief; and anxiety management (Semester). **Strategy's Expected Result/Impact:** During benchmarks and STAAR seasons, teachers will be introduced to skills in managing stress and anxiety; thus, resulting in maintaining a positive campus climate. **Staff Responsible for Monitoring:** Nurse and Nurses Aide **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: By the end of the 2024-2025 school year, 100% of the school will be committed to a safe learning environment to make all students, faculty and staff, community feel safe while in campus. The campus will follow all state policies and mandates for school safety. Daily

Evaluation Data Sources: Safety meeting logs and sign-in sheets
Daily safety checklist
Schoolwide safety drills
Administrative walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Safety committee will continue to meet and provide management plan. Monthly **Strategy's Expected Result/Impact:** Audits will show fewer findings and students/staff will feel safe. **Staff Responsible for Monitoring:** Safety Committee (Emergency Response Team), Counselors, Nurse, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to utilize security cameras in strategic areas to ensure student and staff safety. (Daily) **Strategy's Expected Result/Impact:** Reviewing video will help with investigations. **Staff Responsible for Monitoring:** Campus Administration, Counselors, faculty, staff and support personnel. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: All faculty, staff members, and students will wear identification badges: cross guards will wear safety vest and any staff helping during duty before and after school. Safety will be enforced with monthly safety meetings. (Daily/ Monthly) **Strategy's Expected Result/Impact:** Visitors can be easily recognized and questioned if there is no badge. Students will cross main street safely before and after school. **Staff Responsible for Monitoring:** Clerks, Administrators, Safety Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) **Strategy's Expected Result/Impact:** The needs of visitors, faculty, and staff will be met with appropriate forms, badges, etc. Safety measures will be enhanced through the use of radios and other communication devices. **Staff Responsible for Monitoring:** Administrators, Counselors, Librarian, Office Personnel **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Admin Tech - 199: General, Basic - 199.23.6395.00.041.99 - $1,438				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Maintain a Disciplinary Alternative Education Program (DAEP) at the campus site with full-time personnel staffing. Para-educators and/or instructional assistants and DAEP teacher(s) will assist students in the general classrooms to better prepare them for all core content areas. (Daily) **Strategy's Expected Result/Impact:** Monthly reports by DAEP teachers will show student attendance and completion of successful days. **Staff Responsible for Monitoring:** Administration Counselor, DAEP Teachers **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: By the end of the 2024-2025 School Year, attendance will increase from 95.5% to 98% Average Daily Attendance.

Evaluation Data Sources: Daily Attendance Reports
Monthly Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Enforce compulsory attendance law. (Attendance Officer) Monthly through first week of July 2024 **Strategy's Expected Result/Impact:** Attendance will improve and the number of students recovering seat-time will decrease. **Staff Responsible for Monitoring:** Attendance Administrator, Attendance Clerk, Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Implement and monitor programs that promote 98% Average Daily Attendance (incentives for perfect and excellent attendance, etc.). Every nine weeks **Strategy's Expected Result/Impact:** Increase in students recognized each grading period. Higher attendance rates **Staff Responsible for Monitoring:** Teachers, Administration, Counselors, Attendance Clerk, Parent Liaison **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Ann M. Garcia-Enriquez Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Ann M. Garcia-Enriquez Middle School

Name	Position	FTE
Brenda Jara	Campus Instructional Specialist-Secondar	1
Eva Quezada	Campus Instructional Specialist-Secondar	1
Jacinto Bustos	Aide-Classroom	1
Julieta Vitela	Teacher At Risk Services-Middle School	1
Susana Payan	Aide-Classroom	1
Veronica Hernandez	Teacher DAEP I-Middle School	1

Title I Personnel

Name	Position	Program	FTE
Andrew Perez	Aide-Classroom-Math & Science	Title I Part A	100%
Idania Rodarte	Librarian	Title I Part A	100%
Janet Natividad	Parent Liaison	Title I Part A	100%
Teresita Parra	Social Worker	Title I Part A	33%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	10	6	Food	199.11.6497.00.041.99	$0.00
4	1	5	Membership Dues	199.36.6495.00.041.99	$0.00
4	2	4	Admin Tech	199.23.6395.00.041.99	$1,438.00
				Sub-Total	$1,438.00

199: General, Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Bilingual Funds Software	199.11.6268.00.041.25	$3,079.58
2	11	1	Bilingual Funds Materials	199.11.6399.00.041.25	$0.00
2	11	1	Bilingual Funds Software	199.11.6268.00.041.25	$0.00
				Sub-Total	$3,079.58

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Reading is Fundamental	199.11.6329.00.041.30	$8,100.00
2	15	1	SCE Software Program	199.11.6268.041.30	$16,000.00
2	15	1		199.11.6268.00.041.25	$4,924.00
2	15	1	Reading Is Fundamental	199.11.6329.00.041.30	$0.00
				Sub-Total	$29,024.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	2	Food Purchases--Parent Liaison	211.61.6497.01.041.30	$0.00
2	8	2	Reading Materials-Parent Liaison	211.61.6329.01.041.30	$0.00
2	8	2	General Supplies--Parent Liaison	211.61.6399.01.041.30	$0.00
2	10	6	Parent Liaison Catering	211.61.6497.04.041.30	$0.00
2	10	8	Instructional Aide (Math & Science)	211.11.6129.00.041.30	$29,768.00
2	10	8	Social Worker	211.32.6119.00.041.30	$25,000.00
2	10	8	Librarian	211.12.6119.00.041.30	$81,617.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	10	8	Parent Liaison	211.61.6129.00.041.30	$25,943.00
				Sub-Total	$162,328.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	12	2	Technology Software	289.11.6268.02.041.30	$0.00
				Sub-Total	$0.00

San Elizario Independent School District

Lorenzo G. Alarcon Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Our students at Alarcon Elementary will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision

Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 8
Staff Quality, Recruitment, and Retention 10
Curriculum, Instruction, and Assessment 12
Parent and Community Engagement 13
School Context and Organization 14
Technology 15
Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 17
Goals 18
Goal 1: To foster well-trained human capital in to order to support student success and achievement. 18
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 21
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 43
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 47
State Compensatory 51
Budget for Lorenzo G. Alarcon Elementary 51
Personnel for Lorenzo G. Alarcon Elementary 51
Title I Personnel 52
2024-2025 Campus Site-Based Committee 53
Campus Funding Summary 54

Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

Demographics

Demographics Summary

Lorenzo G. Alarcon Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary served a population of 350 students in grades 3 through 6 in the 2023-2024 school year. Reference to the data below for breakdown:

Student Total	304	100%
3rd Grade	67	22.04%
4th Grade	75	24.67%
5th Grade	78	25.66%
6th Grade	84	27.63%

Student Population:

School Population (2023-2024 Fall PEIMS) Count Percent

Student Total--304 or 100%

3rd Grade--67 or 22.04%

4th Grade--75 or 24.67%

5th Grade--78 or 25.66%

6th Grade--84 or 27.63%

The student population is 99.67% Hispanic, 0.33% White, 93.09% economically disadvantaged, and 77.30% at-risk. The students at Alarcon are 69.41% Emergent Bilingual, **49.7% female and 49.54% male**. The average daily attendance rate for students is **96.1%.**

Students by Program:

Student by Program (2023-2024) Fall PEIMS Count

Emergent Bilingual 211 or 69.41%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Lunch Participation 283 or 93.09%

Reduced Lunch Participation 16 or 4.86%

Other Economically Disadvantaged 40 or 12.16%

Gifted and Talented 11 or 3.62%

Special Education (SPED) 48 or 15.79%

Title I Participation 304 or 100.00%

Dyslexia 17 or 5.17%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian (District), 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 6 Instructional Aides, 4 custodians and a full cafeteria staff.

Demographics Strengths

Alarcon is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student population has seen a decrease in enrollment this year due to families moving out of the perimeter of the campus. **Root Cause:** Transferring of students to nearby districts and relocation of families has caused a decline in stability of student enrollment.

Student Achievement

Student Achievement Summary

The 2022-2023 STAAR results showed growth in the areas of Math and Reading for 6th grade. In 3rd, 4th, and 5th grade the STAAR results showed both growth and decreases in the areas of Math, Reading and Science. The campus accountability rating was withheld for the 2022-2023 school year, pending state legislative outcomes.

Data reflects the overall average of the student for the Spring 2023 STAAR Assessment.

Reading	Approaches	Meets	Masters	Math	Approaches	Meets	Masters
3rd Grade	63.00%	29.00%	11.00%	3rd Grade	73.00%	20.00%	6%
4th Grade	52.00%	21.00%	3.00%	4th Grade	69.00%	37.00%	10.00%
5th Grade	70.00%	42.00%	18.00%	5th Grade	76.00%	40.00%	7.00%
6th Grade	73.00%	41.00%	13.00%	6th Grade	83.00%	32.00%	6.00%

Science	Approaches	Meets	Masters
5th Grade	53.00%	25.00%	6%

Student Achievement Strengths

The 2022-2023 STAAR results showed that in certain grade levels students made significant growth in the areas of Math and Reading. In addition, the STAAR results also showed that the students did decrease in the areas of Math, Reading and Science. The Campus Instructional Specialist, At-Risk Teacher, Instructional Aides and all classroom teachers did provide interventions for all our students on a daily basis. The daily interventions and supports for students did make an impact in closing the gap in the areas of reading and math. More precise interventions do need to be taking place to help prevent a decline in STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of meets and masters performance in all grade levels for reading and math is lower than desired. **Root Cause:** Provide a stronger first teach to help fill in the instructional gaps that are present. Teachers will use data to identify and target the priority standards. Teachers will progress monitor TIER II students every 3 weeks.

School Culture and Climate

School Culture and Climate Summary

The faculty turnover did increase from the previous year. There were 2 teachers who left the district and 2 intervention teachers were placed back into the classroom due to being paid through ESSER. In addition, a 4th grade teacher was relocated from a general Ed classroom to a special education teacher . A third grade teacher was hired to replace the teacher who resigned. Together the faculty and staff work towards our campus vision where "*Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens."*

As in the previous year, we continue to focus on literacy in every classroom in order to move our students forward and be successful in their academics. In addition, we also focused on improving the planning process by revamping the PLC process using data driven instruction. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need. We have continued with daily intervention as well as after school tutoring, Saturday School and intersession tutoring for all students. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students continually and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus did utilize IStation as a reading resource to improve students reading skills and comprehension.

Our special populations are closely monitored for growth with the following: monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 (Reading, Writing, Listening and Speaking) to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC committee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students are continuing with the Sharon Wells Mathematics Program. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we continued to use the iXL online resource as well as STEMScopes Math for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson planning, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson planning with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the ESF (Effective School Framework) was carried out by the Leadership team and campus teachers. The addition of an intervention and data form has assisted teachers with targeting the needs of all student populations. 4- and 8-week assessment and MAP data has been monitored and discussed regularly with all teachers by the Leadership team.

School Culture and Climate Strengths

Keeping the lines of communication open between faculty and staff with the Leadership team is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A monthly calendar will be provided to for all faculty and staff to keep them updated of the campus events and meetings. Parent newsletters of campus events are distributed on a monthly basis to encourage parent involvement.

Walkthroughs are done on a weekly basis and feedback is given to all teachers.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classes to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards

to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the university level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implementing theTier II process with PBIS, where students are provided additional support by a campus committee.

All of our classrooms are fully equipped with technology. All students are assigned a Chromebook to take to and from school on a daily basis. All teachers' laptops have been replaced, and all classrooms have ActivPanel boards to enhance instruction through technology.

The teacher-of-the-month and employee-of-the-month are recognized by their peers and announced at the monthly faculty meetings. Birthdays are also recognized during the meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year there were 3 teachers who left the district and 1 teacher retired. Due to low enrollment, 3 teacher positions were not filled for the 2022-2023 school year. For the 2022-2023 school year we were able to add the Reading Interventionist.

(Information from TAPR report 2021-2022)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 21;80.8%

Masters- 5; 19.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 1-3.8%

1-5 Years Experience: 2-7.7%

6-10 Years Experience: 5-19.2%

11-20 Years Experience: 12-46.2%

Over 20 Years Experience: 5-19.2%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=5

Speciality=6

Support-1

Staff Quality, Recruitment, and Retention Strengths

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from P & I has been critical in assisting all teachers with this endeavor. In addition,

support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Flexibility to reassign effective teachers to grade levels that are needing more support. **Root Cause:** Teachers are limited to teach certain grade levels due to areas of certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--Guided Reading (3rd-6th grade), 3rd and 4th grade Dual Language, Accelerated Reader program, iXL Reading, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade), Learning A-Z, Benchmark Education

Science--McGraw Hill (3rd -5th), SAVVAS (6th), STEMScopes Coding, Maker Space, TRS, iXL (5th Grade), i-Ready, Forde Ferrier CVP, Rosen Leveled Readers

Math--Sharon Wells, Go Math State Adopted Curriculum, TRS, STEMScopes math (3rd-6th grade), iXL Math, Supplemental Workbooks, i-Ready

Social Studies--My World (3rd-5th), My Perspectives (SAVVAS), TRS, Rosen Leveled Readers

Assessments:

District 4- and 8- weeks common assessments in RLA, Math and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

Curriculum, Instruction, and Assessment Strengths

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from P & I to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level.

PLCs are used for teacher collaboration for lesson planning to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are needing additional supports in understanding the intervention process. **Root Cause:** Teachers are needing more follow through to monitor the effectiveness of their interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

The addition of the Parent Liaison has brought in more parental involvement to the campus. The campus has seen an increase in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. Parents are welcomed to our monthly literacy sessions to learn reading strategies they can apply at home with their children. They are also welcome to join special events that focus on literacy, such as Read Across America Week and Math/GT Family Night.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS, STAAR and special education information. In addition, presentations on Title I and Title III and the GT selection process.

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

Parent and Community Engagement Strengths

"Terrific Kid" ceremonies recognize students for being exceptional in academics, behavior, or growth and are done on a monthly basis and combined with a Parent Literacy session planned by the parent liaison.

Throughout the year, parents are invited to events such as: Math/GT Family Night, Celebration of Literacy, Christmas programs, and award assemblies. We need to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo and Smore to inform them of upcoming events, a college corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not as involved as often as desired in day-to-day school activities, but they do attend mostly our large events. **Root Cause:** Alarcon parent liaison has reached out to recruit parents, however the parents who come to volunteer tend to be the same parents.

School Context and Organization

School Context and Organization Summary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide Tuesday-Friday, where all specialty and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activities that will be offered are as follows: intramural sports for 6th grade, student council, robotics, safety patrol, yoga, garden club, art club, game club, coding club, book club, and friendship club for the students to enhance their social and leadership skills.

School Context and Organization Strengths

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: RTi/TST committee needs to be consistent in the progress monitoring of the effectiveness of the interventions and make necessary adjustments as needed to better serve our students' needs. **Root Cause:** Committee is needing follow through and resources to provide progress monitoring so TIER II interventions can be successful.

Technology

Technology Summary

All of our classrooms are fully equipped with technology. All classrooms have ActivPanel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook and headphones which are taken to and from school on a daily basis. All teachers' laptops have been replaced and will continue to be replaced as needed.

Technology Strengths

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use online resources such as iXL, Summit K-12, Reading A-Z, STEMscopes Math, Visual Non-Glossary (5th grade), and iReady this school year.

Currently we have 3 computer labs available for teacher and student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks and headphones replacements are needed when student Chromebooks and headphones are no longer working. **Root Cause:** The technology in the classrooms will be replenished as needed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 9, 2024

Goal 1: To foster well-trained human capital in to order to support student success and achievement.

Performance Objective 1: The campus will provide high-quality, ongoing professional development for 100% of instructional personnel. Relevant staff development completion and implementation will be geared to identified areas of academic needs. (Yearly)

Evaluation Data Sources: Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: To provide staff development opportunities for Administration, teachers and staff (Monthly) :	Formative			Summative
	Sept	Nov	Jan	Mar
AVID New Science Adoption Professional Learning Communities New Teacher Orientation T-TESS/SLO Refresher TABE Conference Gifted and Talented core and 6-hour update online classes Reading Academies through Region 19 EduHero online course (All teachers will adhere to timeline) Dr. Jose Medina: Dual Language Classroom Training Sharon Wells Training (Yearly) **Strategy's Expected Result/Impact:** Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students' growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Planning and Instruction Department Personnel Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning and to carry out campus/district initiatives in all content areas via provision of professional learning communities. Provide modeling of specific lessons utilizing best practices (e.g. Lead4ward, GLAD) with gradual release model. (1 FTEs) (Daily). **Strategy's Expected Result/Impact:** Documentation of teacher contacts, professional development sessions, professional learning community (PLC) meetings, classroom visits, debriefing of learning walks and videotaping and modeling. Teachers will improve instructional practices, lesson planning, classroom management, and use best practices in the classroom. **Staff Responsible for Monitoring:** Campus Administration Planning and Instruction Staff **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: For the 2024-2025 school year, the goals for reading on STAAR are as follows, by grade level:

3rd Grade Reading Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 59% in June 2022 to >79% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
59% 62% 65% 68% 71% 75% 79%

3rd Grade Reading GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY reading growth projection from 52% in May 2023 to >53% by June 2024 as measured by MAP reading assessments.

4th Grade Reading Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR reading will increase from 67% in June 2022 to >87% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
67% 70% 73% 76% 79% 83% 87%

4th Grade Reading GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY reading growth projection from 55% in May 2023 to >56% by June 2024 as measured by MAP reading assessments.

5th Grade Reading Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR reading will increase from 81% in June 2022 to >89 % by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
81% 82% 83% 84% 85% 87% 89%

5th Grade Reading GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to >42% by June 2024 as measured by MAP reading assessments.

6th Grade Reading Goal (STAAR)--5-year
The percentage of 6th grade students that score at the approaches level on STAAR reading will increase from 54% in June 2022 to >74% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
54% 57% 60% 63% 66% 70% 74%

6th Grade Reading GPM (MAP)--1-year
Students in grade 6 will increase the percent meeting their MOY reading growth projection from 61% in May 2023 to >62 % by June 2024 as measured by MAP reading assessments.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Grades 3-6 Reading Results: All Students, English Language Learners

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will utilize the Guided Reading model to include guided reading binders along with documenting students' reading levels. Utilizing DRA/EDL, IStation, running records, AR progress (Award recognition), Lesson plans, weekly monitoring on data PLC Wednesdays; progress monitor Tier 2 and 3 students. Alarcon will make improvements to our students writing proficiency in grades 3-6, by focusing on the revising and editing process. Provide a daily afternoon 45-minute intervention block campus-wide as well as after school intervention on Wednesdays. Provide Saturday and Intercession tutoring for grades 3rd-6th. (iReady) (Daily) **Strategy's Expected Result/Impact:** Classroom observations State Assessments: IStation , BOY, MOY and EOY and STAAR/TELPAS results. DRA/EDL: BOY, MOY and EOY. Progress Monitoring on Guided Reading Binders. District Common Assessments and District Benchmarks. Accelerated Reader Reports The consistent use of Guided Reading will produce students reading at grade level or above. Students will show growth in their reading levels. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Librarian All Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: At-risk teacher will work with Tier III students who are needing the additional support in reading. At-risk teacher will work with students on the following: Fluency, site words, reading levels, set goals for individual students and monthly progress monitoring. (Daily) **Strategy's Expected Result/Impact:** Progress Monitoring through informal and observations by teachers. To provide students with the foundational skills needed to be proficient in reading. **Staff Responsible for Monitoring:** Campus Administration Instructional Reading Coach 3rd grade teachers Special Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialist will offer support with guidance in lesson planning for reading groups and professional development for teachers in grades 3rd-6th. (Weekly) **Strategy's Expected Result/Impact:** Progress monitoring of guided reading and AR levels on a monthly basis Lesson Planning sessions Modeling reading lessons in the classroom to assist guiding novice teachers **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Reading Specialist 3rd-6th grade teachers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: For the 2023-2024 school year, the goals for STAAR mathematics performance for grades 3-6 are as follows:

3rd Grade Math Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 57% in June 2022 to >77% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
57% 60% 63% 66% 69% 73% 77%

3rd Grade Math GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY mathematics growth projection from 42% in May 2023 to >43% by June 2024 as measured by MAP mathematics assessments.

4th Grade Math Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR mathematics will increase from 66% in June 2022 to >86% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
66% 69% 72% 75% 78% 82% 86%

4th Grade Math GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY mathematics growth projection from 53% in May 2023 to >54% by June 2024 as measured by MAP reading assessments.

5th Grade Math Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR mathematics will increase from 80% in June 2022 to >88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
80% 81% 82% 83% 84% 86% 88%

5th Grade Math GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY mathematics growth projection from 45% in May 2023 to >46% by June 2024 as measured by MAP reading assessments.

6th Grade Math Goal (STAAR)--5-year
The percentage of 6th grade students that score at the approaches level on STAAR mathematics will increase from 68% in June 2022 to >88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
68% 71% 74% 77% 80% 84% 88%

6th Grade Math GPM (MAP)--1-year
Students in grade 6 will increase the percent meeting their MOY mathematics growth projection from 41% in May 2023 to >42% by June 2024 as measured by MAP mathematics assessments.

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sharon Wells math for grades 3rd -5th is in the 8th year of implementation. STEMscopes math for 6th grade is in the 3rd year of implementation. iReady will be used to determine gaps and implement during intervention. Instructional Aide(s) to work with students improving math skills. (Daily) **Strategy's Expected Result/Impact:** To increase student understanding of mathematics through progress monitoring of assessments. **Staff Responsible for Monitoring:** Campus Administrators Campus Math Instructional Specialist All Teachers Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2023-2024 school year, the goals for 5th grade science are as follows for the "All Students" group:

5th Grade Science Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR science will increase from 60% in June 2022 to >78% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
60% 63% 66% 69% 72% 75% 78%

5th Grade Science GPM (TRS Assessments)--1-year
Students in grade 5 will increase the percent meeting the approaches level from 72% in May 2023 to >73% by June 2024 as measured by the average of all TRS District Common Assessments for grade 5 science.

Evaluation Data Sources: 2023-2024 STAAR Grade 5 Results: All students, English Language Learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: A science instructional aide (1 FTE) is on staff to support teachers' instructional efforts in the content area of science. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in STAAR assessment results, particularly in the area of science. Teachers will be supported with science content needs and materials in the lab. **Staff Responsible for Monitoring:** Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: Students in Special Populations (EL, GT, SPED) will progress academically in all areas in the 2023-2024 school year, showing growth from the previous year. EB students will be supported in order to progress in their TELPAS ratings.

Evaluation Data Sources: STAAR scores, TELPAS scores, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide EB population with support through the use of GLAD (Guided Language Acquisition Design), Seidlitz and ELPS by trained teachers. Summit K-12 (4 domains) Identification and placement of students with state-approved assessment instruments. (Daily) **Strategy's Expected Result/Impact:** The EB population will be supported in acquiring the English language through GLAD strategies, English writing prompts, and consistency with science and math instruction occurring in English. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists All Teachers LPAC Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP's (Individualized Educational Plan).	Formative			Summative
	Sept	Nov	Jan	Mar
Special Education teachers and classroom teachers will collaborate to ensure student IEP's/modifications/accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily) Replenish supplies for the CAT cart and provide flexible seating. SPED teachers will share with general teachers on what is available on the CAT cart to assist them with SPED students in their classrooms. (Daily) Classroom Supplies for students, printer **Strategy's Expected Result/Impact:** Special Education students will be measured by a year's growth. **Staff Responsible for Monitoring:** Campus Administrators All Teachers LPAC Committee Specialty Teachers **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: To differentiate instruction and offer opportunities for students to collaborate, communicate, create through critical thinking activities (Genius Hour)	Formative			Summative
	Sept	Nov	Jan	Mar
Provide GT population with the opportunity to participate in local and regional challenges (Semester) Provide GT population with after school options to include GT Family Nights Purchase GT testing materials and scoring services for GT-nominated students Purchase supplemental GT materials and other resources (Daily) **Strategy's Expected Result/Impact:** The Gifted and Talented population will show growth in academics and interpersonal skills. **Staff Responsible for Monitoring:** Campus Administrators GT Coordinator All Teachers Librarian				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify migrant and homeless students to support academic and social needs and refer to district social worker. (Daily) **Strategy's Expected Result/Impact:** Migrant students will be supported in their academic and social needs through social district workers. **Staff Responsible for Monitoring:** Campus Administrators Counselor All Teacher District Social Workers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Classroom size will adhere to the state/district capacity for each grade level while offering support to at-risk students through state compensatory education funding to supplement the instructional program to offer needed support. (Daily) **Strategy's Expected Result/Impact:** Increase in STAAR performance levels for students coded at-risk. At-risk students will increase performance levels on STAAR. **Staff Responsible for Monitoring:** Chief Financial Officer Administrator--Research/Evaluation Federal/State Programs Coordinator Campus Administration				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by an increase in parental participation in school activities in the 2024-2025 school year as compared to the 2023-2024 school year.

Evaluation Data Sources: Agendas, sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on campus committees

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental communication and involvement by providing but not limited to : Supplies, equipment, materials, and refreshments for parent meetings and training Parent and community information regarding campus activities through various modalities Send parents to the Regional Parent Engagement Conference Provide parents the opportunity to participate in various campus committees and attend Monthly Parent Literacy sessions Read Across America Literacy Night and Math Night Fall Open House Fall/Spring semester parent meeting Coffee with the Principal and Parent-Teacher Conferences Parent/child academic, emotional, social, and physical collaboration sessions across content areas (Weekly/Monthly) **Strategy's Expected Result/Impact:** Monthly newsletter Marquee Posting Parent Invitations School Messenger School Website Parent attendance sign-in sheets The campus will increase communication with parents and increase their involvement in the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Nurse Faculty Staff Librarian Social worker interns District Parent Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Encourage parents to participate in campus volunteer program by hosting a parent volunteer meeting. A supportive environment will be provided that will utilize research based parental involvement practices to improve student academic achievement. (Yearly) **Strategy's Expected Result/Impact:** Increase the number of parent volunteers at the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Interns Librarian District Parent Liaison				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the state academic standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training. (In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Alarcon Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2 **Funding Sources:** R 19 ESC - 211: Title I, Part A Improving Basic Programs, Reading Materials - 211: Title I, Part A Improving Basic Programs, Technology Equipment - 211: Title I, Part A Improving Basic Programs, General Supplies - 211: Title I, Part A Improving Basic Programs, Employee Travel and Online Training - 211: Title I, Part A Improving Basic Programs, Food Purchases - 211: Title I, Part A Improving Basic Programs - $252				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. The Parent and Family Engagement Policy will be distributed in the following manner: Campus Website, Parent/Teacher Conference. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Title 1 funded positions will support and assist students/staff with day to day instructional needs. **Strategy's Expected Result/Impact:** Supplement instructional support **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Instructional Aide (Math & Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.101.30 - $28,361, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.101.30 - $13,078, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.101.30 - $2,500, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.101.30 - $21,089, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.101.30 - $15,782, Music Teacher - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.101.30 - $70,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging state academic standards that all children are expected to meet.

Evaluation Data Sources: Sign-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide reading materials and supplies for students to achieve high levels of success in core subjects for all English learners to help them meet the state standards. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - 263: Title III, Part A English Language Acq., Technology Equipment - 263: Title III, Part A English Language Acq., Software/Site Licence - 263: Title III, Part A English Language Acq.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instructional programs by providing additional professional development support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sign-in-sheets, progress reports, PBIS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement well-rounded education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, music and art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support safe and healthy students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Technology - 289:Title IV, Part A Subpart 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide after school and Saturday tutoring for grades 3-6. **Strategy's Expected Result/Impact:** To provide students with the foundational skills needed to be proficient in core academic areas. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom teachers Instructional Aides **Funding Sources:** Tutoring - 289:Title IV, Part A Subpart 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new academic, social, and emotional opportunities. **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 278 ARP I - Homeless Supplemental Grant				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary School will address the learning loss of students in transition by implementing summer learning program activities and providing support in areas of need. **Strategy's Expected Result/Impact:** To have transition students continue improving academically **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 280 ARP II Homeless Grant, Reading Materials - 280 ARP II Homeless Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will provide all students with supplemental resources for core academic subjects (RLA, Math, Science and Social Studies). Supplemental materials, intervention materials, software, and tutoring. Professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the state academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist, and other instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** Technology Equipment - 199: General, State Compensatory Education, General Supplies - 199: General, State Compensatory Education, Software/Site Licences - 199: General, State Compensatory Education - 199.11.6268.00.101.30 - $27,777, Reading is Fundamental - 199: General, State Compensatory Education, R 19 ESC Webinars - 199: General, State Compensatory Education, Online Training/Webinars - 199: General, State Compensatory Education - 199.13.6411.14.101.30 - $2,200				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon will subscribe yearly and implement technology applications to include: TexQuest, Renaissance Accelerated Reading, STEMScopes Math and Coding (Bitsbox), Google Classroom, iXL, Rethink, EPADOG, Learning A-Z, Frontline (RtI), iReady, Seidlitz Visual Non-Glossary, EduHero, Lowman Consultants, Summit K-12. (Yearly) **Strategy's Expected Result/Impact:** Student engagement will be improved through the support of technology applications. Monitoring through monthly reports to track students' growth. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon will continue to provide and update teacher, counselor, librarian and parent liaison laptops to continue facilitating our student technology initiative in the classroom. Alarcon will also continue to update technology for administrators and office personnel to continue to better serve teachers, parents and students. (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom. Teachers and counselor will have updated technology to support the growth of students technology 21st century skills. **Staff Responsible for Monitoring:** Campus Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** CDW (nuc) - 199: General, Career & Technology - 199.11.6395.00.101.11 - $793.40				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will participate in college/career readiness activities to establish a foundation for postsecondary readiness goals.

Evaluation Data Sources: Agendas and sign-in sheets of school-wide activities; classroom and grade level projects

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Out-of-school opportunities (field trips) to enhance student learning to include College Readiness field trip for 6th grade Provide information regarding endorsements to promote college readiness and prepare for high school graduation plans (Semester) Partnership with El Paso Community College to inform parents and students of College and Career Readiness initiatives Field trips to enhance students' experiences within and outside the community to learn about the their surroundings (Monthly) **Strategy's Expected Result/Impact:** Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips Expose sixth grade students to higher level educational opportunities. Expose and educate the other grade levels of the rich history in their community and city. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Staff Instructional Specialist Interns Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will continue have a school-wide college and career readiness week to include military appreciation and Career Day. (Yearly) **Strategy's Expected Result/Impact:** Increase in college and career readiness activities and promotions. Increase students' knowledge of college and career readiness. Expose students to an array of careers. **Staff Responsible for Monitoring:** Campus Administration Counselor Faculty Social Work Interns				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide transition activities for early childhood students (Sambrano students) transitioning to elementary and elementary students to middle school for systemic alignment. (Fall/Spring Semester) **Strategy's Expected Result/Impact:** Student participation to prepare them to enter as 3rd graders to our campus and to expose the 6th graders to middle school and the requirements of their daily schedule. **Staff Responsible for Monitoring:** Campus Administrators Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce respectful and responsible behavior, leadership development, and high self-esteem for students and staff that provide a safe and supportive environment, with an increase in overall participation in activities from the 2023-2024 school year to the 2024-2025 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2022-2023 school year to the 2023-2024 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

Strategy 1 Details	Reviews			
Strategy 1: Provide music class for grade 6th on a daily basis. Provide music classes for 3rd-5th grade on a weekly basis.	Formative			Summative
	Sept	Nov	Jan	Mar
Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind and/or Olivas Music. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. (Daily) **Strategy's Expected Result/Impact:** Though exposing students to fine arts our goal is to develop well-rounded students. **Staff Responsible for Monitoring:** Administration Music Teacher				

Strategy 2 Details	Reviews			
Strategy 2: Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll/Perfect Attendance Recognition Ceremonies, monthly Terrific Kids, EOY Eagle Award) (Daily/Monthly), Accelerated Reader (AR) and Most improved student, Tejano Kid Award every 9 weeks one for upper and one for lower grades. (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increased student morale and positive campus climate. Improve student attendance. **Staff Responsible for Monitoring:** Campus Administrators Counselor Attendance Clerk All Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Red Ribbon Week, Flyers, Newsletters, Health & Wellness Meetings will be held by committee as needed to discuss concerns. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increased awareness of health and wellness needs in the school community by providing students presentations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Staff Nurse District Parent Liaison District Nurse				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide programs to address specific student needs and increase emotional intelligence through the use of curriculum, videos, and calming room. (Character Trait Education and PBIS Core Values, individual and weekly class lessons and use of the calming room). (Weekly) Materials: Oriental Trading and Amazon **Strategy's Expected Result/Impact:** Improvements in student behavior incidents. **Staff Responsible for Monitoring:** Campus Administrators Counselor Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Increase awareness among teachers and parents regarding signs of abuse and bring awareness of mental health (EduHero) (Fall Semester). Students are taught by our Social Worker interns from the University on various strategies to reduce anxiety, stress, and improve test taking skills. (Weekly) **Strategy's Expected Result/Impact:** Increased awareness of mental health issues amongst students. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers Social Worker Interns				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Incorporate data from the Fitness Gram assessment to plan relevant physical education and wellness activities (Weekly). **Strategy's Expected Result/Impact:** Relevant physical education activities will be provided to students. **Staff Responsible for Monitoring:** P. E. Teachers Campus Administrators				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Maintain and monitor a schoolwide discipline plan through the PBIS initiative: PBIS - Positive Behavior Intervention & Support, training of faculty & staff, leadership & team building, implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily) PBIS and District Special Education counselor will implement PBIS Tier II and III practices. (Monthly) **Strategy's Expected Result/Impact:** Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes Frequent reminders of core values and behavior expectation in each area where large amounts of students gather daily. **Staff Responsible for Monitoring:** Campus Administrators Counselor District Special Education Counselor Teachers Social Worker Interns				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Implement supplemental physical education instruction initiatives through innovative activities and equipment (ex. motor skill activities, yoga exercise materials, breathing techniques) (Daily). **Strategy's Expected Result/Impact:** Increase in student wellness, self-esteem, and self-discipline. **Staff Responsible for Monitoring:** Campus Administrators Physical Education Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Provide students with leadership and social skill development opportunities: Friendship Club, after school sports, Coding Club, Yearbook, Student Council, Gardening Club, Yoga Club, Game Club, Book Club, Culture Club, Esports Opportunities for students to practice/promote their social and etiquette skills while attending field trips: movies, symphony, etc. (Daily) **Strategy's Expected Result/Impact:** Improved student behavior Increase student participation Students will develop leadership and social skills leading to a decrease in student referrals. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Teacher Sponsors Physical Education Coaches				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Lorenzo G. Alarcon Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Lorenzo G. Alarcon Elementary

Name	Position	FTE
Concepcion Talamantes	Campus Instructional Specialist-Elementa	1
Jessica Maldonado	Teacher-At Risk Services	1
Nathaly Padilla	Aide-Computer Lab	1

Title I Personnel

Name	Position	Program	FTE
Brenda Estrada	Aide-Library Elementary	Title I Part A	100%
Daniel Hidalgo	Aide-Classroom	Title i, Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Nancy Alvarez	Parent Liaison	Title I Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%
vacant vacant	Teacher-Elementary	Title I Part A	100%

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Claudia Sanchez	SPED Teacher
Classroom Teacher	Frank Flores	Coach
Non-classroom Professional	Jessica Maldonado	At-Risk Reading Teacher
Classroom Teacher	Bertha Mireles	6th Grade Teacher
Classroom Teacher	Patricia Magallanez	5th Grade Teacher
Classroom Teacher	Claudia Morales	4th Grade Teacher
Classroom Teacher	Adirana Santiesteban	3rd Grade Teacher
Staff	Andrew Munoz	Secretary
Parent Liaison	Nancy Alvarez	Parent Liaison
Counselor	Nora Garcia	Counselor
Instructional Coach	Concepcion Talamantes	Instructional Coach
Administrator	Sandra Rico	Assistant Principal
Administrator	Leticia De Santos	Principal

Campus Funding Summary

199: General, Career & Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	CDW (nuc)	199.11.6395.00.101.11	$793.40
				Sub-Total	$793.40

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	12	1	Reading is Fundamental		$0.00
2	12	1	Online Training/Webinars	199.13.6411.14.101.30	$2,200.00
2	12	1	Software/Site Licences	199.11.6268.00.101.30	$27,777.00
2	12	1	Technology Equipment		$0.00
2	12	1	R 19 ESC Webinars		$0.00
2	12	1	General Supplies		$0.00
				Sub-Total	$29,977.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	6	R 19 ESC		$0.00
2	7	6	Food Purchases		$252.00
2	7	6	Employee Travel and Online Training		$0.00
2	7	6	General Supplies		$0.00
2	7	6	Technology Equipment		$0.00
2	7	6	Reading Materials		$0.00
2	7	8	Social Worker	211.32.6119.00.101.30	$2,500.00
2	7	8	Music Teacher	211.11.6119.00.101.30	$70,000.00
2	7	8	Librarian	211.12.6119.00.101.30	$15,782.00
2	7	8	Parent Liaison	211.61.6129.00.101.30	$13,078.00
2	7	8	Instructional Aide (Math & Science)	211.11.6129.00.101.30	$28,361.00
2	7	8	Library Aide	211.12.6129.00.101.30	$21,089.00
				Sub-Total	$151,062.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	Reading Materials		$0.00
2	8	1	Software/Site Licence		$0.00
2	8	1	Technology Equipment		$0.00
				Sub-Total	$0.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	1	General Supplies		$0.00
2	9	2	General Supplies		$0.00
2	9	3	Technology		$0.00
2	9	4	Tutoring		$0.00
				Sub-Total	$0.00

280 ARP II Homeless Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	1	Reading Materials		$0.00
2	11	1	General Supplies		$0.00
				Sub-Total	$0.00

278 ARP I - Homeless Supplemental Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	10	1	General Supplies		$0.00
				Sub-Total	$0.00

San Elizario Independent School District

Borrego Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary is committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
..... 4
Student Achievement 6
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 9
Curriculum, Instruction, and Assessment 11
Parent and Community Engagement 12
School Context and Organization 13
Technology 14
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 18
Goal 1: To foster well-trained human capital in order to support student success and achievement. 18
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 21
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 43
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 47
State Compensatory 50
Budget for Borrego Elementary School 50
Personnel for Borrego Elementary School 50
Title I Personnel 51
Campus Funding Summary 52

Comprehensive Needs Assessment

Revised/Approved: May 14, 2024

Demographics

Demographics Summary

Alfonso Borrego Sr. Elementary is one of six campuses in the San Elizario Independent School District and was built in 2001. Borrego Elementary serves students in grades 3-6 for the 2024-2025 school year.

Borrego Elementary currently serves a population of approximately 472 students in grades 3-6. The student population is 99.79% Hispanic, 91.10% economically disadvantaged, 81.14% at-risk, 67.58% are Emergent Bilingual, and 59.32% are Bilingual.

The average daily attendance rate for students is 95.6%.

The total student population is 472.

The breakdown by grade level is as follows:

Grade 3--117; Grade 4--118; Grade 5--118; Grade 6--119

The percentage of male students is 50.42%, and female students is 49.58%.

The ethnic makeup of the student population is 99.79% Hispanic, 0.21% white, and 0.00% black.

NEED TO ADD ADDITIONAL INFORMATION ABOUT SPED, PROGRAMS, ETC.

Demographics Strengths

Our student population is homogeneous in nature and with that, the community we serve is also homogeneous. The strengths and needs of the greater community are similar for the majority of the residents. Our student attendance rate is high, and in turn ensures students receive the necessary instruction on a consistent and regular basis. With an average of 117 students per grade level, the campus is of manageable size.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 67.58% of our students are identified as Emergent Bilingual and 59.32% are identified as bilingual **Root Cause:** The student's first language is Spanish and we are challenged with facilitating their acquisition of the English language and increase their proficiency levels along the way.

Student Achievement

Student Achievement Summary

WRITE ABOUT STAAR MATH, READING, AND SCIENCE--OVERALL SCORES PER GRADE LEVEL, FOR ONLY 2023.

ADD 2024 WHEN THOSE SCORES ARE RELEASED.

YOU CAN TALK ABOUT WHAT YOU'RE SEEING RELATED TO MAP ASSESSMENTS AS WELL.

With the most current 2022 accountability ratings, Borrego's overall scaled score was an 87.

Borrego Elementary--Math:

For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Math was at

Borrego Elementary--Reading:

For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Reading was at

Student Achievement Strengths

TALK ABOUT STRENGTHS IN THE DATA YOU SUMMARIZED ABOVE FOR MATH, READING, AND SCIENCE.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We are not making sufficient gains in the area of Closing the Gaps **Root Cause:** There is a lack of strong foundational skills in math and reading.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at Borrego Elementary strives to promote academic success and social-emotional well-being of all its students and employees. At Borrego, we aim to provide a safe and nurturing environment conducive to learning. Our teachers go above and beyond to ensure that they are meeting the needs of each and every student. Furthermore, teachers plan, collaborate, and are empowered to make a difference and achieve academic success for all students. As a faculty and staff we have three non-negotiables: Respect, academic rigor, and the safety of our learning community.

Our campus has implemented Positive Behavior and Intervention Support (PBIS), which fosters good behavior with a focus on prevention rather than punishment. School-wide behavior and expectations are taught at the beginning of the year and then reinforced several times throughout the year. Students at Borrego Elementary aim to be Responsible, Respectful, and Safe!

The school is under the leadership of Mrs. Teresa Wilks and Assistant Principal Mrs. Veronica Brashear. Stakeholders at Borrego Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, committed and contributing members of society.

School Culture and Climate Strengths

Strengths

Student Recognitions

- Perfect Attendance, A and AB honor roll
- Accelerated Reader Awards

PBIS Incentives

- Monthly Celebrations
- End-of-Year Field Day Celebration
- Caught In Action
- Mentoring Program
- Fundraisers

STEM Curriculum School
Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of Science, Technology, Engineering and Mathematics (STEM).

We offer our students:

- Makerspace
- Engineering Lab
- An Hour of Coding
- GT Genius Hour
- Robotics

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are students that are placed in In School Suspension during the school year. **Root Cause:** PBIS does not work for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Grade Levels & Years of Experience:

3rd Grade:

2 Monolingual

3 Bilingual

4th Grade:

2 Monolingual

3 Bilingual

5th Grade:

2 Monolingual

3 Bilingual

6th Grade:

2 Monolingual

3 Bilingual

Special Education ASC Unit

2 teachers

Special Education SLC Unit

1 teacher

Special Education Life Skills Unit

1 teacher

Special Education

2 teachers

Physical Education

1 teacher

Music

1 teacher

Library Aide (1)

Staff Quality, Recruitment, and Retention Strengths

1. Borrego's goal is for every new hire to be set up for success from the very first day of work. New teachers attend the district "New Teacher Orientation." We pair a new employee with a mentor and attend the "Mentor Academy." Our new teachers learn the ropes from a veteran teacher with a wealth of resources. Mentors offer guidance and welcome them into the school culture. The Instructional Support Team facilitates transitioning by modeling or co-teaching.

2. We have clear communication pathways so our teachers always learn important information first-hand. We meet weekly for Professional Learning Communities (PLC) to collaborate and plan with their grade-level colleagues. All grade levels also meet weekly with the Leadership Team to analyze and disaggregate data. We discuss strategies and ideas to build on strengths and address weaknesses in the classroom. We have ongoing professional development and seek opportunities for teachers to grow professionally. These trainings are facilitated by Borrego's Instructional Specialist, District Instructional Officers, consultants outside the district, and administrators.

3. Our professional development enhances student learning and vertical alignment across all grade levels since the beginning of the school year. Teachers are trained in focused areas, such as campus expectations, Dual Language/Time and Treatment, Eduphoria, Strive, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiative/GLAD Implementation, Ethics, Depth of Knowledge (DOK), and Best Practices for TELPAS Domains (Listening, Speaking, Reading, and Writing).

4. Borrego teachers are also trained in non-negotiables courses in different content areas, such as Reader's Workshop, Guided Reading, Sharon Wells Math Training for 3rd-5th grade and hands-on investigations such as Engineering Labs.

5. Besides giving teachers the opportunity to grow professionally, they are also given tools to succeed. All classrooms are equipped with ActivePanels and each teacher has a laptop. Additional resources and materials are ordered at the beginning of the school year by teacher request.

6. Borrego Elementary builds loyalty, commitment, and trust among all their employees. We build and maintain relationships and always keep open lines of communication. We also foster a culture of collaboration and every staff member is willing to lend a helping hand.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a limited amount of qualified applicants in the pool. **Root Cause:** Distance may be a root cause.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the area of reading, we will continue with our 90-minute Reader's Workshop Model to include guided reading and Literacy Stations. We monitor our students through DRA/EDL, running records, guided reading binders, and all students are monitored in the area of reading and ensuring they are making gains in the five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. Reading and Writing go hand-in-hand, so within our literacy stations we incorporate writing. We have a separate 60-minute writing block to include Empowering Writers and teachers work with students through the writing process. In addition, all students are monitored through IStation with a monthly assessment and daily practice.

This is the fifth year we are utilizing Sharon Wells Mathematics. Various resources include Reflex Math for grades 3-5 and IXL for grades 3-6.

In the area of science we utilize STEMScopes and Forde Ferrier. Students also visit the Science Lab/Engineering Connections for hands-on scientific inquiry.

GENERAL/COMPREHENSIVE NEEDS

Increase rigor, consistency and equity across all programs. Provide ongoing research-based professional development opportunities for staff. Provide structure for horizontal and vertical alignment of the curriculum.

INTERVENTION NEEDS

Address RTI needs for all students needing intervention. Reduce gaps in student performance among subgroups through the use of timely, research-based interventions. Provide consistent, rigorous measures which trigger timely and effective interventions for at-risk students.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities have been strengthened by keeping the end in mind and deconstructing the TEKS. Data-driven instruction uses data from DRA/EDL, Running Records, District Benchmarks and Unit Assessments in all core contents. Our focus on technology uses the 4 C's for 21st century learners (collaboration, communication, creation, and critical thinking).

STEM Curriculum

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of the Science, Technology Engineering Mathematics (STEM). We offer our students Makerspace, Engineering Labs, an Hour of Coding, GT Genius Hour and Robotics.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have not made adequate gains in the areas of math and reading as measured by local and STAAR assessments. **Root Cause:** A need to fine tune and closely monitor the first teach and intervention block to reteach concepts.

Parent and Community Engagement

Parent and Community Engagement Summary

Borrego Elementary strives to involve parents and the community in the education of all students. We believe that positive parental and community involvement experiences help to improve student success. We want to continue building upon our existing relationships with parents and the community in an effort to achieve our academic goals.

One area of critical importance at our campus is parental involvement, therefore it is important that we continue to increase the number of volunteers. Communication is another key area of importance. For this reason, we need to maintain up-to-date information with our parents regarding their phone numbers in order to have consistent communication and to be able to inform them of important events. Additionally, in working with our families and community, we must ensure a supportive stance even in difficult situations, such as finding solutions to attendance issues, providing assistance with educational and/or life needs they may be experiencing. One area of concern we would like to improve upon is participation for our evening events such as Literacy Book-of-the-Month. We will continue to offer families opportunities to assist both during the instructional day and after hours.

Academic Nights will continue this school year.

Parent and Community Engagement Strengths

Borrego Elementary maintains consistent parent communication through monthly newsletters, marquee announcements, flyers, and the school website. Our front office staff provides an exceptional level of customer service; they are friendly and provide a welcoming atmosphere. Our staff is always willing to lend a helping hand. Our teachers communicate with parents via Class Dojo and that has been positive for our learning community. Our campus has an open door policy, and parents feel free to come to the office for help.

Borrego Elementary offers monthly Literacy sessions through Book-of-the-Month parent engagement classes. Counselors, teachers, and parent volunteers create opportunities for families to bond. Events such as the Fathers/Daughter Dance and Mother/Son Dance promote positive family relationships. Borrego also promotes critical thinking through hands-on experiences during events such as STEM Night, Literacy and Math Nights, and GT Family Nights. We celebrate our students for their achievements every nine weeks for A/AB Honor Roll, Perfect attendance, Super Readers on a monthly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for all parents/guardians to become involved in their child's academic and social/emotional well being **Root Cause:** Parents are not consistent with volunteering or attending campus activities.

School Context and Organization

School Context and Organization Summary

Our campus fosters a culture of high expectations for all. Campus decisions are focused on student achievement and are established in collaboration with our faculty, staff, and community members. Campus decisions are also data-driven. State and local assessment data including district benchmarks, running records, and weekly common assessments are shared during data/ PLC meetings where instructional decision are then made to support student growth.

THIS SECTION IS ABOUT GRADE LEVEL ORGANIZATION, CAMPUS ORGANIZATION, DUAL LANGUAGE, THE STRUCTURE OF A STUDENT'S DAY, INTERVENTION, TUTORING, ETC.

School Context and Organization Strengths

We have strong instructional leadership involving our Principal, Assistant Principal and Instructional Specialist. Borrego has high expectations, a positive school climate, and an instructional focus. Our teachers are empowered to provide and improve the quality of education. They work as members of a team and collaborate within their own grade level and across grade levels. We are committed to two-way communication so we can experience professional growth. Our teachers and instructional leaders plan together to address the outcomes, goals and expectations for each classroom. Involving stakeholders ensures that everyone has input as to the decisions for campus initiatives and instructional priorities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Not all students make academic gains in math and reading **Root Cause:** We need to look closely at the campus Tier I and Tier II interventions

Technology

Technology Summary

Borrego Elementary is equipped with wireless computers and ActivePanels in every classroom. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The ActivePanels allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers are able to quickly assess students' understanding in a risk-free environment through the use of an alternative response format.

Every student has access to a device: Grades 3-6 utilize Chromebooks for instruction and other strategies using various resources including the TEKS Resource System, Reflex Math, Accelerated Reading, IXL, and IStation.

Technology Strengths

Borrego's technology-rich environment helps prepare our students for the 21st Century. ActivePanels provide innovative ways to present curriculum. Students take ownership of their learning. Every student from 3rd-6th grade has their own device. Students log in, and in an instant they are connected to various resources and apps on their devices. Online resources such as RazKids, IStation, and Reflex Math provide us with immediate feedback for students and work-specific skills which we target during our intervention block.

Problem Statements Identifying Technology Needs

Problem Statement 1: At times, the active panel is not being used as an interactive panel but as a larger screen. **Root Cause:** There is a need to ensure that teachers are proficient in the use of the available technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 14, 2024

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Provide high quality professional development to faculty, Instructional Specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 3-6, DRA/EDL/Running Records, TELPAS Results, documentation of increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development :	Formative			Summative
	Sept	Nov	Jan	Mar
New Teacher Orientation RTI Sharon Wells: Grades 3-5 RAZ KIDS Lead4ward Gifted & Talented: TAGT Online through Responsive Learning and EduHero PBIS SPED EduHero Effective Border School Conference Leadership Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language - Jose Medina New Teacher Academy SAVAAS Reading Academies Frontline RTI (SucessEd) Seidlitz **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialist (1 FTE) will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvements in teaching and learning. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Weekly 60-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instructions; which ultimately improves student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 1: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:
2023--61%
2024--65%
2025--69%
2026--73%
2027--77%
2028--80%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Reading Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model approach to include: Read-a-Loud; shared reading, authentic literacy activities, literature circles, and genre studies. Align to the TEKS through the use of the following: (Daily) Curriculum Associates Teacher Created Materials Peoples Education Forde Ferrier Learning A-Z Scholastic Education Lakeshore Learning Materials Mentoring Mind Lead4ward Rally Education School Specialty Capstone Summit K-12 TexQuest Library Resources **Strategy's Expected Result/Impact:** Students in grades 3-6 will show a year's growth in the area of STAAR and will ultimately achieve at the Master's level. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Renaissance Learning Accelerated Reader (AR), books, videos, e-books, audio book sets, library books, necessary supplies and materials. **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. 5% Increase use of AR and increase student success on AR assessments. **Staff Responsible for Monitoring:** Campus Librarian **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:
2023--63%
2024--68%
2025--73%
2026--77%
2027--81%
2028--85%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Year 6 of implementation of Sharon Wells Math for grades 3-5. 6th grade will follow scope and sequence utilizing iXL. Resources: Reflex Math/Explore Learning Grades 3-6 Houghton Mifflin Harcourt Textbook Adoption/McGraw Hill Curriculum Associates Forde Ferrier iXL 3rd - 6th grade STAAR Master Math manipulatives STEMScopes Math Teacher Created Materials Lakeshore **Strategy's Expected Result/Impact:** All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons. For grades 3-6 our goal is for all students to show a year's growth in the area of STAAR and to ultimately pass at the masters grade level. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: Students will demonstrate annual improvements in achievements in science as demonstrated by 5th grade Science STAAR.

Evaluation Data Sources: 2024-2025 STAAR Grade 5 Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: STEMScopes and McGraw Hill (adaption) will be utilized during instruction in the area of science to include vocabulary development and the scientific process; science content folders; weekly science labs to address students expectations. (Daily) Forde Ferrier resources IXL Resources Replenish varying materials for STEM science labs. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Math/Science instructional aide (1 FTE) is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-related Careers. Increased performance on STAAR in math and science; student success in unit assessments in math and science and reports cards. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to provide STEM activities for grades 3-6: To provide quality STEM experiences utilizing Maker Space, Hour of Code, Genius Hour. To create a hub of hands on discovery, a place for learners to collaborate, share ideas and build interest. School Specialty-FREY Scientific VEX Robotics **Strategy's Expected Result/Impact:** Increase in performance in science and math. **Staff Responsible for Monitoring:** Administration Classroom Teachers Robotics Coach				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: 2024-2025 STAAR performance will increase for Special Populations to include Emergent Bilingual (EB), Gifted and Talented (GT), students receiving Special Education Services (SPED); EB's will improve one proficiency level in 2024-2025 TELPAS.

Evaluation Data Sources: 2024-2025 STAAR Results, Grades 3-6; 2024-2025 TELPAS Results, Grades 3-6

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide EB population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. (Daily) Purchase headphones/technology for our EB population Identification and placement of students with state-approved tests and LPAC Lakeshore Learning Materials Seidlitz Peoples Education Forde Ferrier Really Good Stuff Scholastic Teacher Created Materials Summit K-12 **Strategy's Expected Result/Impact:** EB students will develop sophisticated vocabulary knowledge including strong academic language. They will participate in structured, academic talk using appropriate academic language. They will develop speaking, listening and reasoning skills and deepen their understanding in all content areas. We will show an increase in our TELPAS composite score. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Differentiate instruction and offer opportunities for students to collaborate, communicate, and create through critical thinking activities (GT Genius Hour). Provide the GT population with the opportunity to participate in regional competitions and field trips. (TEAM Quest) via Adventures in Learning; (Semester) Provide the GT population with after school options to include GT Family Nights; Purchase GT testing materials and scoring services for GT nominated students; Purchase supplemental GT materials and other resources. **Strategy's Expected Result/Impact:** Differentiated instruction for GT students; evidenced through: STAAR scores Common assessments District Benchmarks Report Cards GT testing results **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers GT Coordinator Librarian Campus Computer Teacher District Instructional Officers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: All students who are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Instruction will target areas of need as determined by data analysis. Special Education students will be provided accommodations/modifications as per their individual education plans. Success ED - Frontline Education (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: To assist special education students in their academic needs (daily). **Strategy's Expected Result/Impact:** The continued support to struggling students in different academic areas. **Staff Responsible for Monitoring:** Teachers and campus administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2023-2024 school year as compared to the 2022-2023 school year.

Evaluation Data Sources: Documentation of Parental Participation, All Available Opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental involvement by promoting student achievements through: Monthly Newsletter/Calendar Campus and District Website Terrific Kid Assemblies Literacy Meetings Academic Nights Nine Week Awards Assemblies to include A and A/B honor roll, perfect attendance, and Super Reader End of Year Assemblies Terrific Kids / Monthly Increase campus Parental Engagement by providing informational and literacy meetings, including but not limited to equipment, refreshments, training, supplies, and materials. 9 Week Assemblies EOY Assembly EOY 6th grade farewell banquet/Dance (Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide activities that promote parental involvement in student academic success to include PD opportunities and activities showcasing GT Students / Music Classes / STEM initiatives and other academic initiatives such as: Grandparent's Day Patriot Day Book of the Month activities to build Literacy Skills Teacher-led academic workshops to address specific grade level academic needs. STEM Night GT Family Nights Practical Parent Education Region 19 (Monthly) Provide activities that foster and promote healthy self-esteem and family relationships such as: Talent show Holiday Extravaganza Mother's Day Program Father/Daughter and Mother/Son Dances Parent Information Session to include Positive Parenting, Anger Management, Dealing with Depression, Text Prep Tips for Parents, Healthy Family Relationships, College Readiness **Strategy's Expected Result/Impact:** Home-school connection to help parents be involved in student academic success through literacy workshops and other academic avenues. Increase library use by parents/students through AR reports. To foster healthy family relationships and healthy social emotional development in our students. **Staff Responsible for Monitoring:** Campus Librarian Campus Counselor Grade Level Teams Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: ALL campus teachers will utilize Class Dojo, phone calls and in-person meetings to communicate with all parents. Teachers will also use calendars to keep parents and students abreast of school events. Increase participation through parent portal **Strategy's Expected Result/Impact:** Increase communication with parents on student progress and campus functions. Agendas will be utilized to build student responsibility for homework assignments and home/school communication. **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers Parent Engagement Representative				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of district policy and parent compact through annual meetings; inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Title 1 meeting (Aug/Sept) 23rd Annual Regional Conference @ Region 19 (March) District/campus policy revision meeting (Sept) Parent Compact Review/ Revision meeting (May) Fall and Spring Parent Teacher Conferences **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 7: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Borrego Elementary school will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). Borrego Elementary school will ensure teachers have appropriate devices to deliver instruction. **Strategy's Expected Result/Impact:** SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training. (In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Strategy's Expected Results Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** To positively impact student behavior and implement PBIS **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Borrego Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation, and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Title 1 funded positions will support and assist students/staff with day-to-day instructional needs. **Strategy's Expected Result/Impact:** Supplement instructional support **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Instructional Aide Math and Science - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104.30 - $20,861, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.104.30 - $26,000, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.104.30 - $25,000, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.104.30 - $21,804, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.104.30 - $25,750, Music Teacher - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.104.30 - $70,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 8: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials, supplies, technology equipment, and software and licenses for students/staff to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $2,875, Technology Equipment - 263: Title III, Part A English Language Acq. - 263.11.6395.00.104.25 - $8,815				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** To develop and enhance their capacity to provide effective instruction **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 9: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sign-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $4,200, Reading Materials - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.104.30 - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new opportunities for academic, social, and emotional interactions. **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary school will address learning loss of students in transition by implementing summer learning program activities, providing support on areas of need. **Strategy's Expected Result/Impact:** To have transition student continuing improving academically **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 12: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software License, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will provide all students with supplemental instruction on core academic subject materials, intervention materials, Software Licenses, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist and other instructional support. **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Alfonso Borrego Sr. Elementary will also implement and develop instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. We will also ensure that we are supporting technology safety and that our program is up to date. (Monthly) CDW-G DELL Pro Computing SHI Region 19 **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success on the STAAR and TELPAS state assessments **Staff Responsible for Monitoring:** Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Purchase resources for music/fine arts class from Woodwind and Brass. Olivas Music **Strategy's Expected Result/Impact:** Increase in proficiency in music **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Sources: Increase STEM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as career day and college week. Out-of-school opportunities (field trips) to enhance student learning to include/ Red Ribbon Week / College Readiness field trip for 6th grade such as MedAdventure for your Future at Texas Tech University and Young Achievers at UTEP. (Monthly) **Strategy's Expected Result/Impact:** Promote and increase awareness among students of post-secondary opportunities with course work requirements and financial aid options. Students will share experiences through lesson plans and collaboration **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop a model eSTEM campus focusing on STEM activities for grades 3-6 to include: Makerspace Grade 3-6 Genius Hour (GT Students Grades 3-6) Engineering Labs Grades 3-4 Robotics Grades 5-6 5th and 6th Grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, and life and career skills and project based learning. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation in STEM related activities. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease overall discipline referrals from the 2023-2024 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2023-2024 school year to the 2024-2025 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Train faculty and staff, implement activities that support positive behavior such as our PBIS 30 days without CVV's (Core Value Violations) free dress and our quarterly PBIS celebrations. (Daily) Vendor: SWANK **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms	Formative			Summative
	Sept	Nov	Jan	Mar
Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor Assistant Principal Classroom Teachers Campus Faculty				

Strategy 2 Details	Reviews			
Strategy 2: Counselor classroom presentations will address safety, bullying prevention, testing anxiety, healthy self-image, diversity and acceptance, dating violence, drug awareness, positive choices/ consequences, and behavior.	Formative			Summative
	Sept	Nov	Jan	Mar
ReThink Use of Random Acts of Kindness curriculum, reading materials, and supplemental material. (Monthly) Kindness matters Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), Restorative Discipline Practices, TCA conferences and other professional development organizations. (Monthly/Yearly) Circle-Up Positive & Restorative Practices for Relationship Building & Conflict Resolutions to support PBIS / Region 19 **Strategy's Expected Result/Impact:** Keep abreast of the latest research base practices to better support student's social/emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers Select Faculty and staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Collaborate with Partners in Education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Monthly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor Select Faculty and Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselor will provide individual, small group counseling, and restorative circle groups. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. (Weekly) **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Borrego Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Borrego Elementary School

Name	Position	FTE
Claudia Nakay	Campus Instructional Specialist-Elementa	1
Laura Vaquera	Aide-Computer Lab	1
Ruth Ramirez	Teacher-At Risk Services	1

Title I Personnel

Name	Position	Program	FTE
Mercedes Jasso	Librarian	Title I Part A	25%
NadiaCarmina Parra	Aide-Library Elementary	Title I Part A	100%
Norma Bustillos	Aide-Classroom-Math & Science	Title I Part A	100%
Rebecca Jauregui	Parent Liaison	Title I Part A	100%
Tawnya Montano	Teacher-Elementary	Title I Part A	100%
Teresita Parra	Social Worker	Title I Part A	34%

Campus Funding Summary

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	8	Social Worker	211.32.6119.00.104.30	$25,000.00
2	7	8	Instructional Aide Math and Science	211.11.6129.00.104.30	$20,861.00
2	7	8	Library Aide	211.12.6129.00.104.30	$21,804.00
2	7	8	Librarian	211.12.6119.00.104.30	$25,750.00
2	7	8	Parent Liaison	211.61.6129.00.104.30	$26,000.00
2	7	8	Music Teacher	211.11.6119.00.104.30	$70,000.00
				Sub-Total	$189,415.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	General Supplies	263.11.6399.00.104.25	$2,875.00
2	8	1	Technology Equipment	263.11.6395.00.104.25	$8,815.00
				Sub-Total	$11,690.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	1	Reading Materials	289.12.6329.01.104.30	$10,000.00
2	9	1	General Supplies	289.11.6399.01.104.30	$4,200.00
				Sub-Total	$14,200.00

San Elizario Independent School District

Josefa L. Sambrano Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Value Statement

At Josefa L. Sambrano students will be safe, respectful, and responsible.

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 5
- Student Achievement 8
- School Culture and Climate 10
- Staff Quality, Recruitment, and Retention 11
- Curriculum, Instruction, and Assessment 12
- Parent and Community Engagement 13
- School Context and Organization 14
- Technology 15

Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 17
Goals 18
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 18
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 21
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 47
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 51

State Compensatory 55
- Budget for Josefa L. Sambrano Elementary 55
- Personnel for Josefa L. Sambrano Elementary 55

Title I Personnel 56
Campus Funding Summary 57

Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Sambrano Elementary needs to work on increasing student reading levels. Additionally, replacing the second interventionist would help greatly with the high numbers on the campus (we are the largest elementary in the district).

Demographics

Demographics Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of the demographic makeup for Josefa L. Sambrano, from data provided for the 2023-2024 school year. The campus is one of three elementary schools in the San Elizario Independent School District.

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 1/12/2024)

Count Percent Gender

Female 285; 42.26%

Male 318; 52.74%

Ethnicity

Hispanic-Latino 592; 98.18%

Race American Indian - Alaskan Native 1; 0.17%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

White 10; 1.66%

Two-or-More 0; 0.00%

The average daily attendance is 91.50%

We served a total of 603 students in 2023-2024 school year (188 Kindergarteners, 203 1st graders, 231 2nd graders).

59.70% are in a bilingual class setting, 95.02% are economically disadvantaged and 18.08% are identified as being served in special education. (PEIMS file loaded 01/12/2024)

Students by Program:

Student count by Program (PEIMS file loaded 01/12/2024):

Bilingual 357; 59.20%

English as a Second Language (ESL) 0; 0.00%

Alternative Bilingual Language Program 0; 0.00%

Alternative ESL Language Program 0; 0.00%

Gifted and Talented 7; 1.16%

Special Education (SPED) 109;18.08%

Title I Participation 603; 100.00%

Dyslexia 3; .0.50%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 573; 95.02%

Free Meals 443; 73.47%

Reduced-Price Meals 29; 4.81%

Other Economic Disadvantage 101; 16.75%

Homeless Statuses Homeless Status Total 15; 2.49%

Shelter 1; 0.17%

Doubled Up 6; 1.00%

Unsheltered 8; 1.33%

At-Risk 460; 76.29%

Demographics Strengths

At Josefa L. Sambrano, classrooms are supported by 34 fully certified classroom teachers, 11 educational aides, and 6 administrative support staff. The campus has one Reading Interventionist (At-Risk teacher) who supports students struggling with reading skills. We have had Long-Term Guest Teachers fill in classrooms due to being unable to hire certified teachers; the pool of teacher applicants is almost non-existent.

We continue the implementation of a Dual Language program. The students are being served in both English and Spanish, using a 50/50 model. The teachers were being supported by the campus instructional specialists, P & I Instructional Officers, and attend professional development in the area of Dual Language.

All teachers were provided training for the Fundations Reading Program. The staff was trained in several Professional Development activities which were available to use throughout the year.

Students were recognized for their efforts every 9 weeks with an Award Celebration for A and A & B honor roll, attendance, and Star Students; definitely a highlight for our students and their parents.

Our GT students are pulled out for 60 minutes weekly by the campus GT coordinator offering challenging academic activities that let them display their creativity.

The district parent liaison, in collaboration with the librarian, counselor, and instructional specialists continue to offer parents monthly literacy sessions that also incorporate special guests and presenters focusing on topics such as Dual Language, Mental Health support, literacy, and other school topics.

Tutoring was offered to all students during the 2023-2024 school year to assist in closing learning gaps due to the pandemic. We began tutoring in late September ending at the end of April; tutoring was offered on Wednesdays. After-school activities were also put in place to support students providing them with a well-rounded education supporting emotional well-being. Reading Bingo Night, Major Sports Drills/Skills, Folklorico, Music Program, Robotics, and 2nd Grade Student Council were just some of the programs/activities that were offered. Two weeks of intersession intervention were offered to our students; one week in October and one week in March.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60 % of our student population is coded Limited English Proficient. **Root Cause:** We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

Student Achievement

Student Achievement Summary

During the 2023-2024 academic year, teachers utilized Istation reading/math diagnostic instruments to assess the reading and math skills of all students. The average percentage of students using IStation was 100%. Our students were also assessed with DRA/EDL to measure growth progress in reading. Students' reading levels are not at the expected growth measures.

Students at this grade level are not assessed with STAAR, but EBs are holistically rated with TELPAS in kindergarten and 1st grades. Grade 2 is tested in the following domains: Listening, Speaking, Reading, and Writing. The percentage of bilingual students taking the TELPAS online test was 100%.

All students continue to take district benchmarks, unit assessments (TRS), teacher assessments in all subjects, and weekly math assessments in 2nd grade following the Sharon Wells Math curriculum timelines.

This year we continue the implementation of the Dual Language Program (50/50 model) for bilingual students. We will continue to focus on increasing English language acquisition and focusing on biliteracy for all our bilingual students. To aid in the endeavor of English language acquisition, Sambrano will continue with the implementation of Project GLAD (Guided Language Acquisition Design) strategies in all bilingual classrooms and English classrooms serving EB students. Bilingual teachers were trained and will continue training in the 50/50 Dual Language Model. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Improving reading and listening comprehension skills will continue to be a focus for the 2024-2025 academic year, thus, Sambrano will focus on the implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension following the TEKS state standards.

Student Achievement Strengths

Based on the end-of-year results in MAP Benchmarks for the 2023-2024 EOY, results show the area of growth and need is in Reading.

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	169	40th	51%	49%
Reading (English)	74	32nd	58%	42%
Reading (Spanish)	95	25th	73%	27%

Kinder MAP Academic Growth

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	188	30th	62%	38%
Reading (English)	92	27th	67%	33%
Reading (Spanish)	95	25th	76%	24%

1st Grade MAP Academic Growth 529

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	201	40th	50%	50%
Reading (English)	99	27th	63%	37%
Reading (Spanish)	103	26th	67%	33%

2nd Grade MAP Academic Growth

Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to desegregate data, create meaningful lesson plans that target the TEKS state standards, and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation to address individual student academic needs. An intervention block will continue for students to be serviced by teachers daily to continue supporting growth. Staff development continues to be driven by student academic needs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at Sambrano Elementary are still closing learning gaps, especially in the area of reading. **Root Cause:** Our second grade students were heavily impacted by the pandemic as they began their kindergarten year (the foundational year) online, not enabling them to establish a true and solid foundation especially in the area of reading.

School Culture and Climate

School Culture and Climate Summary

For the 2024-2025 school year, Josefa L. Sambrano Elementary will find ways to be creative in building working relationships among all faculty and staff, where they will have the opportunity to get to know colleagues in other grade levels and departments. This will impact the culture in a positive way where we learn from one another and bring Wildcats together to fulfill our mission and vision for our students and families.

The campus will strive to become a place where teachers collaborate to cultivate learning, where parents engage and participate in their child's learning, and where administrators provide teachers support and resources necessary to meet the needs of the students. Our campus will continue weekly PLC meetings where teachers will receive training to continue to build their self-efficacy.

As faculty and staff, we will continue to create an environment conducive to meeting the needs of our students through face-to-face instruction. Our focus is to establish relationships with our families in order to provide the best instruction for their children while supporting the parents with strategies they can use at home to support their children's learning and academics. At Josefa L. Sambrano we will continue to commit to excellence for our students which will systemically align to all campuses in which our students will move on to in their educational career.

Josefa L. Sambrano Elementary will implement the Positive Behavior and Intervention Support (PBIS) model to support students in being respectful, and responsible towards one another all while being safe on and off campus.

School Culture and Climate Strengths

Our campus recognizes students' efforts in academics, every nine weeks, through the Awards Ceremony where students receive certificates that recognize the student; parents are invited to attend the ceremonies. A newsletter is emailed to all faculty and staff weekly to keep them abreast of events, timelines, safety information, and district information notices.

The parent literacy sessions focus on strategies parents can utilize at home to help support their child's literacy progress and grow their reading skills. Projects are sent home with students involving parents/children to work together on certain projects. Communication between home and school is key to maintaining relationships with parents. The Class Dojo app, personal phone calls, emails, monthly parent newsletter, campus and district websites, and social media outlets allowed parents to be kept informed on what was happening on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Josefa L. Sambrano Elementary employs 34 teachers, 2 Instructional Specialists, and 11 Instructional Aides. We currently do not have a parent liaison on campus but do utilize the district parent liaison. We also have support service staff that are instrumental in the everyday operations of our campus. Many of our staff have been teaching at our campus for an average of 10 years. There are also several staff members that are from the San Elizario community. We continue to retain and provide professional growth opportunities to our highly qualified staff. We will continue to provide purposeful and relevant professional development opportunities based on student need, teacher feedback, best practices, and research-based initiatives.

District initiatives are followed and are aligned to content standards and grade level expectations. We also ensure agreed upon strategies have been modeled and implemented in each classroom to include Kagan, Lead4ward, small and large group instruction, and differentiated instruction. Formative assessments are aligned to the standards and grade level expectations. We will continue to implement MAP reading and math assessment benchmarks for BOY, MOY and EOY.

There is one Principal, one Assistant Principal, and one Counselor that serve this campus full-time. There is one additional Counselor who is shared between Loya and Sambrano. In addition, there are two campus Instructional Specialists and one Reading Interventionist that provide instructional support and modeling for teachers throughout the campus. The need to close the achievement gap in reading at all grade levels lies at the forefront of our instructional focus.

Staff Quality, Recruitment, and Retention Strengths

Josefa L. Sambrano continues to maintain its 100% highly qualified status for teachers and paraprofessionals. Weekly PLC meetings continue throughout the year to ensure teachers collaborate virtually and plan lessons to meet the needs of all students.

We continue to build teacher self-efficacy through professional development and structured PLC's. All students are monitored with the use of graphs and fluency folders. It is important to note that students keep track of their progress as well. Administrators are present for PLC and data discussions.

We also continue to make strides in the area of technology. Each student has access to a device. Teachers are moving past the novice level to more proficiency in technology applications. All teachers have a smartboard in the classroom for added support in delivering instruction to our students. We are hopeful the 4-day work week during the school year will help attract qualified professional and support employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus was unable to consistently have certified teachers in two classrooms due to a teacher shortage of applicants and one teacher retiring in December. We were unable to hire a certified teacher for the second half of the school year. **Root Cause:** There were no certified teacher applicants for the positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Josefa L. Sambrano will continue to implement TRS as the scope and sequence guide. Various resources, such as Lead4ward, STEMscopes, Sharon Wells, Guided Math, Estrellitas, Fundations, Lunita, Learning A to Z, HMH curriculum, AR reading, Google Classroom, and other resources will continue to be implemented.

Continuous and focused data analysis is recognized as an essential process at Josefa L. Sambrano. Dual Language is being implemented in grades K-2. Dual Language classrooms are using a 50/50 model with instruction being given in English and Spanish. PLC meetings focus on data disaggregation and planning with the end in mind. Full implementation of the state TEKS is expected in every classroom and monitored. Teachers incorporate guided reading as a means to work on increasing student's reading levels, fluency, vocabulary and comprehension.

Curriculum, Instruction, and Assessment Strengths

Josefa L. Sambrano Elementary will continue to implement a weekly 60 minute PLC block in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident within classrooms for students to be prepared for the purpose of the daily lesson within every subject. The utilization of Thinking Maps, Lead4ward playlist, interactive student notebooks, ELPS strategies, Sharon Wells, guided reading, guided math, HMH, new science-adopted materials have proven effective in facilitating academic growth throughout the content areas.

We will continue to ensure that a powerful first teach is in place in all classrooms. In addition, a block of time is allotted each day for targeted intervention. Teachers are very positive in regards to the 50/50 Dual Language Model currently in place at the campus. It is evident they are following the protocols and schedules in place for the program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our students demonstrated minimal growth in MAP testing in reading and math at MOY and they demonstrated minimal growth at EOY, but their expected projected growth was less at EOY than at MOY. **Root Cause:** This was the second year assessing under this testing format and MAP. As a campus, we are still learning about the data the platform is providing, it is an achievement test and provides data differently. Also, our student population is comprised of kindergarten, first, and second grade students. We, as a campus, are transitioning them to become computer literate in testing.

Parent and Community Engagement

Parent and Community Engagement Summary

Josefa L. Sambrano Elementary continues to look for ways to encourage parents and the community to be active participants in the education of our students. The district parent liaison provides the campus with opportunities to invite parents to different sessions on different topics. We see an increase in parent involvement, but would like to see a bigger increase in this area, concerning parental involvement attendance.

Parents are invited to participate during the open house, fall, and spring teacher/parent conferences, Coffee with the Principal, Scholastic Book fairs, Literacy distribution for students, GT Night, Star Students: Student of the Month, Award Celebrations, and literacy sessions combined with guest speakers. We will continue to seek out more opportunities for parent participation.

Parent and Community Engagement Strengths

Josefa L. Sambrano Elementary communicates with families through the use of Class Dojo, Google Classroom, automated calling, school website, marquee, and phone calls. Parents have opportunities throughout the year to become involved with the school through participation in our monthly literacy book-of-the-month sessions, recognition ceremonies, GT Family Night, STEM night, and various conferences. We did see a slight increase in parent volunteers.

School Context and Organization

School Context and Organization Summary

Josefa L. Sambrano Elementary School ensures academic success for all students. A structured master schedule that maximizes student learning is implemented. Our instructional day is 7:20 AM - 4:05 PM with built-in intervention blocks to have small group intervention for our students needing academic support. Weekly PLCs are conducted to allow for lesson planning, data review, and professional development. The At-Risk Interventionist will work with K-2nd grade students in reading. Aides will support reading and math for K-2nd grade students. Fall and Spring intersession intervention is held during the breaks to bring in students who need extra assistance and to comply with the state-mandated hours for the EB early childhood students, 30 hours each semester, and 60 for the summer session (total 120 hours).

With the 4-day week school year, adjustments to schedules, tutoring, and school programs were made. The focus is to ensure instructional time is not compromised during the school day.

The campus leadership team conducted the Effective School Framework diagnostic self-assessment and determined the following focus areas for improvement:

- Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.
- Essential Action 3.1 Compelling and aligned vision, mission, goals, and values, focused on a safe environment and high expectations.
- Essential Action 5.3 Data-driven instruction

School Context and Organization Strengths

Josefa L. Sambrano Elementary School provides in-school intervention for students throughout the regular school schedule to meet the needs of the students for each grade level. This allows additional learning time for students who are not mastering the content. Students who need extra support and are at risk of failing were encouraged to attend the intersession during the fall and spring for one week.

Technology

Technology Summary

Josefa L. Sambrano School is equipped with wireless computers and Active Panels in all classrooms. Students are provided with educational opportunities through the use of updated technological equipment as well as trained classroom teachers who incorporate this equipment into their lessons. The Active Panels allow teachers to quickly access information for lesson presentations and to assess student learning.

Our campus continues to be at a 1:1 ratio as far as student devices go in each grade level. Students navigate through IStation reading, IStation math, GO Math, STEMscopes, Google Classroom and many other websites in order to supplement their instruction. Teachers continue to work towards building proficiency using available instructional applications and other technology applications to assist with their delivery of instruction.

We will continue to make strides in the area of technology. iPads were replaced with chromebooks for Kindergarten students. They continue to have a small set of iPads in the classroom for support and intervention. Currently, all students have chromebooks and utilize them daily. Some teachers are moving past the novice level to more proficient with the integration of technology apps in their daily lessons. Two additional computer labs were built with up-to-date desktops, smartboards, etc. We currently have 3 computer labs on campus with 75 desktops (25 per computer lab) in place. We have a computer lab aide onsite to assist with class lessons in the computer labs.

Technology Strengths

Josefa L. Sambrano ensures that we are at 1:1 concerning student devices. All students have access to technology for face-to-face learning. In addition, Josefa L. Sambrano will continue to update all classrooms with the needed technology equipment to enhance learning and teaching. Teachers and students have become more efficient with teaching/learning through technology. The teachers have actively participated in technology training to support learning that features enhanced technology integration.

Priority Problem Statements

Problem Statement 1: 60 % of our student population is coded Limited English Proficient.

Root Cause 1: We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 9, 2024

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: To provide professional development to 100% of faculty and staff and administration that is geared toward academic areas that have been determined to be a need at the campus.

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide professional development to include (Monthly PLC's): Amplify (mCLASS) New Teacher Orientation DRA/EDL assessment training (campus base) EduHero online PD Estrellita PD GT training Guided Reading Learning Dynamics PBIS Conference Reading Renaissance (AR & MAYON) Sharon Wells Mathematics for 2nd grade Region 19 Sembrando el futuro TABE Conference TexQuest Wilson Language Mental Health Conference Border Conference Reading Academies for teachers and administrators SuccessEd (RTI) **Strategy's Expected Result/Impact:** Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialists District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** HB3 Region Training - 199: General, State Compensatory Education - 199.13.6239.00.103.30 - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning through professional learning communities and modeling lessons utilizing best practices while implementing district initiatives in all content areas to include team building for faculty and staff (2 FTE's) (Daily). **Strategy's Expected Result/Impact:** Increase of student achievement in all content areas. **Staff Responsible for Monitoring:** Campus Administration District Instructional Officers Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Learning Communities will meet weekly for 60 minutes to align instruction and assessments, plan based on student data, reflect on teaching practices and strategies and plan for targeted and focused intervention based on the data. (Weekly) **Strategy's Expected Result/Impact:** An increase in student achievement in all content areas that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: 70% of kinder grade students will be reading at a DRA/EDL Reading level of 4 by the end of the 2024-2025 school year.
70% of first grade students will be reading at a DRA/EDL Reading level of 16 by the end of the 2024-2025 school year.
70% of second grade students will be reading at a DRA/EDL Reading level of 28 by the end of the 2024-2025 school year.

High Priority

Evaluation Data Sources: IStation beginning, middle and end of the year assessments
DRA / EDL Reading Levels: Monthly levels to be checked by Instructional Coaches and Admin.
Guided Reading Binders; to include guided reading lessons; IStation intervention lessons / Running Records
Weekly test and data meetings
Implement Accelerated Reading (AR) for student independent reading practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 1: Provide research-based instructional resources that are aligned to the TEKS through the use of the following (Daily):
Amazon
Barnes and Noble literacy purchases
Basic instructional supplies/Warehouse
Benchmark Education
Capstone-Pebble Go
Curriculum Associates - Math and Reading
DRA/EDL Reading Kits
Estrellita
Follett School Solutions
Kami Notable
Lakeshore Learning Materials
Learning A-Z (RAZ and Vocabulary)
Lunita
Okapi
Reading Renaissance (AR)
Really Good Stuff
Shi government
Voyager Sopris
Scholastic
School Specialty
Steps to Literacy
Wilson Language (Fundations)
TexQuest
Valley Speech

Strategy's Expected Result/Impact: Improvement in all core content areas with monitoring through the following

means:

Guided Reading binders
Istation
DRA/EDL - running records
TELPAS
Walkthroughs /T-TESS
Coaching Cycle feedback/reflection
Lesson Plans
Kami Notable

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coaches

TEA Priorities:
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: FUN Hub site license for students - 199: General, State Compensatory Education - 199.11.6268.00.103.30 - $1,890, Raz Plus Annual Subscription - 199: General, State Compensatory Education - 199.11.6268.00.103.30 - $8,454, Subscription-Capstone - 199: General, Basic - 199.11.6268.00.103.30 - $3,149

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Update library resources for student and classroom use. (Monthly) **Strategy's Expected Result/Impact:** Increase in students' reading level to include comprehension and fluency that is monitored through library usage, Accelerated Reading tests, reading and fluency graphs. Update the library to meet the needs of K-2nd Grade Level Readers. **Staff Responsible for Monitoring:** Campus Administration Librarian Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Purchase books for read-alouds for grades K-2nd, to include book titles that have bilingual counterparts for alignment for instructional alignment, MYON license for AR reading books, add digital books from EPIC and Capstone. **Strategy's Expected Result/Impact:** Increase in reading comprehension and fluency as monitored by increase in reading levels. **Staff Responsible for Monitoring:** Campus Administration Teacher Campus Instructional Specialist Librarian **TEA Priorities:** Build a foundation of reading and math -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: For the 2024-2025 school year, common benchmark assessments (MAP), Sharon Wells 6-week 2nd grade math assessment results reports will reflect increases in mathematics as per the following:

Grade: Kinder
Approaches- 3% increase in the EOY MAP mathematics assessment from the EOY assessment results.
Meets- 3%
Masters- 1%

Grade: 1st
Approaches- 3%
Meets- 3%
Masters- 1%

Grade: 2nd
Approaches- 3%
Meets- 3%
Masters- 1%

MAP MOY smart goal is 1% overall percentage rise students meeting projected growth in Math and Reading.

High Priority

Evaluation Data Sources: MAP Math assessment scores, 6-week math assessment results, IStation Tier Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase/Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly) Houghton Mifflin textbook resources STEMScopes for Math (K-2) Classroom Kits Sharon Wells Math Curriculum (2nd Grade) Curriculum Associates Math Manipulatives: Color tiles, pattern blocks, clocks, scales, etc. Lakeshore Learning Math Kits focusing on numeracy, shapes, and number sense. STEMScopes Math/Accelerate Learning Kami Notable Accelerated Learning AR (MYON) Starfall OKAPI Materials **Strategy's Expected Result/Impact:** Increase in student achievement through the use of manipulatives, problem-solving methodologies, basic facts, and various strategies that will lead to an increase in student mastery in unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers **TEA Priorities:** Build a foundation of reading and math -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue with Guided Math in K-1st grade to include learning stations while also using Math STEMScopes. (Daily) **Strategy's Expected Result/Impact:** Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist District Instructional Officers Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2024-2025 school year the campus will implement the use of a Science lab/Makerspace lab. The campus will continue with the Engineering Connection lab.

Evaluation Data Sources: 2023-2024 STEMScopes Assessment Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Increase in performance in content areas on unit and campus assessments. Increase in participation of activities and lessons in the Engineering labs. **Staff Responsible for Monitoring:** Campus Administration Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide (Daily) research-based resources and supplies to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials and makerspace products relevant to the math, science and engineering component. **Strategy's Expected Result/Impact:** Increase mastery of content and performance as measured through unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers District Instructional Officer **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: 2024-2025 performance for Special Populations to include Emergent Bilingual students (EBs) , Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will demonstrate growth in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. EBs will improve one proficiency level in 2024-2025.

Evaluation Data Sources: 2024-2025 TELPAS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase GT testing materials and scoring services for GT nominated students. (Yearly) Purchase materials for GT student projects face-to-face or virtual learning (Monthly) Purchase materials and snacks for GT Family Night/Virtual learning (Yearly) Provide opportunities for our GT students to participate in Adventures in Learning field trips and additional field trips, face-to-face or virtually. (Yearly) Extra Duty Pay for GT Family Night **Strategy's Expected Result/Impact:** Differentiated instruction for GT student population as measured by projects and increased academic achievement. **Staff Responsible for Monitoring:** Campus Administration Teacher GT Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to implement the Dual Language Model for K-2 with fidelity (Daily). Attend Professional Development for Dual Language to include PD with Dr. Jose Medina - all grade levels. Attend Seidlitz PD for classroom strategies supporting EL students. Use of Estrellita to support phonics and reading K-2 in bilingual classrooms to include Lunita for 2nd grade. (Daily) Identification and placement of students in the bilingual program through state-approved assessments. (As needed) Testing Materials - LAS Continue use of GLAD strategies Purchase of Reading Material in conjunction with Seidlitz Supplies needed for Dual Language Instruction in the classroom PD - Dr. Jose Medina **Strategy's Expected Result/Impact:** Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas. Measured through walkthroughs, unit and campus assessments, and TELPAS. **Staff Responsible for Monitoring:** Campus Administration Teachers Campus Instructional Specialists Reading Interventionist Teacher District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Special Education students will be provided accommodations/modifications as per their Individual Education Plans. Tutoring will be offered to Special Education Students. License for RTI SuccessEd **Strategy's Expected Result/Impact:** Differentiated instruction and support will result in an increase of meets in all core content areas. **Staff Responsible for Monitoring:** Campus Administration Teachers Special Education Teachers Special Education Instructional Aides (5) **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: All students who are at risk of failing will be offered remediation and instructional materials during Fall and Spring intersession and after-school tutoring sessions as needed. (Daily/Weekly) Fall (2024) and Spring (2025) intersession(s) will be offered to students needing extra support. Bilingual kinder students will continue to have a Fall and Spring intersession to meet the state requirement for the summer. Each intersession will consist of 30 hours each semester and 30 in the summer. Intervention blocks will be implemented for all K-2 students. Targeted interventions will be determined from our data analysis. Transportation will be provided for students who attend tutorials. Special Education students will be provided tutoring to assist in areas of need. **Strategy's Expected Result/Impact:** Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, Unit and campus-based assessments, TELPAS, and reading levels. **Staff Responsible for Monitoring:** Campus Administration Special Education Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: Participation by parents and community members in school-based activities will increase from the 2024-2025 school year.

Evaluation Data Sources: Documentation of participation in activities (Agendas, sign-in sheets kept by counselor, librarian, administration)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide campus activities that promote family relationships and build self-esteem such as Honor Roll Assemblies, Grandparent's Day Celebration, Coffee with the Principal, 2nd grade farewell activities, holiday celebration performances. Provide campus activities that increase parental involvement and support student achievement done virtually or in person if safety/health guidelines permit, such as: Academic Awards for students Barnes & Noble Book-of-the-Month to support literacy Bullying Prevention presentation Coffee with the Principal Student Safety COVID-19 safety health guidelines presentations Dual Language Information night EL strategies for language acquisition GT Family Night Literacy: Red Across America Celebration week Mental Health Awareness for social/emotional needs presentations Music Performance by students Practical Parent Education (parental engagement curriculum) STEM Expo TELPAS information, Open House, Title I, Title III, Math and Reading, information sessions. Parent Literacy Sessions to include 2 weekly sessions on various topics. (Monthly) **Strategy's Expected Result/Impact:** Increase in students' social/emotional well-being. Increase home/school connection to inform parents on various strategies to help their children achieve success. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor Librarian Music Teacher Campus Instructional Coach District Instructional Officers Parent Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Increase parent involvement through recognizing student achievements such as perfect attendance, honor roll, student-of-the-month, end-of-year awards for grades K-2nd Grade. (Every 9 weeks) **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor Parent Liaison				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Enhance home and school connection through the use of Class Dojo, Google Classroom, Zoom platform, Monthly Newsletters, communicate through campus social media outlet, campus and district websites and parent attendance of the Annual Parent Conference at Region 19. (Monthly) **Strategy's Expected Result/Impact:** Increased communication with parents regarding campus and classroom activities. Continue to communicate through Dojo app to facilitate homework and will serve as a means for home and school communication. **Staff Responsible for Monitoring:** Campus Administration Teachers Parent Liaison Campus Secretary Librarian				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Have parents serve on the following committee: DAT, SHAC, LPAC and SBDM. (Monthly) **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Counselor Parent Engagement Representative State and Federal Programs Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The campus will support professionals and/or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional and/or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling student in all academic areas. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers SPED aides				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVI-19 pandemic.

Evaluation Data Sources: Students progress reports, 9-week reports and IStation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: To close the gaps in student learning in reading and mathematics a school tutor will work in small groups of students or one-to-one targeting the areas of need. Supplemental supplies and materials will be provided for the instruction. **Strategy's Expected Result/Impact:** The expected results will be to increase scores on reading and math by 1% to 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, classroom teacher and student's tutor **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: ARP II - Homeless Grant Funding is to increase local education agencies (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Student's progress reports, 9-week reports, and IStation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide intervention to transition students with extra support in closing the gaps by hiring a part-time tutor. Also, supplies and materials will be provided for additional instructional support to include one educational field trip. **Strategy's Expected Result/Impact:** The expected result will be to increase students academic support and improve reading by 1%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist and part-time tutor **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: For the 2024-2025 school year, the campus will begin a school-wide writing baseline to gauge student success with letter formation, penmanship and basic simple sentence structure. A campus-wide monthly writing sample collection will be implemented to address the writing process and determine growth per grade level expectations.

The writing wall classroom display will be aligned to grade level TEKS based on the book of the month.

Evaluation Data Sources: Writing samples progression.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Kindergarten, First Grade and Second Grade will collect monthly writing samples and post on classroom wall to show writing development and progress throughout the school year. **Strategy's Expected Result/Impact:** Student writing will show a progression of progress through writing portfolio samples **Staff Responsible for Monitoring:** Teachers IS's Administration **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the state academic standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment and technology equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.01.103.30 - $12,787				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Sambrano Elementary will provide supplemental library resources and media to support instruction during the school year (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students to do more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training. (In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide support to students for their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Sambrano Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase parent participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, revised, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Title 1 funded positions will support and assist students/staff with day to day instructional needs. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Campus Instructional Specialist Position - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - $92,778, Instructional Aide (Math and Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - $31,229, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.103.30 - $26,000, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.103.30 - $25,000, Library aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.103.30 - $28,768, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.103.30 - $32,395				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials, technology equipment, and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging state academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue supporting Parent and Family Engagement by providing Family Literacy Services, parent outreach and training, and community participation programs. **Strategy's Expected Result/Impact:** To engage parents in their children's education **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 4.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement a well-rounded education by incorporating STEM, Robotics, Maker Space, Social and Emotional Learning, and art (within their regular ed classroom). **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support safe and healthy students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for effective use of technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software/License, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide all students with supplemental instruction on core academic subjects materials, equipment, intervention materials, subscriptions, transportation, extended days, and professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the state academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist and other instructional support. **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: Early Childhood allotment is defined as programs an services designed to supplement early childhood education for students in grade PK-3rd grade. The purpose is to increase academic achievement to students at an early age to reduce the risk of dropping out. The program provides funding to students who are economically disadvantaged and are at risk of dropping out to provide added support and establish continued success up to high school.

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, Report Cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials, general supplies licenses or subscriptions for any core subject in order for students to achieve high levels in academic subjects for all early childhood students in grades K-2nd that can help meet the same challenging state academic standards. **Strategy's Expected Result/Impact:** Students meeting projected growth in MAP MOY reading results. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide professional development to teachers and/or teacher aides in early childhood development. **Strategy's Expected Result/Impact:** Progress reports, reports cards, assessments. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 1: Faculty and staff will increase the use of technology through use of technology equipment and applications to support instruction, and students will demonstrate an increase in technology application proficiency in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs and usage reports of technology applications. The purchase of new desktops for computer lab to replace outdated machines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources/licenses to facilitate local and state assessments. Utilize technology applications to integrate technology with all core content areas. Purchase to replace technology equipment for student use in Computer Labs. Desktops for office staff Support tech assistance for teachers Office Depot ProComputing AGiProtect SEISD Warehouse Materials & Supplies Google Management Site License CDW-G Purchase toner for printers Dell HB electronics (Weekly) **Strategy's Expected Result/Impact:** Increase in performance and mastery across all core content areas as measured by unit and campus assessments and TELPAS state assessment. **Staff Responsible for Monitoring:** Campus Administrator Teachers Computer Instructional Aide Campus Instructional Coaches District Instructional Officers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students support with online assessment by purchasing various materials, needed such as headphones, etc. **Strategy's Expected Result/Impact:** Improvement in academic areas in reading and math by providing students with supplies needed. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM and College and Career readiness.

Evaluation Data Sources: Increase STEM and College and Career Readiness opportunities to include all grade levels. STEM challenges throughout the school year and allotting time to visit Maker Space classrooms to promote study in the areas of science, math and engineering.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Campus counselor will provide a variety of college and career readiness activities for students such as career day and/or college week activities such as 'College shirt Tuesdays' to promote post-secondary education. (Weekly) **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities, financial aid information and coursework. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Campus Counselor Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop E-STEM campus for all grades K-2nd to include: Engineering Labs - K-2nd Grade Maker Space - K-2nd Grade Genius Hour - GT Students grades 1st-2nd STEM activities - K-2nd New Goal: K-2nd grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, life and career skills, and Project-Based Learning. (Weekly) **Strategy's Expected Result/Impact:** Increase in participation of hands-on learning in the areas of math, science, and STEM-related activities that will lead to an increase in preparation of STEM and related careers. Increase in participation of STEM Expo. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Coaches Teacher Librarian Math/Science Instructional Aide District Instructional Officer				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: For the 2024-2025 school year, Sambrano Elementary will implement a plan of action to promote the PBIS Framework core values of being respectful, being responsible and being safe which will lead to an overall decrease of discipline referrals from the previous school year.

Evaluation Data Sources: Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) throughout the campus. All stakeholders will receive training through student made videos and review of reflection and referral forms. Continue to recognize students for achieving behavior goals through free dress and semester PBIS celebrations. (Daily) **Strategy's Expected Result/Impact:** Decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor PBIS Committee				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide campus activities to promote social and emotional well-being for all students.

Evaluation Data Sources: Counselor logs and records of all activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our military families who have moved into SEISD to offer them a tour and information of our campus, explain district expectation goals and introduce them to the state curriculum through the resources from Texas Education Agency. Provide opportunities and activities to engage all our students with awareness of the Armed Forces. **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-in's will be conducted offering extra instructional support for their children and themselves. **Staff Responsible for Monitoring:** Military Liaison Campus Administrators District Home Liaison Counselor Teachers Nurse Parent Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff Support Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus counselor will conduct classroom presentations on bullying, safety, random acts of kindness, self respect, character counts, positive choices and consequences and other topics as the need arises. (Weekly) Additionally, students will participate in Red Ribbon Week and Career Awareness activities. **Strategy's Expected Result/Impact:** Increase in student achievement and decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide opportunities for the PBIS campus team to attend professional development and conferences, including but not limited to: Circle-Up Positive and Restorative Practices to Relationship Building and Conflict Resolutions to support PBIS - Region 19. (Monthly) **Strategy's Expected Result/Impact:** Implementation of best practices to support PBIS and social/emotional student needs. **Staff Responsible for Monitoring:** Campus Administration Counselor PBIS committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Nursing Staff Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Provide activities to increase student attendance rate from 91% in 2023-2024 to 95% in 2024-2025 school year.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The school attendance committee will meet monthly to review incentives as well as students with 3 or more absences. 9-week recognition awards assemblies and acknowledgements to/with parents. Monthly grade level winner to be announced. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** Attendance Committee Attendance Clerk Campus Administrators Campus Teachers				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Josefa L. Sambrano Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Josefa L. Sambrano Elementary

Name	Position	FTE
Alyssa Padilla	Campus Instructional Specialist-Elementa	1
Corina Garcia	Teacher-At Risk Services	1
Miguel Tapia	Aide-Computer Lab	1

Title I Personnel

Name	Position	Program	FTE
Anahi Galvan	Aide-Library Elementary	Title I Part A	100%
Ashley Garcia	Parent Liaison	Title I Part A	100%
Cesar Duran	Campus Instructional Specialist	Title I, Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Patricia Cortez	Aide-Classroom	Title I, Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Subscription-Capstone	199.11.6268.00.103.30	$3,149.00
				Sub-Total	$3,149.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	HB3 Region Training	199.13.6239.00.103.30	$3,000.00
2	1	1	FUN Hub site license for students	199.11.6268.00.103.30	$1,890.00
2	1	1	Raz Plus Annual Subscription	199.11.6268.00.103.30	$8,454.00
				Sub-Total	$13,344.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	10	1	Sharon Wells	211.13.6299.01.103.30	$12,787.00
2	10	8	Librarian	211.12.6119.00.103.30	$32,395.00
2	10	8	Library aide	211.12.6129.00.103.30	$28,768.00
2	10	8	Instructional Aide (Math and Science)	211.11.6129.00.103.30	$31,229.00
2	10	8	Campus Instructional Specialist Position	211.13.6119.00.103.30	$92,778.00
2	10	8	Parent Liaison	211.61.6129.00.103.30	$26,000.00
2	10	8	Social Worker	211.32.6119.00.103.30	$25,000.00
				Sub-Total	$248,957.00

San Elizario Independent School District

Lorenzo Loya Primary School

2024-2025 Campus Improvement Plan

Mission Statement

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent and contributing members of society.

Value Statement

At Lorenzo G. Loya Primary, where lifelong learning begins!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 8
Staff Quality, Recruitment, and Retention 10
Curriculum, Instruction, and Assessment 11
Parent and Community Engagement 12
School Context and Organization 14
Technology 15
Priority Problem Statements 16
Goals 17
Goal 1: Goal: To foster well-trained human capital in order to support student success and achievement. 17
Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 21
Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 40
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker. 43
State Compensatory 49
Budget for Lorenzo Loya Primary School 49
Personnel for Lorenzo Loya Primary School 49
Title I Personnel 50
Campus Funding Summary 51
Addendums 52

Comprehensive Needs Assessment

Revised/Approved: May 8, 2024

Demographics

Demographics Summary

Loya Primary Student Demographics:

The information below provide a snapshot of the demographic makeup for Loya Primary, from data provided for the 2023-2024 school year. In the 2024-2025 school year, Loya Primary will continue serving students in grades PK-3 and PK-4 for a full-day program.

Student Demographics 2023 - 2024 Fall PEIMS file loaded 01/12/2024)

Enrollment:

171 students

Count Percent Gender:

Female: 89= 52.05%

Male: 82= 47.95%

Ethnicity Hispanic-Latino: 168= 98.25%

Race American Indian - Alaskan Native:

Asian 0= 0.00%

Black - African American 1= 0.58%

Native Hawaiian - Pacific Islander 0= 0.00%

White:1= 0.58%

Two-or-More:1= 0.58%

We served a total of 171 students as per the 2023-2024 school year in grades PK-3 and PK-4.

Bilingual/ESL Emergent Bilingual (EB) 97 56.73%

Student by Program:

Student by Program (2022 - 2023 Fall PEIMS file loaded 03/08/2023)

Count Percent:

Bilingual/ESL Emergent Bilingual (EB): 97= 56.73%

Special Education (SPED): 26 =15.20%

Economic Disadvantage Total: 145=84.80%

Free Meals: 115= 67.25%

Reduced-Price Meals: 63=.51%

Other Economic Disadvantage: 24= 14.04%

Demographics Strengths

At Loya Primary all classrooms are supported by a certified classroom teacher and a instructional aide (T-2). The working relationship between both adults in the classroom has offered more support for the students with building a strong foundation with rituals and routines to assist with the daily instruction.

The campus continues to implement a strong Dual Language 90/10 program model in PK-4 as well as in our PK-3 classrooms.

STAR Award Assemblies were held every 9 weeks for the students in which they were recognized for their perfect and faithful attendance, reading champions with their parents, most improved and being highlighted as the classroom STAR student. TEAM Loya comes together to make it a memorable event for our students and their families.

The campus continues to offer family monthly literacy sessions that focus on teaching their young children the pre-reading strategies they can also use at home. The monthly sessions allows for families and children to bond over academic teaching. The session is held the last hour of the day on a monthly basis.

We were very happy to see a great increase in family participation for our literacy sessions this past year. Our numbers have doubled from last year, we averaged between 65-70 family members. It is quite a sight to witness as our students work on literacy activities with their loved ones. To honor our families language, the presentations are done in Spanish as well as in English.

Student Achievement

Student Achievement Summary

0ur P-K4 students are assessed with C-PALLS at the BOY, MOY & EOY (pending scores in May 2024). In reviewing the MOY 2nd wave of testing, both monolingual and Dual Language classrooms show gains in all areas of mathematics. The students average an 80% in MOY, with a +25% growth from the BOY scores. Teachers will continue focusing on the concepts that have not been taught and continue spiraling those that have been taught to ensure retention.

In reading, gains were also made in phonological awareness with letter and sound recognition, along with amazing growth in syllabication and alliteration, which was the goal we set for this year. Teachers will focus on poetry to continue the upward growth with the EOY results.

(See MOY growth attachment, long with CIRCLE scores)

Our PK-3 teachers assess students with a teacher created test to identify their shapes, colors and some numbers in January 2024. At this time, each classroom is on target according to the Student Learning Objective, with only a handful who are needing more support. Suggestions for intervention were shared by the Principal who met with teachers individually to go over their SLO data in February 2024.

New this year were the assessment checklists our instructional team and teachers collaborated to create so the students may be assessed every 4th and 8th week during each of the 9 weeks. Student results were reviewed and discussed during the data PLC, teachers then planned for intervention. We had a slow start due to the rituals and routines taking place with students, for many this is their first experience in school and we need to give them time to adapt to everything. Within the 3rd week teachers are beginning to collect data for their SLO, such as letters recognition. The first data meeting was on the 5th week and not the 4th as in the SEISD rollout plan. Since we had to create our assessments this year, for the upcoming school year 24-25, we will just need to adjust the ones we have in place.

Students at this grade level are not assessed with TELPAS nor STAAR. Incoming students whose HLS indicates Spanish are tested with Pre-las to show language proficiency in both English and Spanish to determine placement at the BOY and EOY to indicate growth progress. PK-3 students were assessed by teacher observations and teacher created MOY and EOY assessments in recognizing number, shapes, and colors along with language development.

Our Dual Language Program is using the 90/10 model for our PK-4 students. This allows for a strong foundation of the students' first language to be solidified for them. The campus continues to implement Project GLAD (Guided Language Acquisition Design) and the use of Estrellita phonics in all Dual Language classrooms.

Improving vocabulary development, pre-reading and listening comprehension skills will continue to be a focus for the 2024-2025 academic year, thus, Loya Primary will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension using the state Pre-K guidelines and outcomes.

Student Achievement Strengths

C-PALLS MOY (2-wave) data reflects gains for most students in the area of mathematics and reading. The result of having the daily calendar in both reading and math has been favorable. The vibrant and fun educational videos have made a lasting impact on students, where they have been able to retain and sustain their learning. Pre-reading skills have also shown an improvement for the majority of the students, the students who are struggling with some of the concepts are needing more support with their language development. All of our students who were under RTI have been evaluated in speech and are now being serviced. Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to disaggregate data, create meaningful lesson plans that target Pre-kindergarten TEA Guideline Standards, and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. Intervention blocks will continue for students to be serviced by both teachers and T-2's on a daily schedule to continue supporting growth.

As a campus we focus not only on academics, but we also focus on building social skills for our students where they learn to collaborate with their peers, learn about social acceptance, build up their vocabulary development through role playing, and have opportunities to play as part of their learning. We have seen our students become very independent and have seen their confidence rise from the start of the school year.

It is very noticeable in the PK-3 program, having the students here for a full day program has made a huge difference for them. We are very pleased with the MOY results. I know we will continue building on our success.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Attendance has been a concern for our campus. We averaged a 90% for both grade levels. We did see an improvement but since our enrollment was was lower, it affected the overall rate. **Root Cause:** Attendance is impacted by our students getting ill during the colder months of school as well has parents not bringing them to school.

School Culture and Climate

School Culture and Climate Summary

Loya Primary had a decrease in enrollment. We strongly believe it was due to the new school schedule of a 4-day week with the extended school day of 7:20 am to 4:05 pm. Our PK-3 program has been successful with student growth development progress in both academic and social skills. We had 1 section of Prek-4 Dual Language that was closed in September 2023 due to the move of a teacher and instructional aide to PK-3, due to a need at another campus. With the change, our PK-4 dual lang classrooms were left at capacity of 24 students the majority of the year. It was in March of 2024 we received additional aides to assist those classrooms. Our goals did not change in bringing our mission and vision statement to realization. Together we continued to build a rapport among one another in order to serve our students and parents. A common vision as the Admin team was to focus on how to serve our teachers and support them with our students academic and social emotional needs. Safety measures were in place from the very beginning, the campus was visited by a TEA representative from Region 19 in the fall and was complimented in having all safety measures in place . The campus scored a 100%!

A reflection of the commitment to safety from our TEAM Loya! All campus committees: SBDM, LPAC, Safety, PBIS, and Dual Language continue to establish a systemic alignment, meet regularly to adhere to timelines and work on common goals for our students. The SBDM committee had representation from parent and community members to have input with respect to the Campus Improvement Plan (CIP). PLC meetings continued throughout the year.

As a faculty and staff we continue to create an environment conducive to meet the needs of our students. Our focus was to establish relationships with our families in order to provide the best instruction for their children and address any parents concerns.

A huge impact that has assisted with building trust with our parents is having opportunities for them to come to the campus to learn with their children, join campus monthly presentations and become well-informed of the monthly events through our Smore Parent Newsletter and Class Dojo account.

At Loya Primary we will continue to commit to excellence in setting the foundation for our students that will systemically align to all campuses our students will move into during their educational career.

School Culture and Climate Strengths

Our campus recognized students' efforts in behavior, attendance and academics every nine weeks through our 9-week award assemblies. Students received certificates along with a surprise to thank them for their efforts. We have established weekly dress days for the students to participate in: Tuesday are College/Military dress, Wednesdays are Superhero T-shirt days and Fridays we celebrate our SEISD pride with school colors. We also had cultural celebrations in September and May that included a parade for parents to view as the students dressed in cultural attire, our veterans were honored with a celebration along with dress activities showing their American Pride for November and in April for Military month. Other celebrations have been literacy, Halloween, drug awareness week, and Christmas. This year the students were treated to a field trip to the high school for career week. They attended the CTE classrooms where they got a glimpse of their potential future when they walked those hallways. A college presentation was done from EPCC students to let them learn about secondary learning and "what they want to be when they grow up". A special treat for them indeed!

Our counselor, CIS coordinator and the PBIS committee continued to establish ideas for the PBIS core values for our students this year. Classroom visits with lessons were conducted in all classrooms by the counselor. The committee planned "Pizza Night" at the local Peter Piper Pizza for fundraisers and concessions sales during parent-teacher conference night to celebrate the end-of-year activities for our students. We had a family winter dance in January 2024, with over 150 in attendance, we also had a friendship dance in February. We continued with the monthly PBIS kid award, where students were nominated by their teachers and recognized during a ceremony with a certificate and medal to wear with pride.

The "Hallway of Champions" continues to be a highlight for our students who have been recognized for perfect and faithful attendance, STAR students, monthly PBIS Kid award and to honor our Champion Readers as well as teachers and employees of the month.

We continued to honor our military families with monthly events. Troops from the Fort Bliss units continue to be invited for special occasions to celebrate with our students and families. They have been at our campus for the Thanksgiving luncheon to join our families, Christmas breakfast with TEAM Loya "Read Across America 2024" to read to our students and our "Dia del nino" celebrations. This year our campus hosted the ice cream social for all SEISD military families in April 2024, led by all campus military liaisons. Having the troops visit our students on different

occasions made it special for all, such a joy to see our students embrace them each time they visit our campus. Fort Bliss soldiers are also invited to participate in our end-of-year activities.

Teachers (TOM) and staff (EOM) continued to be recognized by their colleagues and are acknowledged with a framed certificate and a sweet treat. We added the "Little Eagle Award" for anyone to be nominated and then recognized on a monthly basis. A bulletin board is dedicated to them in the teachers mail room, where they are highlighted with their picture and the kind words shared by their colleagues. Our custodial staff, counselor, nurse and library aide are also acknowledged during their special month and in May all faculty and staff are celebrated during teacher appreciation. During the early release, birthdays continue to be acknowledged with a happy birthday tag and a sweet treat for them to enjoy too. Frames and treats are donated by the Principal.

The bulletin board is also used to keep all employees informed about the SEISD testing calendars, weekly Eagle News, bus schedules, birthdays and special recognition that is located in the teachers lounge.

A weekly/bi-weekly newsletter is emailed to all faculty and staff to keep them abreast of events, timelines, safety information, monthly birthday recognition's and district information notices by Principal. The monthly parent newsletter is also shared with the faculty and staff to communicate with our families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Loya Primary School employs teachers who are certified to teach at their grade level and specialty. Two special ed teachers were hired to replace former teachers along with 2 new SPED instructional aides.

New teachers are provided support at the campus level to support student learning and teacher growth expansion. Faculty and staff were provided professional development that were outlined in the 23/24 CIP goals and objectives. We will be attending an Early Childhood conference in Dallas in the month of June 2024; a total of 15 of us will be attending.

During the 2024-2025 academic school year, we will continue the PLC process planning and the assessment checklist. We are requesting to use the first month to get to know our students before data meetings are held. Teachers are doing informal observations and collecting data for their student learning objective (SLO).

Staff Quality, Recruitment, and Retention Strengths

The campus instructional support team facilitates transitioning by modeling and co-teaching to support new campus teachers and supporting any teachers in the area of need for their students and themselves. Teachers meet weekly for PLC's and collaborate with their grade-level colleagues. Suggestions and concerns can be openly shared with administration. The instructional leadership team conducts walk-throughs/learning walks and provides timely feedback to support teacher growth. The retention rate at Loya Primary has been excellent for the past 10 years.

As of May 2024, teachers have not discussed resigning or transferring.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PLC meetings were held once a week with the focus being on planning with vertical alignment, adapting lessons from Scholastic curriculum for PK-4, the Frog Street curriculum for PK-3 and creating assessment checklists. Teachers collaborate to create assessments for students according to what was taught during a certain timeframe. Results were presented and discussed during data meetings that focused on pre-reading and pre-math concept skills. After data review, teachers worked on intervention strategies for their students.

All classroom teachers align their Student Learning Objective (SLO) goals with their students academic progress in PK-3: color, shapes and number recognition and in PK-4 in letter and sound recognition.

Loya Primary is implementing the TEA Pre-kindergarten guidelines and research-based best practices. Collaboration among grade levels is a priority with the focus on maintaining consistency in academic vertical alignment.

Our instruction is data-driven with a focus on providing instruction that is hands-on and relevant for our students. Teachers utilize their student data to guide their lesson planning and instructional delivery. The lesson planning of Google slides among both grade levels is excellent with alignment and provides great visuals that capture students attention.

Curriculum, Instruction, and Assessment Strengths

In the areas of curriculum, instruction, and assessment, Loya Primary's strengths include:

- Implementing best practice instructional strategies through daily instruction.
- Utilizing research-based lesson planning.
- Planned curriculum meetings with campus Instructional Specialist and Administration.
- Teachers implement instruction and assessments that are aligned to Pre-k state guidelines in all core subjects.
- The support of instructional aides (T-2's) in every classroom has been very beneficial for students daily instruction and aiding with small intervention groups.
- Collaboration among the grade levels is truly a strength.
- Planning during PLC is a strength for alignment among grade levels.
- Coordinator of School Improvement was key in delivering PLC sessions.

Parent and Community Engagement

Parent and Community Engagement Summary

As part of our campus mission and vision at Loya Primary, we were and are committed to create a secure and positive learning environment for our students to develop intellectually, physically, socially and emotionally. With that stated, our parents were a very important component to the success of their children. We welcomed and nurtured our relationships with our parents to make a positive impact with their children. During this past school year (23/24), our parents joined for the learning sessions about child development, SEISD TEAMS system for grades, along with SEISD parent initiative roll-outs and Title I information presented by our campus parent liaison and leadership team. We saw an increase with parent participation for larger events for families who joined their children during the events.

Monthly family literacy sessions continued to be held to foster the love of learning with their young children. These sessions allowed for families to participate with their children during the school day (offered in both English and Spanish). As the school year progressed so did our number of families who would join their little Eagle. Altogether we averaged about 65-70 students joining a family member for the family literacy sessions.

Other opportunities we have throughout the year at the campus level:

- Bingo with our grandparents in September.
- 16 de septiembre parade.
- 9-weeks award assemblies (4 in total)
- Coffee with Principal & cookies with campus liaison in the fall.
- Halloween safety in October
- Thanksgiving Luncheon in November, Ft. Bliss military troops are invited to join us.
- Family PBIS winter dance had an amazing turnout.
- Celebration programs with student performances in December and May.
- Dia del nino celebration during field day.
- Pre-k recruitment orientation/registration in April.
- Military Kid recognition's in April.
- Dia del nino in April PE field day activities.

Parent and Community Engagement Strengths

Establishing a positive and transparent relationships with our parents has been key to their involvement regarding their child's first experience in school. The importance of building and fostering our relationships with our parents is vital to the success of their children. TEAM Loya ensures we give our best to the SEISD community, "better together". The parents have commented that they have witnessed their children become very independent and have learned so much.

Administration team made it a point to be highly visible at all parent meetings, events and take time to welcome them to the campus.

Lastly, communication with parents has also been the key to keeping them informed on their child's progress and for opportunities for them to come to the campus for events. Parents are kept

informed through the Class Dojo app, monthly Smore Parent newsletter, social media, campus website, flyers, and through the SEISD communication announcement system.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our parent participation with campus events has increased, but we are still needing the numbers for our registered parent volunteer to increase. **Root Cause:** Since many of our parents have younger children, they are not able to volunteer due to following SEISD volunteer safety guidelines with non-school age children. Some do try to volunteer as least a few times during the year when they have someone to take care of their younger children.

School Context and Organization

School Context and Organization Summary

The perception among all faculty and staff at Loya Primary is that it is a safe and positive environment with a strong focus on academic excellence. We have added additional security measures at our campus. We conduct ongoing analysis of the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction and student safety. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices and building a strong social character. Loya Primary has a structure that allows for students to receive adequate time with campus/district-wide initiatives and interventions. As a campus, we will work to provide targeted interventions ensuring our students needs are meet on a daily basis.

School Context and Organization Strengths

Loya Primary operates as a campus-wide professional learning community. Teachers and staff are involved in the decision-making process. Our Instructional Specialist and Coordinator of School Improvement analyze student assessment data to plan and deliver research-based best practice instruction and support with PD. Teachers are responsible for the classroom learning environment, delivery of lessons and classroom management. They meet on a weekly basis to plan for student academic progress, plan for special events, discuss timelines and due dates. We have campus designated committees working in unity for various campus duties. An Emergency Operation Plan and weekly door checks are in place and practice drills are conducted. The CIP, Parent Newsletter, calendar of events, and other resources are posted on the campus website. Morning, noon, and afternoon duties are assigned to various staff members in order to ensure student safety and smooth student transitions. We have structured classroom schedules to include an intervention block. We have a structured science/computer lab and a library schedule. We have 100% compliance with safety drill requirements.

Technology

Technology Summary

Currently all students are one-to-one with iPad's in all the classrooms. The computer lab desktops are equipped with the full version application of "Starfall," a technology app to practice reading and math skills with students.

We will continue to replace technology on an as-needed basis for faculty and staff use. Our focus with general funds and Title IV funds is to replace laptops for our instructional aides at the start of the year.

Technology Strengths

Every classroom is equipped with:

- 1 Active Panel
- iPad for every student
- 2 laptop computers: Teacher and T-2
- 1 document projector
- 1 portable document camera for home use (I-Pevo)
- Wireless listening station

Priority Problem Statements

Goals

Revised/Approved: May 8, 2024

Goal 1: Goal: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, T-CESS for counselor, Formal Observations, Summative Evaluations, PK-3 teacher created assessment result, PK-4 CIRCLE assessment results, 4 & 8 week assessment checklist, documentation of an increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
Strategy 1: (Weekly/Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
E.C. Professional Development: Region XIX New Teacher Orientation Autism Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language Training refreshers EduHero subscription renewal Effective Border School Conference NASCA (counselor virtual PD) PBIS Conference West Texas Reading Symposium 2025 - Region 19 **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. **Staff Responsible for Monitoring:** Campus Administrator Campus Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lessons, center activities and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in PLC Big Ideas: 1 - Focus on Learning 2- Cultivating a Collaborative Culture, 3 - Focus on Results, and Lesson Plan Alignment, backward design modification and focused centers that are aligned. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. **Staff Responsible for Monitoring:** Campus Administrator Classroom Teachers Instructional Specialist District Instructional Officers from P & I **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Support beginning teachers through the New Teacher Induction Academy and their mentors through the Mentorship Academy. (Monthly) **Strategy's Expected Result/Impact:** Successful implementation of campus and district initiatives. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Modeling from P & I officers in their specialty to assist teachers. **Staff Responsible for Monitoring:** Campus Administrator Instructional Specialist P & I officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus Instructional Specialist will work with classroom teachers to support student learning and carry out district initiatives in all content areas via professional development and modeling of best-practice instruction. The Campus Instructional Specialist is responsible for improvement of teaching and learning at the campus. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in student performance as measured, 4 & 8 checklist assessments, CIRCLE assessment for PK-4 and teacher created assessments in PK-3, progress reports, report cards and implementation of acquired instructional strategies. **Staff Responsible for Monitoring:** Campus Administrator Classroom Teachers Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 1: 80% of Prek-4 students will have met/mastered the PK guidelines in Pre-reading skills to include identifying all upper/lower case letters and their distinct letter sounds at the end of the 2024-2025 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Student learning objective & students growth chart (SLO), Checklist assessments,Teacher created assessments, CIRCLE BOY, MOY & EOY assessment results. Student data portfolios to include: Phonological awareness lessons/alphabet knowledge lessons.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model: Read-a-Loud; shared reading, writing, authentic literacy activities with poetry; listening centers and dramatic play centers to enhance language development. Aligned to the Texas Prekindergarten Guidelines for PK-3 and PK-4 through the use of the following: (Daily) ABC mouse Estrellita Program Learning Dynamics Wilson Language Scholastic Education Starfall Lakeshore Learning Materials Warehouse/Basic Instructional Supplies School Specialty Amazon Learning Without Tears **Strategy's Expected Result/Impact:** All students will meet/master their Pre-reading skills according to the Pre-k Guidelines. The student will meet/master to be successful in all five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. PK-4 students will show growth throughout the year with practicing pre-reading skills on CIRCLE (BOY, MOY, EOY) data. PK-3 will focus on building oracy skills, assess students with Assessment checklist and teacher created assessments. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Instructional Specialist Reading Interventionist Teacher **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Books with similar titles in English and Spanish to support alignment with instruction and library books; necessary supplies and materials to promote reading and home for all students with a focus on Early Childhood literacy for both PK-3 and PK-4 students. (Weekly/Bi Weekly). **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. **Staff Responsible for Monitoring:** Campus Librarian Aide Campus Administrator Instructional Specialist Reading Intervention teacher **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: The average percentage of all PK-4 students meeting early reading skills benchmarks at MOY (Wave 2) will increase from ___% in May 2024 to >____% by June 2025 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

High Priority

HB3 Goal

Evaluation Data Sources: MOY: CIRCLE Progress Monitoring School Benchmark Growth Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The students will be instructed with the modeling of the readers workshop framework provided by their teachers and instructional aides. **Strategy's Expected Result/Impact:** Students will show growth in the area of pre-reading skills concepts that have been taught from BOY to MOY. **Staff Responsible for Monitoring:** Teachers Campus Administrator Instructional Specialist Intervention teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: The average percentage of all PK-4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 80% in May 2024 to > 85% by June 2025 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

High Priority

Evaluation Data Sources: MOY: CIRCLE Progress Monitoring School Benchmark Growth Report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The students will be instructed with the modeling of the guided math framework provided by their teachers and instructional aides. **Strategy's Expected Result/Impact:** Students will show growth in the area of mathematical pre-skills concepts that have been taught from BOY to MOY. **Staff Responsible for Monitoring:** Classroom Teachers Campus administrator Instructional Specialist Intervention teacher **Funding Sources:** At risk Math and Reading Teacher - 199: General, State Compensatory Education - $83,730				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: Special populations to include Emergent Bilinguals (EB) and students receiving Special Education Services (SPED) in PK-4 will show growth from (BOY) beginning-of-year in reading and math to the (EOY) end-of-year with CIRCLE assessment. PK-3 & PK-4 will use SLO growth check-ins, assessment checklist and teacher created assessments for the 2024-2025 school year.

High Priority

Evaluation Data Sources: Aligned guided math lessons

Progress monitoring and delivering intervention lesson using, CIRCLE, and Scholastic Pre-K On My Way curriculum, FROG street curriculum.

Teacher created assessments

Student Data to include: Phonological Awareness lessons/Alphabet knowledge lessons.

SLO and Student growth chart

Pre-LAS results (EOY)

Strategy 1 Details	Reviews			
Strategy 1: ABC Mouse	Formative			Summative
	Sept	Nov	Jan	Mar
Continue with Dual Language Bilingual Education in grade Prek-4 (4th year of implementation) Continue with Pk-GLAD (Guided Language Acquisition Design) to support teachers with preschool strategies. Estrellita Program Fundations Phonics and learning Dynamics to support L2 in Dual Language Classrooms. Purchase headphones, colored keypads for technology for our EB population as needed. Identification and placement of students with Pre-LAS assessment for and LPAC requirements Lakeshore Learning Learning Without Tears Starfall Really Good Stuff Amazon - Supplement classroom libraries/supplies (Weekly/Monthly) **Strategy's Expected Result/Impact:** EB students will be able to listen, speak, and understand each of the two program languages. They will learn to make connections between the two languages. **Staff Responsible for Monitoring:** Campus Administration Dual language teachers Instructional Specialist Intervention teacher District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students who are at risk of failing will be provided with remediation and instructional materials during the school day. Students will be referred to RTI and interventions will be monitored; instruction will target areas of need as determined by data analysis. (Daily) Special Education students will be provided accommodations/modifications as per their individual education plans. (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation through RTI or IEP's. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Classroom Teachers Campus Reading intervention Teacher Instructional Specialist Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: Parents will be provided opportunities to participate in classes and training to maintain partnership in the educational environment, attend offerings in the 2024-2025 school year at the campus and district level.

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain parental involvement by recognizing student achievements through: Monthly Smore parent newsletter Campus and District website PBIS Monthly Recognition Nine Week Awards Assemblies to include STAR Students, Perfect Attendance, and Champion Reader End-of-Year Assemblies: 9-Week Assemblies; EOY Assembly (in-person) and graduation ceremony for Prek-4 students Monthly Family Literacy sessions Provide training for parents with technology support to include Class Dojo, Google Classroom, and Parent Portal Tips for Speech development at home, SEL emotional classes Holiday presentations performed by PK-3 and PK-4 students Annual Parent Engagement Conferences Opportunities for Parents to attend training at Region 19 Technology equipment, supplies and refreshments for parent meetings (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Parent attendance documents with sign-in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Classroom Teachers District Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Literacy Workshops for families to include the Book-of-the-Month and Region 19 annual parent involvement conference(s). Parents are provided with resources, reading strategies and book extensions; to support their child at home with literacy.. (Monthly) **Strategy's Expected Result/Impact:** Promote reading at home and provide parents reading strategies to support students at home. Evidence by library book circulation; Literacy Meeting sign-in sheets. Increase in "Champion readers" participation. **Staff Responsible for Monitoring:** Librarian Aide Instructional Specialist Counselor Administrator **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 6: The campus will support professionals or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Finance department reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Special Education Aide will provide academic support to the students (daily). **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide and campus administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 7: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, power point presentations, progress reports, nine-weeks results, STAAR (n/a) results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will provide supplemental classroom resources, library resources and media to support instruction during the school year (Library Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students to do more reading, work with students to read at grade level and improve pre-reading scores. **Staff Responsible for Monitoring:** Classroom Teachers Intervention Reading Teacher Librarian Aide Computer Lab Aide Instructional Specialist Campus Administrator **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus support staff, instructional specialists, counselor, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The campus will provide opportunities for administrators to attend professional development training (In-District, Regional or in-state). (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Counselor will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselor equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Loya Primary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, District Parent Liaison **Title I:** 4.2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and District Parent Liaison **Title I:** 4.1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The campus will hire Title 1 State-funded positions **Strategy's Expected Result/Impact:** Add supplemental support staff to better assist students and staff **Title I:** 2.5 **Funding Sources:** Instructional Aide - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.102.30 - $34,047, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.102.30 - $25,000, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.102.30 - $9,137, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.102.30 - $22,340				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 8: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sign-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principal in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 9: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sign-in-sheets, progress reports, report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement a well-rounded education by incorporating STEAM, Maker Space, Social and Emotional Learning, music, and art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for effective use of technology in the classroom. **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports and attendance rosters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will hire a tutor to assist the students in the classroom setting, pull out for one-to-one if needing more support. Assist with Social Emotion Learning. (Supplies and Materials/ reading books) **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will hire a tutor to continue supporting students with identifying letters, numbers, and shapes in classroom support or pull out for one-to-one if more support is needed. And address learning loss and implementing summer learning activities. **Strategy's Expected Result/Impact:** To have transition student continuing the academic learning process **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 12: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will provide all students with supplemental instruction on core academic subject materials, intervention materials, and extended days. Professional development is designed to give instructors the knowledge and skills to deliver accelerated education to At-Risk students. (Including but not limited to software licenses) **Strategy's Expected Result/Impact:** To assist in meeting the state academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialists, and other Instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - $10,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Ensure that all equipment is current and maintained for teachers, instructional aides and student use. Loya Primary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. (Monthly) Purchase age-appropriate applications for both grade levels. Laptops will be purchased for instructional aides to use for instruction and intervention (small group). The number purchased will depend on budget allowed with title IV funds and general funds. ABC Mouse Amazon Starfall CDW-G DELL Apple Education store HB Sound Pro-Computing **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success in reading and math. EOY assessments: Teacher created-PK-3 and PK-4 CIRCLE. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Instructional Aides Computer Aide Campus Instructional Specialist Intervention reading teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEAM College and Career Readiness.

Evaluation Data Sources: Increase STEAM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as College Pep Rally, presentations on Career, parent sessions through Progressing Together, College Career weekly spirit day on Tuesday, Parent Meeting on campus expectations to promote Higher Education by recognizing student academic achievements: STAR student, perfect attendance, PBIS recognition. Every other month Military Tuesdays are celebrated on campus with our students supporting our Military families. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote career readiness opportunities to include all students. Evident through counselor lesson plans and activity sign in sheets. **Staff Responsible for Monitoring:** Counselor Campus Administrator Classroom Teachers Campus Social Worker **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing activities, now to include Art in the STEAM activities for our Prek-3 and Prek-4 students in the classroom. Maker Space classroom Loya Eagle Learning Center The Instructional Specialist and Math/Science Instructional Aide will collaborate and provide support. STEAM challenges and Maker Space to include updated equipment and maintain supplies for Maker-space classroom. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote and increase the use of the engineering cycle to build and design STEAM prototypes that allow for problem solving and critical thinking skills. Maker Space helps to promote and focus on specific parts of the engineering cycle to aid in the building and designing of the monthly STEAM prototypes. All students will develop meaningful learning of language and mathematics and will be prepared for STEAM-related careers. Increase participation in STEAM-related activities. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of kindness, respect, responsibility, and safety with a decrease in overall discipline referrals from the 2023-2024 to the 2024-2025 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2023-2024 school year to the 2024-2025 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Update videos of appropriate behavior expectations, implement activities that support positive behavior with respect such as our PBIS celebrations. (Weekly/Monthly). SEL embedded into the daily schedule. PBIS Celebrations for students Winter PBIS Dance Chalk the Block Movie night w/popcorn EOY Celebration PBIS Committee gets involved with fundraising for events to reward students. **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor Classroom Teachers Instructional Specialists Instructional Aides				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our Military families who have moved into SEISD to offer them a tour and information about our campus, explain district expectation goals and introduce them to the Pre-kindergarten guidelines of social and academic development through the resources from Texas Education Agency. Provide opportunities to have families involved with school activities. (monthly) **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-ins will be conducted offering extra instructional support for their children and themselves. Celebrate "Military Tuesdays" every other month and designate the month or April as Military Family month. **Staff Responsible for Monitoring:** Military Liaison Campus Administrator Classroom Teachers Counselor Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Implementation of PBIS Core Values traits which will be emphasized in daily lessons, discipline referrals and increase Counseling Guidance lessons for students: Early childhood Social/Emotional lessons to be used with students using curriculum. Counselor will continue using calming area in her classroom to offer students a place where they can release and share feelings of sadness and anger. A sensory box, fabric feeling chart, emotional cushions will be provided to each teacher to model and mimic the calming area for their classrooms. Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) Train faculty and staff on new design Emergency Operation Plan. **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals. Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Counselor Classroom Teachers Instructional Aides				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Classroom presentations that will address safety, respect, showing kindness, emotional frustration, diversity and acceptance, health awareness, positive choices/ consequences, and behavior. Programs to promote positive self image and confidence. Adjustments will need to be made to the daily schedule due to counselor only being available for 1/2 days, Tuesday-Friday. Create an action plan to assist teachers with students who are showing difficult behaviors: Use of social stories with counselor, parent-teacher conferences, meetings with social worker and campus administrator to offer STAR referral program. Re-Think It curriculum, reading materials, and supplemental material. (Monthly) Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals. Increase student motivation and positive behavior. Evidenced through lesson plans / walk-throughs/ performance sign-in sheets. **Staff Responsible for Monitoring:** Campus Counselor Classroom Teachers Instructional Aides Campus Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), TCA conferences and other professional development organizations. Region 19 Professional Development to support PBIS. (Monthly) **Strategy's Expected Result/Impact:** Keep abreast of the latest research-based practices to better support students' social emotional well-being and academic success. Decrease of Discipline Referrals Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Administrator Campus Counselor Classroom Teachers PBIS committee members.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Weekly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor SEISD Social Worker				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Weekly lesson for students, following a rotation schedule. Counselor will provide individual and small group counseling as needed for students who are needing the emotional support. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. The online resource title "SCUTA" has been purchased for our counselor to continue to track students and data that is evidence-based from the guidance curriculum counselor program. **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrator Campus Counselor Classroom Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 3: Provide activities to increase student attendance rate from 90.26% (Feb 2024) in 2023-2024 to 92% in 2024-2025 school year.

High Priority

Evaluation Data Sources: Student attendance records
Daily verifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Counselor will assist with the attendance committee to meet bi-monthly to review incentives and students with 3 or more unexcused absences. Classrooms teachers will keep front office informed about their students who are struggling with attendance. Incentives will include: Fun Pajama Friday, 9-week popcorn celebration, 9-week recognition at awards assembly and acknowledgement to parents with a bumper sticker. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** Attendance Committee Registrar/Attendance Clerk Counselor Campus Administrator Campus Teachers				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Lorenzo Loya Primary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Lorenzo Loya Primary School

Name	Position	FTE
Christina Lara	Teacher-At Risk Services	1
Maribel Vallejo	Campus Instructional Specialist	1

Title I Personnel

Name	Position	Program	FTE
Erika Montoya	Aide-Library Elementary	Title I Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Rita Baca	Aide-Classroom-Math & Science	Title I Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%

Campus Funding Summary

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	At risk Math and Reading Teacher		$83,730.00
2	12	1	General Supplies	199.11.6399.00.102.30	$10,500.00
				Sub-Total	$94,230.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	7	Library Aide	211.12.6129.00.102.30	$22,340.00
2	7	7	Social Worker	211.32.6119.00.102.30	$25,000.00
2	7	7	Instructional Aide	211.11.6129.00.102.30	$34,047.00
2	7	7	Librarian	211.12.6119.00.102.30	$9,137.00
				Sub-Total	$90,524.00

Addendums

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: August 2024 Technology Fixed Asset Discard
Date: September 17, 2024

HISTORY:

Campuses and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell listed items.

BUDGET:

No budget impact.

ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Child Nutrition Services Department

Technology Department

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☒ Borrego ☐ Sambrano

CNS

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	G185	HP Printer	no tag	1	obsolete
2					
3					
4					
5					
6					
7					
8					
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10					
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30					

Date: 8-20-24

Authorized Campus Signature _____ 8-20-24

Page_____ of_____

RECEIVED 8-20-24

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: August 2024, Non-Technology Fixed Asset Discards
Date: September 17, 2024

HISTORY:

Campuses and departments periodically replace obsolete, broken, or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

RATIONALE:

To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

BUDGET:

No budget Impact

ADMINISTRATIVE RECOMMENDATION:

For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☒ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1		Blue Chairs/desk		92	
2		Plastic Blue Chair		11	
3		Computer Cart		1	
4		Carpet Cleaner	417ZB/C	1	Does not work
5		Shampoo er	IDS-N-B-	1	Does not work
6		Water Machine		1	Does not work
7		Royal Vacuum	2600000142	1	
8		Hoover Vacuum	2600000996	1	
9		Bissel Vacuum	2600002293	1	
10		Buffer Dlux		1	
11		Metal Black Shelves		16	
12		Black Shelves		5	
13		Chairs		5	
14		Desks		2	
15		Office Chair		3	
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Date: 8 2.24

Authorized Campus Signature _____

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☒ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	501/Shop	Central Machinery Drill	568200 / KO17241	1	Outdated Technology
2	501/Shop	RobinAir A/C Machine R1	569100	1	Outdated Technology
3	501/Shop	RobinAir A/C Machine R1	569200	1	Outdated Technology
4	501/Shop	BEAR 3 Gas Analyzer	569400	1	Outdated Technology
5	501/ Shop	Coolant Recovery & Recy	568900	1	Outdated Technology
6	501/Shop	COATS Tire Balancer	DSP9003-D/ 5679	1	Outdated Technology
7	501/Shop	Sanp On MT2500 Scanne	SKUT099001130	1	Outdated Technology
8	501/Shop	Genisys Automotive Scan	202274850	1	Outdated Technology
9	501/Shop	Genisys EVO Scanner	NO TAG/SERIAL #	1	Outdated Technology
10	501/Shop	Symtech ATF Exchanger	NO TAG/SERIAL #	1	Outdated Technology
11		NOTHING	BELOW	THIS	LINE
12					
13					
14					
15					
16					
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Date: 7/24/24 7/24/2024

Authorized Campus Signature _____ (TROY ENRIQUEZ)

Page 1 of 1

Warehouse Department

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☒ Sambrano

CHS

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	E127	Stove,6 burner	0000106400	1	obsolete
2	E127	Combi oven/ steamer	2600000451	1	obsolete
3	E127	Steamer convention oven	0708314416	1	obsolete
4					
5					
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11					
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Date: 6-14-24

Authorized Campus Signature _____

Page 1 of 1

Warehouse Dept.

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School [XX] Alarcon CMS ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	C181	Stove,6 burner W/ GRIDDLE	0905204705	1	obsolete
2	C181	OVEN, STEAMER CONVECTION, BOTTOM	0905126304	1	obsolete
3	C181	OVEN, STEAMER CONVECTION, TOP	0905123255	1	obsolete
4	C181	3 COMPARTMENT SINK	NO TAG/NO SERIAL NUMBER	1	obsolete
5					
6					
7					
8					
9					
10					
11					
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Date: 6-14-24

Authorized Campus Signature _____

Page 1 of 1

Warehouse Dept

Fixed Asset Discard List

☐ Other: CNS Dept

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H111	Dishes cups, plates, bowls	No Tag	2 Boxes	obsolete
2					
3					
4					
5					
6					
7					
8					
9					
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Date: 7-31-24

Authorized Campus Signature _____

Page 1 of 1

Warehouse Dept

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☒ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

CNS

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	A164	Plastic shelve	no tag	1	obsolete
2	A164	Plastic 4 tier Shelf	no tag	1	obsolete
3	A164	Stainless Steel Cart	no tag	1	obsolete
4	A164	Small desk	no tag	1	obsolete
5	A164	Coffee Decanter	no tag	2	obsolete
6	A164	Protor Silex Coffee maker	no tag	1	obsolete
7	A164	Cold Beverage Container	no tag	2	obsolete
8	A164	Box of assorted measuring cups	no tag	1	obsolete
9	A164	Hobart Slicer	SN# 581270251	1	obsolete
10	A164	Warmer plate	no tag	1	obsolete
11	A164	Warren Blender	1208173340	1	obsolete
12	A164	Bum Coffee Brewer	1506042616	1	obsolete
13	A164	Hot Plate	no tag	1	obsolete
14	A164	Kitchen Aid Mixer	SN wozz04707	1	obsolete
15	A164	Edmund Can opener	1105202343	1	obsolete
16	A164	Edmund Can opener	1512171710	1	obsolete
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Date: 7-31-24

Authorized Campus Signature _____

Page 1 of 1

Warehouse Dept.

Fixed Asset Discard List

☐ Other: _____

Campus (Please Check Appropriate Campus)

☐ Excell ☐ Loya

☐ SE High School ☐ Middle School ☐ Alarcon ☑ Borrego ☐ Sambrano

Cafeteria

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	104	Damaged table	No tag	1	
2		No seats			
3					
4					
5					
6					
7					
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Date: July 30, 2024

Authorized Campus Signature _____

Page 1 of 1

7

Warehouse Department

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☒ Borrego CNS ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	G185	Office Desk	no tag	1	Broken Desk
2					
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Date: 8-20-24

Authorized Campus Signature _____ 8-20-24

Page 1 of 1

AMENDED Regular Meeting

Wednesday, August 14, 2024 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Lorenzo Luevano, Board Trustee
Ms. Guadalupe Caro, Board Trustee
Ms. Monica Chavez, Board Trustee

The following Board of Trustee was absent:
Mr. Axel Lopez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

1.C. The Pledge of Allegiance

1.D. Texas Pledge of Allegiance

1.E. **San Elizario ISD Mission Statement**
The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

2. **OPEN FORUM** (five-minute limit)

Project Vida invited the Board of Trustees to their Press Release on September 11, 2024 at 10:30 a.m.

3. **DISTRICT RECOGNITIONS**

3.A. SEHS Eagle Ops Back on Track Program Participants, Teachers and Administrators

Mr. Troy Enriquez, San Elizario High School Principal, recognized students, teachers, and staff that completed and supported the

Eagle Ops Back on Track Program.

4. **NEW BUSINESS / BOARD ACTION ITEMS**

4.A. Discussion on The Governance Core Book Study

Dr. Jeannie Meza-Chavez, Superintendent, commended the Board of Trustees for their availability and participation in The Governance Core Book Study.

Each Board Member and Superintendent proceeded to share a quote from the read chapters.

4.A.1. Chapter 1: Moral Imperative and the Governance Core

4.A.2. Chapter 2: Trustee Governance Mindset

4.B. Discussion and possible board action to schedule Moak Casey Strategic Plan Meetings

Motion to schedule the Moak Casey Strategic Plan Meeting on September 17, 2024, at 5:30 followed by Special Board Meeting at 7:00 p.m. This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Guadalupe Caro:	Yea
Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea

Yea: 6, Nay: 0, Absent: 1

4.B.1. Select a Meeting Date:
September 10, 2024
September 17, 2024

4.B.2. Discussion on meeting order:
5:30 p.m. - Setting the Belief(s) Statement with the Board & Community
7:00 p.m. - Special Board Meeting - TEAM Trust & Good Governance Inventory

4.C. Discussion and possible board action to approve TASB Director Endorsement

Motion to approve endorsement of Ms.

Marlene Bullard for TASB Director.
This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Guadalupe Caro:	Yea
Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea

Yea: 6, Nay: 0, Absent: 1

4.D. Board of Trustees to name a delegate and an alternate to attend TASB Delegate Assembly during the TASA | TASB Convention in San Antonio, TX on September 28, 2024

Motion to select Mr. Lorenzo Luevano as the TASB Delegate and Ms. Monica Chavez as the TASB alternate during the TASA|TASB Convention in San Antonio, TX. This motion, made by Myrna Hernandez and seconded by Guadalupe Caro, Passed.

Guadalupe Caro:	Yea
Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea

Yea: 6, Nay: 0, Absent: 1

4.E. Enrollment Update

Mr. Norberto Rivas, Chief Financial Officer, presented the enrollment update presentation.

4.F. Discussion regarding class size and TEA Waiver | Staffing | Enrollment Strategic Alignment

Ms. Blanca Cruz, Executive Director - Human Resources, presented the class size and TEA Waiver | Staffing | Enrollment Alignment presentation.

Mr. Eduardo Chavez asked what options the district has to gain enrollment.
Dr. Jeannie Meza-Chavez provided the existing options and programs the district provides to retain and bring in students

and staff.
Dr. Jeannie Meza-Chavez stated she talked to the San Elizario City Mayor to ask what building developments are planned.
Dr. Jeannie Meza-Chavez asked the Board of Trustees for guidance.

Mr. Eduardo Chavez presented the option to stop offering certain education programs and revisit TRS for health insurance to save funds.

Ms. Sandra Licon asked what the recommendation is from the Administration for the district to be proactive and start saving funds.

Dr. Jeannie Meza-Chavez asked the board what are the options the Administration can and can't do.

Mr. Norberto Rivas provided his opinion on how the district can save funds.

Ms. Blanca Cruz provided her opinion on how the district can save funds.

Mr. Eduardo Chavez stated he agrees for administration to explore all options, but would like school consolidation to be the last option.

Ms. Myrna Hernandez asked what else, besides student allotment, brings funds to the district.

Mr. Norberto Rivas presented the different funds the district receives.

No more discussion.

4.G. Consider Appointment / Reappointment of EPCAD Board of Directors

No Action

4.H. Discussion and possible Board action to deliberate and select legal counsel of record

Motion to select Blanco, Ordonez, Mata & Wechsler, P.C., current legal counsel of record, as legal counsel of record. This motion, made by Sandra Licon and seconded by Lorenzo Luevano, Failed.

Guadalupe Caro: Nay

Eduardo Chavez: Nay
Monica Chavez: Nay
Myrna Hernandez: Nay
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Nay
Yea: 2, Nay: 4, Absent: 1

Motion to select JCA Law, PLLC as legal counsel of record. This motion, made by Myrna Hernandez and seconded by Guadalupe Caro, Passed.
Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Nay
Axel Lopez: Absent
Lorenzo Luevano: Nay
Yea: 4, Nay: 2, Absent: 1

5. **CONSENT AGENDA** - Consider and possible Board action on

Ms. Myrna Hernandez requested to pull out item 5.I.

Motion to approve the Consent Agenda as presented with the exception of item 5.I. This motion, made by Sandra Licon and seconded by Lorenzo Luevano, Passed.
Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Yea
Yea: 6, Nay: 0, Absent: 1

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders exceeding $25,000.00

5.A.4.a. PO# 51676 - Dell Marketing L.P. - $151,905.00
PO# 51677 - Cadwell Country Chevrolet - $45,760.00
PO# 51678 - Dell Marketing L.P. - $201,307.95
PO# 51679 - NWEA - $36,450.00
PO# 51548 - Barnes & Noble Education, Inc - increasing amount from $20,000.00 to $50,945.91

5.A.5. Purchase Order # 48435 to Labatt - expenditures paid exceeded the amount approved

5.B. Resolution stating review of investment policy, investment strategies and designation of investment officer

5.C. Resolution for selection and approval of authorized investments and financial institutions

5.D. Resolution approving independent sources for investment training

5.E. Resolution authorizing the purchase of certificates of deposit

5.F. Consider and possible Board action to amend the general fund budget and approval of PO# 51680 in the amount of $141,564.68 to Calian Corp for the purchase of wireless controllers.

5.G. Consider and possible board action to approve the Board Operating Procedures

5.H. Consider and possible Board action to approve the second one-year extension with Superior Vision for Voluntary Vision Insurance (RFP# 20-1076)

5.I. Consider and possible Board action to approve the revision to hourly pay rates for contracted Physical Therapists and Occupational Therapists as well as the addition of contracted pay rates for Diagnosticians.

Ms. Myrna Hernandez asked why the contracted pay rates include diagnosticians if the district is not in need for diagnosticians.

Ms. Blanca Cruz stated the option was just presented for future needs in the event that it’s needed.

Motion to, retroactively to July 1st, 2024, approve the revision to hourly pay rates for contracted Physical Therapists and Occupational Therapists as well as the addition of contracted pay rates for Diagnosticians. This motion, made by Myrna Hernandez and seconded by Monica Chavez,

Passed.

Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Yea
Yea: 6, Nay: 0, Absent: 1

5.J. Consider and possible Board action to approve the contract renewal with Metropolitan Life Insurance Company (MetLife) effective September 1, 2024

5.K. Consider and possible Board action to approve the West Coast University, Inc. Clinical Affiliation Agreement

5.L. Consider and possible Board action to approve pay rates for the Registered Teacher Apprenticeship Program (RTAP) for the 2024-2025 School Year

5.M. Consider and possible board action to approve the Project Vida Health Center Memorandum of Understanding

5.N. Consider and possible Board action to approve the UTEP Education Program Agreement & Affiliation Agreement

5.O. Consider and possible Board action on Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP - Chapter 37 of the Texas Education Code

5.P. Consider and possible Board action to approve the Western New Mexico University Memorandum of Understanding

5.Q. Consider and possible board action to approve the Reading Academies Memorandum of Understanding

5.R. Consider and possible Board action to approve the Roster of T-TESS Second Appraisers for 2024 - 2025 School Year

5.S. Consider and possible Board action to approve the TNTP Service Agreement

5.T. Consider and possible Board action to approve El Paso Child Guidance Center Memorandum of Understanding

5.U. Consider and possible Board action to approve the Effective Advising Framework (EAF) Stipends

5.V. Consider and possible Board action regarding the approval of the Workforce Solutions Borderplex Work Experience Agreement

5.W. Consider approval of minutes for the following:

5.W.1. June 12, 2024 Regular Board Meeting

5.W.2. June 25, 2024 Special Board Meeting (Budget Adoption)

5.X. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.

5.X.1. Support Services Department

5.X.2. Technology Department

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Reports

6.B. Information

6.B.1. Board Training

6.B.1.a. McKinney-Vento Homeless Assistance Act Training Video QR Code

6.B.1.b. Mexican American School Board Association 2024 Annual Conference - September 12 - 13, 2024 in San Antonio, TX

6.B.1.c. TASA | TASB Convention txEDCON24 - September 27 - September 29, 2024 in San Antonio, TX

6.B.2. Planning & Instruction Ticket System

6.B.3. Intramural Program for Lorenzo G. Alarcon and Alfonso Borrego, Sr. Elementary

6.B.4. AETNA Explanation of Benefits Flyer

6.B.5. Summary of 2023 TELPAS Scores

6.B.6. The Texas Tribune Article by Jaden Edison - August 7, 2024

6.B.7. Mission: Progressing Together Parent Meetings

6.B.8. Meal Service Update

6.C. Presentations

6.C.1. Analysis of STAAR and EOC Scores for Spring 2024

Ms. Lisa Renegar, Research and Evaluation Administrator, presented the Analysis of STAAR and EOC Scores for Spring 2024.

7. **EXECUTIVE SESSION**

The Board entered into a closed meeting at **7:37 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion on Employee / Board / Superintendent Communication

7.B. Discussion regarding the reassignment of personnel

7.C. Discussion regarding the Administration's recommendation for the Human Resources Coordinator position

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open session at **8:52 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action to approve the Administration's recommendation for the Human Resources Coordinator position.

Motion to approve the Administration's recommendation of Ms. Stephanie Ruiz for the Human Resources Coordinator position. This motion, made by Sandra Licon and seconded by Lorenzo Luevano, Passed.

Guadalupe Caro:	Yea
Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea

Yea: 6, Nay: 0, Absent: 1

8.B. Discussion and possible action to approve the administrative recommendation on the reassignment of personnel for the position of Administrator – Instructional Programs

Motion to approve the Administration's recommendation of Ms. Leticia De Santos for the position of Administrator – Instructional Programs. This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Yea
Yea: 6, Nay: 0, Absent: 1

8.C. Discussion and possible action to approve the administrative recommendation on the reassignment of personnel for the position of Associate Superintendent

Motion to approve the Administration's recommendation of Ms. Blanca Cruz for the position of Associate Superintendent. This motion, made by Guadalupe Caro and seconded by Myrna Hernandez, Passed.

Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Yea
Yea: 6, Nay: 0, Absent: 1

9. **NEXT MEETING DATE:**
Tuesday, September 10, 2024 - Regular Board Meeting

Board Meeting was moved to Tuesday, September 17, 2024, at 7:00 p.m.

10. **ADJOURNMENT**

Motion to adjourn the meeting at **8:55 p.m.** This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Guadalupe Caro: Yea
Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Absent
Lorenzo Luevano: Yea
Yea: 6, Nay: 0, Absent: 1

_____
Board President

_____
Board Secretary

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Administrator Research and Evaluation
Subject: Progress Monitoring—HB 3 Goal 3
Date: September 17, 2024

HISTORY:
The Board of Trustees has identified Student Outcome Goal 3 as follows:

Student Outcome Goal 3 (HB 3; 5-year Goal)
SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to > 88% by June 2028 as measured by the A-F Accountability System.

Student Outcome Goal 3—CCMR Final Numbers and Future Targets

The percentages below are targets based on revised Goal 3.
2023-2024—40%
2024-2025—52%
2025-2026—64%
2026-2027—76%
2027-2028—88%

Final--2022-2023—Impacts 2024 A-F Accountability—54%
Estimated--2023-2024—Impacts 2025 A-F Accountability—68%

RATIONALE:
The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics

2. Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination

3. Earn Dual Course Credits

4. Earn an Industry-Based Certification

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Phone: 915.872.3900
Fax: 915.872.3903

5. Earn a Level I or Level II Certificate

6. Earn an Associate Degree

7. Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness

8. Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

9. Enlist in the U.S. Armed Forces or Texas National Guard

10. CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications

The goal is for every high school student to earn a CCMR "point" by meeting at least one of the 10 criteria above before graduation. Students can earn more than one point, but only one point per student will be counted. The calculation for CCMR is simple. The number of seniors with a point divided by the total number of seniors results in a percentage.

In 2024, SEISD exceeded the target by achieving a percentage of 68%, which is 28 points above our target.

SEHS is on track to exceed 68% for the class of 2025 via a strong focus on CCMR led by Principal Troy Enriquez.

BUDGET:
There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is to review information as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Nancy Tinoco, Purchasing Specialist
Subject: Annual Report on Cooperative Purchasing Fees for FY 2023-24
Date: September 17, 2024

HISTORY: Resolutions for participating in various purchasing cooperatives are approved by the Board of Trustees prior to conducting business with them and authorization for continued participation is brought for Board approval on an annual basis at the start of the fiscal year.

RATIONALE: Education Code Sec. 44.031 requires an annual report to the Board of any contract-related fees, including any management fee, paid by or to the district and the purpose of each fee under the contract. Purchasing cooperatives that the District participates in which charged fees during the 2023-2024 fiscal year are listed below:

Cooperative Name	Lead Agency	Fee Charged to Vendor	Fee Charged to San Elizario ISD
Allied States Cooperative	ESC Region 19	2%	none
Allied States Cooperative	ESC Region 19 USDA/TDA	No Fees	none
BuyBoard	TASB	2%	$400 per Auto $800 per Bus
Department of Information Resources (DIR)	State of Texas	0.5 - 0.75%	None
Texas Multiple Award Schedule (TXMAS)	Texas Comptroller	1.5%	$100 annually
Central Purchasing Alliance (CTPA)	Round Rock ISD	None	$150 annually
The Interlocal Purchasing System (TIPS USA)	Region 8	1-2%	none
OMNIA Partners	Various	1–4%: average 2.4%	none
Sourcewell	State of Minnesota	1.5%: 0.83% average	none
Choice Partners	Harris County Dept of Education	1-4%	none

BUDGET: The budget impact to the district is the fee charged to San Elizario ISD shown above.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: July 2024 – Meal Service Update
Date: September 17, 2024

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 28,287 student meals in the month of July 2024. This count includes breakfast, lunch, and supper meals.

The Child Nutrition Department kicked off the school year with new menus that include student favorites such as Barbacoa tacos, chile colorado, and bacon cheeseburger.
Fresh baked rolls, homemade beans, and fresh vegetables and fruits complete student meals.
The decision to transition from milk cartons to milk bottles has increased milk consumption.

Weekly trainings for employees that focus on food safety and employee wellness will keep us learning and engaged year-round.

We are grateful for your continued support.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: August 2024 – Meal Service Update
Date: September 17, 2024

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 78,406 student meals in the month of August 2024. This count includes breakfast, lunch, snack, and supper meals.

Meal participation is good and that represents student acceptance to new menus.

Child Nutrition Services participated in the following activities in the month of August:

Meals were provided for students participating in tennis, cross country, career and technology, and football at San Elizario High School.
A special breakfast was prepared for students to celebrate Senior Sunrise.
After school snacks were added for Boys & Girls Club students at Alarcon, Sambrano, and Borrego.

We continue to find ways to participate and celebrate student academic success.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

(/Home.aspx)

Announcements and Quick Links

- Registration & Housing Open July 23 (https://www.tasa.tasb.org/registration.aspx)
- Delegate Assembly (/registration/delegate-assembly.aspx)
- Related Event Forms (/program/related-events.aspx)

Exhibit Hall

- View the Exhibitor and Sponsorship prospectus (/exhibits/for-exhibitors/documents/exhibitor-and-sponsor-prospectus.pdf) (PDF)
- See who is exhibiting in 2024 (https://tasb.ungerboeck.com/prod/app85.cshtml?aat=4d39415a5270683948723348684 26d305a2b4f53305a7a6375615348563957
- Reserve your booth today (/exhibit-hall/for-exhibitors.aspx)

(/Home.aspx)

Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > BOI and TTI

Board Officer Institute (BOI) and Texas Trustee Institute (TTI)

TASB | Texas Trustee Institute

New board members: Continue your learning journey during Texas Trustee Institute at txEDCON24. Get specialized training to be a successful and collaborative part of your board and network with other new board members from across the state. Preregistration is required (https://www.tasa.tasb.org/registration.aspx) to reserve your seat for this training designed just for new trustees!

Learn more about Texas Trustee Institute (https://www.tasb.org/solutions-services/tasb-solutions-services-listing/texas-trustee-institute).

Friday, Sept. 27, 7:30 a.m.-3:30 p.m., and
Saturday, Sept. 28, 7:30-10 a.m. and 12:30 - 4 p.m.
(Breakfast and lunch included both days.)

TASB | BOARD OFFICER INSTITUTE

Whether you're a new board officer or considering taking on a leadership role, Board Officer Institute at txEDCON24 will offer the in-depth training you need to effectively prepare for and facilitate board meetings, keep meetings focused, and build collaborative board-superintendent relationships. Don't miss this engaging and enlightening learning experience! Preregistration is required (https://www.tasa.tasb.org/registration.aspx).

Learn more about Board Officer Institute (https://www.tasb.org/solutions-services/tasb-solutions-services-listing/board-officer-institute).

Friday, Sept. 27, 7:30 a.m.–3:30 p.m.
(Breakfast and lunch included.)

Note: The schedule is tentative and subject to change.

(/Home.aspx)

Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Schedule

Schedule

Thursday, Sept. 26, 2024

2-5 p.m.	Preconference Sessions*
5-6:30 p.m.	Opening Reception in the Exhibit Hall

Friday, Sept. 27, 2024

7:30-8:30 a.m.	Concurrent Sessions
7:30-11:30 a.m.	Small School District Seminar* (continental breakfast included)
7:30 a.m.- 3:30 p.m.	Board Officer Institute (BOI)** (continental breakfast and lunch included)
7:30 a.m. - 3:30 p.m.	Texas Trustee Institute (TTI)** (continental breakfast and lunch included) *continues on Sat. at 7:30 a.m.*
8:45-9:45 a.m.	Concurrent Sessions
9:45-10:30 a.m.	Designated Exhibit Hall Viewing
10:30 -11:30 a.m.	Concurrent Sessions
11:30 a.m.- 1 p.m.	School Board Advocacy Network (SBAN) Luncheon (*SBAN members only* (https://www.tasb.org/advocacy/sban))
1-2 p.m.	Concurrent Sessions
2:15-3:15 p.m.	Concurrent Sessions
3:15-4 p.m.	Designated Exhibit Hall Viewing
4-5:30 p.m.	Friday General Session *Tomball ISD Student Performance* *Outstanding School Board Award and TSPRA Key Communicator Recognition*

Saturday, Sept. 28, 2024

7:30-8:30 a.m.	Concurrent Sessions
8:45-9:45 a.m.	Concurrent Sessions
7:30-10 a.m.	Texas Trustee Institute (TTI)** (continental breakfast included) *continued from Friday*
9:45-10:30 a.m.	Designated Exhibit Hall Viewing
10:30 a.m.-Noon	Saturday General Session *Canutillo ISD Student Performance* *Superintendent of the Year Award*
Noon-1:30 p.m.	TASB Delegate Assembly Caucuses (Grand Hyatt)
Noon-1:45 p.m.	Designated Exhibit Hall Viewing
12:30 - 4 p.m.	Texas Trustee Institute (TTI)** (lunch included) *continued from Saturday morning*
1:45-2:45 p.m.	Concurrent Sessions
2-4:30 p.m.	TASB Delegate Assembly (Grand Hyatt)
3-4 p.m.	Concurrent Sessions
4:15-5 p.m.	Commissioner Mike Morath

Sunday, Sept. 29, 2024

7:30 a.m.	Continental Breakfast
8-9 a.m.	Concurrent Sessions
9:15-10:15 a.m.	Concurrent Sessions
10:30- 11:30 a.m.	Sunday General Session

*Preregistration and additional fee required
**Preregistration required

Note: This schedule is tentative and subject to change.

(/Home.aspx)

Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Preconference Sessions

Preconference Sessions

Thursday, Sept. 26, 2024
2-5 p.m.

Pre-registration is required and a non-refundable $50 registration fee

AI – A Collaboration of Educators, Students, Parents and Policymakers
Artificial Intelligence (AI) have become buzzwords that either inspire fear or excitement. Come lend your voice to this discussion of what it is and what it is not, how it is currently affecting parents, students, educators and school districts and the future uses in education. This session will help you as policymakers to set up guidelines and guardrails that will allow your community to harness the many possibilities this technology offers for reimagining teaching, learning and safety.

Presenter:
Kay Douglas
Senior Board Development Consultant
TASB Board Development Services

Beyond the Meeting: Elevating School Board Communication Strategies and Practices
During this presentation, we will move beyond the overview of a traditional board meeting format to explore innovative ways board members can foster deeper connections with their community and stakeholders. Through interactive activities, we'll delve into practical strategies to:

- Build Trust and Transparency: Learn how to create open communication channels that foster a sense of trust with the community. We'll explore ways to ensure clear, accessible information reaches everyone with a stake in the district's success.
- Proactive Communication: Discover how to move beyond reactive communication and anticipate community concerns and needs. We will also explore methods for proactive communication to keep the community informed and engaged.
- Leverage Technology and Social Media: Harness the power of technology and social media to connect with a wider audience and facilitate two-way communication. We'll discuss best practices for utilizing these tools effectively.
- Foster Collaborative Dialogue: Move from simple information sharing to fostering meaningful dialogue with stakeholders. We'll explore techniques to create a space for open discussion, collaboration, and problem-solving.

By participating in this session, participants will gain practical tools and strategies to break down communication barriers, build stronger relationships, and work with superintendents and district administration to create a thriving school district.

Presenters:
Sheleah D. Reed, APR
Chief of Staff
Aldine ISD

Emily Conklin, APR, CPC
Executive Director of Communications and Community Partnerships

Evaluating and Improving Student Outcomes (EISO):
The Board's Role in Continuous Improvement
(fulfills 3-hour biennial requirement)
Focused and engaged school boards make a difference to student learning. This research-informed session highlights practices and tools to help boards understand the current state of student learning, cast a compelling vision with meaningful goals, and oversee the improvement efforts in their districts.

Presenters:
David Koempel and Orin Moore
Senior Board Development Consultants
TASB Board Development Services

Unleashing Potential: Transformative Practices for Tomorrow's Education Leaders
Explore visionary leadership and practical transformation in this dynamic session for Superintendents and Trustees. Delve into proven frameworks from the best-selling "Transforming Education: Building Foundations for Systemic Change," emphasizing strategic planning, stakeholder engagement, and impactful leadership practices. Leading your district from mere competence towards lasting impact, you'll leave equipped with actionable strategies that blend theoretical insights with real-world applications, ready to drive sustainable change in your educational communities!

Presenter:
Dr. Quintin Shepherd
Superintendent
Pflugerville ISD

Questions? Email registrar@tasb.org (mailto:registrar@tasb.org)

(/Home.aspx)

Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > General Sessions

Speakers

First General Session, Friday, 4 p.m.

Speaker: Jose Hernandez

Performance by Tomball ISD
Award presentation: Outstanding School Board
TSPRA Key Communicator

Second General Session, Saturday, 10:30 a.m.

Speaker: John Maxwell

Performance by Canutillo ISD
Award presentation: Superintendent of the Year

Third General Session, Sunday, 10:30 a.m.

Speaker: Nancy Giordano

(/Home.aspx)

Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Training Credits

Training Credit

Attendees can earn more than 15 hours of training credit during txEDCON24.

Continuing Education Credit (CEC) for school boards members

Credit offered during Convention qualifies as Additional Continuing Education. New school board members are required to earn at least 10 hours their first year. Experienced board members must complete a minimum of five hours each year. Below is information about what required trainings will be offered at txEDCON24.

Special Required Training offered at txEDCON24

Training	Requirement	Date/Time
Evaluating and Improving Student Outcomes (EISO/SB 1566)	3 hours Biennially	Thursday, preconference session, 2-5 p.m.
Open Meetings Act (OMA)	~1-2 hours	Friday, part of the Texas Trustee Institute (TTI)
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child Abuse Prevention)	1 hour Biennially	Friday, 8:45 a.m. and Saturday, 7:30 a.m. TTI participants will receive a voucher to take the course in TASB's Online Learning Center.

Special required training not available at TASB events

Training	Requirement	Provider
Cybersecurity	1 hour Annually	Can only be completed online through a provider approved by the Texas Department of Information Resources (https://dir.texas.gov/information-security/statewide-cybersecurity-awareness-training?id=154)
School Safety	2 hours Biennially	Can only be completed online through TEA Learn (https://register.tealearn.com/courses/sboe---school-safety-training)
Orientation to the Texas Education Code	3 hours within the first 120 days of being sworn in	Can only be completed through the local education service center
Team Building	3 hours Annually	Can only be completed within own district

How to report training credits

Board members and superintendents should report credit using myCEC. Go to tasb.org/mycec (https://apps.tasb.org/ContinuingEducationMobile/) and log in using your TASB credentials.

- Enter credit numbers immediately or up to 24 hours after the event concludes
- Credits show up immediately
- View your full credit history at any time

Need assistance?

Email TASB staff at CEC@tasb.org (mailto:cec@tasb.org) for Credit Reporting help.

Continuing Professional Education (CPE) for superintendents and administrators

Certificate renewal standards adopted by SBEC require all certified educators to complete appropriate continuing professional education clock hours. Visit TASA's website (https://tasanet.org/professional-learning/certification-cpe-requirements/) for more information.

SAVE THE DATES

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: *ONBOARDING NEW BOARD MEMBERS, ACCOUNTABILITY, SAFETY, MENTAL HEALTH*

SATURDAY, NOVEMBER 16, 2024

8:30 A.M.— 4:30 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

BREAKFAST AND LUNCH WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: *TEAM BUILDING-TEAM OF 8*

THURSDAY, FEBRUARY 27, 2025

5:30 P.M.— 8:30 P.M.

STARLIGHT EVENT CENTER—SCENIC DRIVE ROOM

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION SPRING WORKSHOP

TOPICS: *TBD*

TUESDAY, MAY 6, 2025

5:00 — 9:00 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: *TBD*

THURSDAY, JULY 12, 2025

TIME AND LOCATION TBD

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: Updates on FB(EXHIBIT), DIA(EXHIBIT), and FFH(EXHIBIT)
Date: September 17, 2024

HISTORY:

The San Elizario Independent School District (SEISD) periodically reviews and updates the following three key policies:

- FB(EXHIBIT) EQUAL EDUCATIONAL OPPORTUNITY – Title IX Coordinator
- DIA(EXHIBIT) EMPLOYEE WELFARE FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
- FFH(EXHIBIT) STUDENT WELFARE FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION.

The SEISD must designate and authorize an individual to uphold the duties as stated in said policies.

RATIONALE:

Due to a change in the Associate Superintendent position, these exhibits must be revised to indicate Mrs. Blanca Cruz as the new Title IX Coordinator for students and employees.

BUDGET:

$75.00

ADMINISTRATIVE RECOMMENDATION:

The item is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for employees:

Name: Blanca Cruz

Position: Associate Superintendent

Address: 1050 Chicken Ranch Road, San Elizario, TX 79849

Email: Title IX coordinator (bcruz@seisd.net)

Telephone: (915) 872-3900

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for employees:

Name: April Marioni

Position: Special Education Director

Address: 13680 Socorro Road, San Elizario, TX 79849

Email: ADA/Section 504 coordinator (amarioni@seisd.net)

Telephone: (915) 872-3900

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Blanca Cruz

Position: Associate Superintendent

Address: 1050 Chicken Ranch Road, San Elizario, TX 79849

Email: Title IX coordinator (bcruz@seisd.net)

Telephone: (915) 872-3900

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: April Marioni

Position: Special Education Director

Address: 13680 Socorro Road, San Elizario, TX 79849

Email: ADA/Section 504 coordinator (amarioni@seisd.net)

Telephone: (915) 872-3900

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Blanca Cruz

Position: Associate Superintendent

Address: 1050 Chicken Ranch Road, San Elizario, TX 79849

Email: Title IX coordinator (bcruz@seisd.net)

Telephone: (915) 872-3900

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: April Marioni

Position: Special Education Director

Address: 13680 Socorro Road, San Elizario, TX 79849

Email: ADA/Section 504 coordinator (amarioni@seisd.net)

Telephone: (915) 872-3900