

# Agenda of Special Meeting

## The Board of Trustees

**San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!**

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A Special Meeting of the Board of Trustees of San Elizario ISD will be held in person on Tuesday, September 16, 2025, 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](mailto:acardonajr@seisd.net) at any time prior to the board meeting time.

Signs, placards, or banners shall not be allowed inside the Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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

San Elizario ISD Student

6

E. Texas Pledge of Allegiance

San Elizario ISD Student

7

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

G. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

2. **DISTRICT RECOGNITIONS**

A. Heroic Action by San Elizario High School Student - Dylan Vasquez

Ms. Messina Holguin, District Lead Nurse

B. Heroic Action at Lorenzo G. Alarcon Elementary School - Mr. Christopher Padilla

Ms. Monika Seelig Ruiz, Principal, Lorenzo G. Alarcon Elementary School

C. Bee Real 2025 San Elizario ISD Participants

Mr. Lorenzo Luevano, Board of Trustee

1. Ms. Jasmine Lozano and San Elizario Students

2. Ms. Idania Rodarte and San Elizario Students

3. Ms. Lydia Melendez and Ann M. Garcia-Enriquez Middle School Cheerleaders

4. Ms. Karla Ruiz and San Elizario High School Art Students

D. Teacher and Employee of the Month for San Elizario High School

Mr. Troy Enriquez, Principal, San Elizario High School

1. Teacher of the Month - Ms. Jazmine Estrada

2. Employee of the Month - Ms. Zoe Frayre

E. Summer 2025 Educator Assessment Item Review Committee 8

Dr. Jeannie Meza-Chavez, Superintendent

1. Mr. Ricardo Garcia, Teacher, Lorenzo G. Alarcon Elementary School

2. Mr. Josue Palomino, Instructional Officer

3. Ms. Claudia Murphy, Instructional Specialist, Lorenzo G. Alarcon Elementary School

F. Purple Star Campus Designation Award SY 2025 - 2026 9

Dr. Jeannie Meza-Chavez, Superintendent

1. Lorenzo G. Alarcon Elementary School - Ms. Marisol Galarza, Military-Connected Liaison

2. Ann M. Garcia-Enriquez Middle School - Ms. Nora Almanzar, Military-Connected Liaison

3. Purple Star Campus Designation Support Personnel

a. Mr. Horacio Hernandez, Executive Director Technology

Ms. Perla Magallon, IT Specialist

Ms. Flor Sanchez, District Parent Liaison

G. Introduction of new Child Nutrition Services Support Specialist - Ms. Yolie Betancourt

Ms. Aggie Reyes, Executive Director Child Nutrition Services

H. Introduction of new Special Education Department Diagnostician - Ms. Dulce Rivera

Mr. Richard Salcido, Director, Special Education

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

A. Board of Trustees Book Study - Start with Why by Simon Sinek 15

Board of Trustees

B. Discussion and possible Board action on EPCAD Board of Directors Vacancy 19

Nominations Resolution

Board of Trustees

C. Student Outcome Goals

1. San Elizario High School - Monitoring Student Progress 24

Mr. Troy Enriquez, Principal, San Elizario High School

D. Public Hearing on Proposed Tax Rate for the 2025-2026 fiscal year 38

Ms. Elizabeth Perez, Chief Financial Officer

E.	Discussion and possible Board action to approve the no-new-revenue tax rate and voter-approval tax rate Ms. Elizabeth Perez, Chief Financial Officer	48
F.	Discussion and possible Board action on Adoption of Resolution Setting Tax Rate for the 2025-2026 School Year Ms. Elizabeth Perez, Chief Financial Officer	51
4.	<b>CONSENT AGENDA</b> - Consider and possible Board action on	
A.	Financial Reports Ms. Elizabeth Perez, Chief Financial Officer	
1.	Tax Report	53
2.	Financial Statements	55
3.	Investment Report	59
4.	Budget Amendment	70
B.	Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 24, 2025 Ms. Elizabeth Perez, Chief Financial Officer	73
C.	Consider and possible Board action to approve Senate Bill 12 Resolution Ms. Blanca Cruz, Associate Superintendent, and Ms. Gina Ramirez, Executive Director Human Resources	80
D.	Consider and possible Board action to approve TASB renewal for Risk Management insurance provider Ms. Stephanie Ruiz, Coordinator Human Resources	85
E.	Consider and possible Board action to approve the Engineer Drone - Aircraft Owners and Pilots Association (AOPA) High School STEM Curriculum - Teacher Addendum Ms. Sandra Sanchez, Career & Technical Education Administrator	107
F.	Consider and possible Board action to approve the El Paso Community College Interlocal agreement regarding Early College Ms. Blanca Cruz, Associate Superintendent	166
G.	Consider and possible Board action to approve the TNTP MOU Ms. Blanca Cruz, Associate Superintendent	179
H.	Consider and possible Board action to approve the Fort Bliss Partnership Program MOU Dr. Jeannie Meza-Chavez, Superintendent	188
I.	Consider and possible Board action to approve the Emergence Health Network MOU regarding School-Based Crisis Intervention Team Dr. Jeannie Meza-Chavez, Superintendent	193
J.	Consider and possible Board action to approve revisions to the Student Outcome Goals and Goal Progress Measures Mr. Edgar Ponce, Research and Evaluation Administrator	200
K.	Consider and possible Board action to approve revisions to the 2025-2026 Board Monitoring Calendar Mr. Edgar Ponce, Research and Evaluation Administrator	203
L.	2025-2026 District and Campus Improvement Plans Mr. Edgar Ponce, Research & Evaluation Administrator	206
1.	San Elizario Independent School District	207
2.	San Elizario High School	260

3.	Ann M. Garcia-Enriquez Middle School	293
4.	Lorenzo G. Alarcon Elementary School	323
5.	Alfonso Borrego, Sr. Elementary School	363
6.	Josefa L. Sambrano Elementary School	394
7.	Lorenzo G. Loya Primary School	433
M.	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 Mr. Horacio Hernandez, Executive Director Technology	548
2.	Support Services Department Mr. Jesus Martinez, Executive Director Support Services	553
N.	Consider and possible Board action on approval of minutes for the following: Board of Trustees	
1.	August 13, 2025 - Regular Board Meeting	556
2.	August 19, 2025 - Local District Orientation	567
5.	<b>PRESENTATION / REPORTS / INFORMATION</b>	
A.	Presentations	
1.	Ann M. Garcia-Enriquez Middle School Garden Ms. Lizette Vacio, Special Education Teacher	569
B.	Reports	
1.	Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School Mr. Edgar Ponce, Research and Evaluation Administrator	578
2.	Annual Report on Cooperative Purchasing Fees for FY 2025-2026 Ms. Nancy Tinoco, Business Specialist	580
C.	Information	
1.	Board Training Dr. Jeannie Meza-Chavez, Superintendent	
a.	2025 MASBA Conference - October 2 to 3, 2025   San Antonio, TX	582
b.	NSBA 2026 – April 10 to 12, 2026   San Antonio, TX	583
2.	Update on Policies Ms. Blanca Cruz, Associate Superintendent	584
a.	FB(EXHIBIT) - Equal Educational Opportunity	
b.	DIA(EXHIBIT) - Employee Welfare: Freedom from Discrimination, Harrassment, and Retaliation	
c.	FFH(EXHIBIT) - Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	
3.	Meal Service Update Ms. Aggie Reyes, Executive Director Child Nutrition Services	588
4.	Enrollment Update Dr. Jeannie Meza-Chavez, Superintendent	589
6.	<b>EXECUTIVE SESSION</b> 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, 551.074, and 551.076, Texas Gov. Code:	

- A. Discussion regarding Legal Counsel Services  
Ms. Sandra Licon, Board Secretary
- B. Discussion regarding the City of San Elizario Marshal's Office Services  
Mr. Eduardo Chavez, Board President
- C. Discussion regarding Superintendent's Contract  
Mr. Eduardo Chavez, Board President
- 7. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
  - A. Discussion and possible Board action regarding Legal Services  
Ms. Sandra Licon, Board Secretary
- 8. **NEXT MEETING DATE:**  
Regular Board Meeting: Wednesday, October 15, 2025, at 5:30 p.m.
- 9. **ADJOURNMENT**

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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.

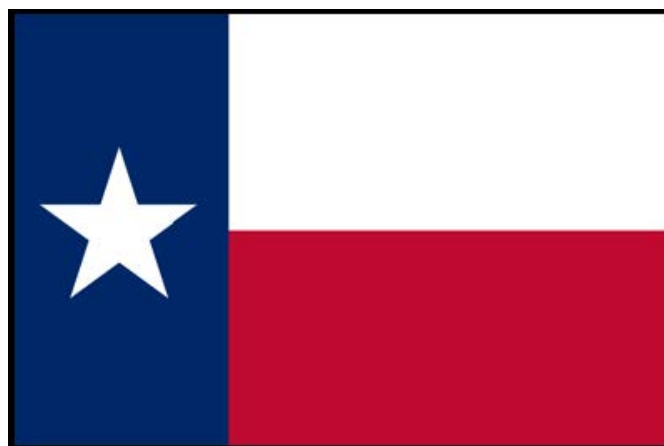
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (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."



## Alfredo Cardona

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**From:** Alfredo Cardona  
**Sent:** Friday, August 29, 2025 2:01 PM  
**To:** Alfredo Cardona  
**Subject:** Summer 2025 Educator Assessment Item Review Committees—Thank You!

**From:** Jambulapati, Padmini <[Padmini.Jambulapati@tea.texas.gov](mailto:Padmini.Jambulapati@tea.texas.gov)>  
**Sent:** Friday, August 22, 2025 4:35:57 PM  
**To:** Jeannie Meza-Chavez <[jmeza-chavez@seisd.net](mailto:jmeza-chavez@seisd.net)>  
**Subject:** Summer 2025 Educator Assessment Item Review Committees—Thank You!

**CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Dear Dr. Meza-Chavez,

The development of high-quality assessments relies on the expertise and experience of Texas educators from across the state. The Texas Education Agency (TEA) invites Texas educators to grade-level and content-specific committee meetings each year to provide feedback on the development of state assessments (STAAR, STAAR Alternate 2, and TELPAS). Educators collaborate to review and approve potential items for state summative assessments.

Nearly 1,000 Texas educators participated in educator review committee meetings this summer, including the following educator from San Elizario ISD.

- Rick Garcia, L G ALARCON EL, STAAR Grade 6 Math Item Review, 06.02.25 - 06.04.25
- Josue Palomino, STAAR Spanish Grade 3 Writing Item Review, 07.14.25 - 07.16.25
- Claudia Murphy, L G ALARCON EL, STAAR Grade 5 Writing Item Review, 06.09.25 -06.10.25

These dedicated educators reviewed test questions and judged the appropriateness of item content and difficulty. They gained valuable insight into the development of state assessments. Their impact will be felt statewide.

On behalf of TEA, thank you for sending your educators to represent your district! Their contributions are an essential component of the assessment development process.

If you would like to encourage other educators in your district to participate in future committees, please feel free to share the application link, which can be found here: <https://www.texasassessment.gov/educator-committees.html>.

Sincerely,

Padmini



**Padmini Jambulapati**

Assessment Development Program Manager  
Strategic Planning, Metrics and Special Projects  
(512) 463-8937

[padmini.jambulapati@tea.texas.gov](mailto:padmini.jambulapati@tea.texas.gov)

TEA.Texas.gov

<b>DATE:</b>	<b>September 4, 2025</b>
<b>SUBJECT:</b>	<b>2025-26 Purple Star Campus Designation Awardees</b>
<b>CATEGORY:</b>	<b>Notice</b>
<b>NEXT STEPS:</b>	<b>Share with appropriate staff</b>

The Purple Star Campus Designation (PSCD) recognizes the Texas school district and open-enrollment charter school campuses that show support and commitment to meeting the unique needs of military-connected students and their families. The Texas Education Agency (TEA) accepted applications for the 2025-26 school year from April 4, 2025, through June 6, 2025, for campuses to apply for the designation and demonstrate they have met the established criteria:

1. Designate an assigned campus staff member as a military liaison and offer professional development opportunities for staff members on issues related to military-connected students.
2. Create and maintain an easily accessible campus military webpage that includes the required information for military-connected students and their families.
3. Implement a campus transition program.
4. Offer at least one of the required military initiatives.

A total of 98 campuses across Texas met the established criteria and have earned Purple Star Campus Designations for the 2025-26 and 2026-27 school years. This year’s designation cycle reflects a strengthened commitment to upholding the integrity and intent of the PSCD as outlined in [19 TAC Chapter 61, Subchapter FF, Commissioner’s Rules Concerning Veterans and Military Dependents](#). The application process was strategically enhanced with more robust support and resources to assist campuses in meeting the rigorous criteria, thereby reinforcing the integrity and purpose of the PSCD. This year’s designated campuses demonstrated a strong, ongoing commitment to supporting military-connected students, meeting the enhanced criteria and reflecting the program’s core values.

To see the list of this year’s awardees, you can visit this link: [2025-26 Purple Star Campus Designation Awardee List](#). For the list of previously awarded campuses that received the designation, please visit the [Purple Star Campus Designation](#) website.

Any Texas public school or open-enrollment charter school can become a Purple Star Campus, regardless of the size of its military-connected student population. Districts are encouraged to support campuses and help them meet the criteria for PSCD status. Applications are accepted on an annual basis, and the designation lasts for two years. After the two-year period, campuses that were previously awarded the designation must reapply to maintain their special designation as a Purple Star Campus.

For a full list of the PSCD criteria and resources to support, visit TEA’s [Purple Star Campus Designation](#) webpage.

## **Questions**

If you have any questions concerning the Purple Star Campus application process and supporting Military-Connected Students, please contact us at [MilitaryConnectedStudents@tea.texas.gov](mailto:MilitaryConnectedStudents@tea.texas.gov).

## Purple Star Campus Designation for the 2025-26 School Year

### ESC Region 1

School System (District Name)	Campus Name
PHARR-SAN JUAN-ALAMO ISD, (108909)	PSJA MEMORIAL EARLY COLLEGE H S, (108909002)
SHARYLAND ISD, (108911)	SHARYLAND PIONEER H S, (108911007)
UNITED ISD, (240903)	JUAN ROBERTO RAMIREZ MIDDLE, (240903056)
WESLACO ISD, (108913)	DR R E MARGO EL, (108913109)

### ESC Region 2

ESC Region 2 did not have any campuses selected for awards.

### ESC Region 3

ESC Region 3 did not have any campuses selected for awards.

### ESC Region 4

School System (District Name)	Campus Name
PEARLAND ISD, (020908)	BERRY MILLER J H, (020908044)
WALLER ISD, (237904)	BRYAN LOWE EL, (237904108)
WALLER ISD, (237904)	RICHARD T MCREAVY EL, (237904109)

### ESC Region 5

ESC Region 5 did not have any campuses selected for awards.

### ESC Region 6

School System (District Name)	Campus Name
HUNTSVILLE ISD, (236902)	TEXAS ONLINE PREPARATORY EL, (236902108)
HUNTSVILLE ISD, (236902)	TEXAS ONLINE PREPARATORY H S, (236902008)
HUNTSVILLE ISD, (236902)	TEXAS ONLINE PREPARATORY MIDDLE, (236902048)

### ESC Region 7

ESC Region 7 did not have any campuses selected for awards.

### ESC Region 8

ESC Region 8 did not have any campuses selected for awards.

### ESC Region 9

ESC Region 9 did not have any campuses selected for awards.

**ESC Region 10**

School System (District Name)	Campus Name
GARLAND ISD, (057909)	AUSTIN ACAD FOR EXCELL, (057909041)

**ESC Region 11**

School System (District Name)	Campus Name
GRAPEVINE-COLLEYVILLE ISD, (220906)	GRAPEVINE MIDDLE, (220906041)
LAKE DALLAS ISD, (061912)	LAKE DALLAS EL, (061912101)

**ESC Region 12**

School System (District Name)	Campus Name
BELTON ISD, (014903)	CHARTER OAK EL, (014903120)
BELTON ISD, (014903)	HIGH POINT EL, (014903117)
BELTON ISD, (014903)	LAKE BELTON MIDDLE, (014903043)
GATESVILLE ISD, (050902)	GATESVILLE PRI, (050902102)
KILLEEN ISD, (014906)	PATHWAYS ACADEMIC CAMPUS, (014906006)
KILLEEN ISD, (014906)	TIMBER RIDGE EL, (014906133)
KILLEEN ISD, (014906)	WILLOW SPRINGS EL, (014906120)
LAMPASAS ISD, (141901)	LAMPASAS MIDDLE, (141901041)

**ESC Region 13**

School System (District Name)	Campus Name
HUTTO ISD, (246906)	GUS ALMQUIST, (246906043)
HUTTO ISD, (246906)	HUTTO EL, (246906101)
HUTTO ISD, (246906)	RAY EL, (246906104)

**ESC Region 14**

School System (District Name)	Campus Name
BAIRD ISD, (030903)	BAIRD EL, (030903101)
BAIRD ISD, (030903)	BAIRD H S, (030903001)
WYLIE ISD, (221912)	WYLIE EAST EL, (221912108)

**ESC Region 15**

ESC Region 15 did not have any campuses selected for awards.

**ESC Region 16**

ESC Region 16 did not have any campuses selected for awards.

**ESC Region 17**

ESC Region 17 did not have any campuses selected for awards.

**ESC Region 18**

ESC Region 18 did not have any campuses selected for awards.

**ESC Region 19**

School System (District Name)	Campus Name
CANUTILLO ISD, (071907)	CANUTILLO H S, (071907001)
CANUTILLO ISD, (071907)	CANUTILLO MIDDLE, (071907041)
CLINT ISD, (071901)	CARROLL T WELCH EL, (071901106)
CLINT ISD, (071901)	CLINT H S, (071901001)
CLINT ISD, (071901)	CLINT ISD EARLY COLLEGE ACADEMY, (071901009)
CLINT ISD, (071901)	CLINT J H SCHOOL, (071901041)
CLINT ISD, (071901)	EAST MONTANA MIDDLE, (071901042)
CLINT ISD, (071901)	FRANK MACIAS EL, (071901105)
CLINT ISD, (071901)	HORIZON MIDDLE, (071901044)
CLINT ISD, (071901)	MONTANA VISTA EL, (071901104)
CLINT ISD, (071901)	MOUNTAIN VIEW H S, (071901002)
CLINT ISD, (071901)	RED SANDS EL, (071901102)
CLINT ISD, (071901)	RICARDO ESTRADA MIDDLE, (071901045)
CLINT ISD, (071901)	WM DAVID SURRATT EL, (071901101)
EL PASO ISD, (071902)	AUSTIN H S, (071902002)
EL PASO ISD, (071902)	CHARLES MIDDLE, (071902045)
EL PASO ISD, (071902)	IRVIN H S, (071902008)
EL PASO ISD, (071902)	KOHLBERG EL, (071902166)
EL PASO ISD, (071902)	MARGUERITE J LUNDY EL, (071902177)
EL PASO ISD, (071902)	Mesita ECDC 130A of MESITA EL, (071902130)
EL PASO ISD, (071902)	MILAM EL, (071902131)
EL PASO ISD, (071902)	MORENO MONTESSORI (071-902-185)
EL PASO ISD, (071902)	RICHARDSON MIDDLE, (071902055)
EL PASO ISD, (071902)	TOM LEA JR EL, (071902178)
SAN ELIZARIO ISD, (071904)	ANN M GARCIA-ENRIQUEZ MIDDLE, (071904041)
SAN ELIZARIO ISD, (071904)	L G ALARCON EL, (071904101)
SOCORRO ISD, (071909)	EASTLAKE H S, (071909008)
SOCORRO ISD, (071909)	HORIZON HEIGHTS EL, (071909105)
SOCORRO ISD, (071909)	KEYS ACAD, (071909003)
SOCORRO ISD, (071909)	PEBBLE HILLS H S, (071909011)
SOCORRO ISD, (071909)	SSG MANUEL R PUENTES, (071909049)
YSLETA ISD, (071905)	EASTWOOD HEIGHTS EL, (071905124)

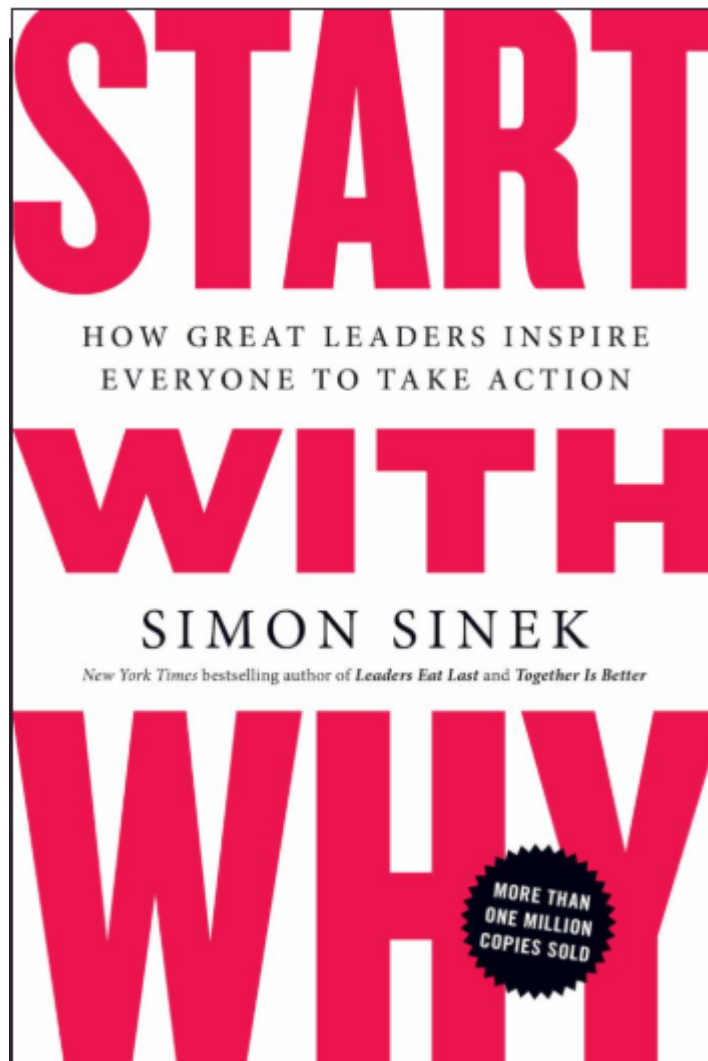
**ESC Region 20**

School System (District Name)	Campus Name
ALAMO HEIGHTS ISD, (015901)	CAMBRIDGE EL, (015901101)
BEXAR COUNTY ACADEMY, (015809)	COPPERFIELD EL, (015916119)
BOERNE ISD, (130901)	CURINGTON EL, (130901101)
BOERNE ISD, (130901)	FAIR OAKS RANCH EL, (130901103)
EAST CENTRAL ISD, (015911)	EAST CENTRAL HERITAGE MIDDLE, (015911043)
EAST CENTRAL ISD, (015911)	HIGHLAND FOREST EL, (015911106)
EAST CENTRAL ISD, (015911)	LEGACY MIDDLE, (015911044)
EAST CENTRAL ISD, (015911)	SALADO EL, (015911111)
EAST CENTRAL ISD, (015911)	TRADITION EL, (015911108)
JUBILEE ACADEMIES, (015822)	JUBILEE KINGSVILLE, (015822006)

JUDSON ISD, (015916)	ESCONDIDO EL, (015916123)
JUDSON ISD, (015916)	HENRY METZGER MIDDLE, (015916044)
JUDSON ISD, (015916)	JUDSON H S, (015916001)
JUDSON ISD, (015916)	MARY LOU HARTMAN, (015916115)
JUDSON ISD, (015916)	VETERANS MEMORIAL H S (015916010)
MEDINA VALLEY ISD, (163908)	CASTROVILLE EL, (163908103)
MEDINA VALLEY ISD, (163908)	POTRANCO EL, (163908105)
MEDINA VALLEY ISD, (163908)	SILOS EL, (163908108)
NORTH EAST ISD, (015910)	JACKSON MIDDLE, (015910045)
NORTH EAST ISD, (015910)	JOHNSON H S, (015910014)
NORTH EAST ISD, (015910)	OLMOS EL, (015910111)
NORTH EAST ISD, (015910)	ROOSEVELT H S, (015910004)
NORTH EAST ISD, (015910)	ROYAL RIDGE EL, (015910138)
NORTH EAST ISD, (015910)	STEUBING RANCH EL, (015910141)
NORTH EAST ISD, (015910)	TEJEDA MIDDLE, (015910056)
NORTH EAST ISD, (015910)	WHITE MIDDLE, (015910046)
NORTH EAST ISD, (015910)	WINDCREST EL, (015910117)
NORTHSIDE ISD, (015915)	BEHLAU EL, (015915192)
NORTHSIDE ISD, (015915)	BERNAL MIDDLE, (015915060)
NORTHSIDE ISD, (015915)	BRENNAN H S, (015915024)
NORTHSIDE ISD, (015915)	HARLAN H S, (015915025)
NORTHSIDE ISD, (015915)	HOLMGREEN CENTER, (015915004)
NORTHSIDE ISD, (015915)	LUNA MIDDLE, (015915054)
NORTHSIDE ISD, (015915)	REED EL, (101907129)
NORTHSIDE ISD, (015915)	VALE MIDDLE, (015915056)
NORTHSIDE ISD, (015915)	SCARBOROUGH EL, (015915179)
NORTHSIDE ISD, (015915)	STEVENS H S, (015915022)
NORTHSIDE ISD, (015915)	WERNLI EL, (015915235)
SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY, (015831)	SCHOOL OF SCIENCE AND TECHNOLOGY ADVANCEMENT, (015831003)



**San Elizario ISD Board of Trustees  
Book Study 2025-2026**



**Start With WHY:  
How Great Leaders Inspire Everyone to Take Action  
by Simon Sinek**

**August 13, 2025:**

The book was sent to trustees before this meeting date to begin review.

**September 16, 2025:**

**PART 1. A World That Doesn't Start With a Why**

Chapter 1: pgs. 11-15 Assume You Know

Chapter 2: pgs.16-34 Carrots & Sticks

**October 8, 2025:**

**PART 2. An Alternative Perspective**

Chapter 3: pgs. 37-51 The Golden Circle

Chapter 4: pgs. 52-64 This Is Not Opinion; This Is Biology

**November 12, 2025:**

Chapter 5: pgs. 65-80 Clarity, Discipline and Consistency

**January 14, 2026:**

**PART 3. Leaders Need A Following**

Chapter 6: pgs. 83-114 The Emergence of Trust

Chapter 7: pgs. 115-130 How A Tipping Point Tips

**February 11, 2026:**

**PART 4. How to Rally Those Who Believe**

Chapter 8: pgs. 133-153 Start With Why, But Know How

Chapter 9: pgs. 154-159 Know Why – Know How – Then What?

**March 4, 2026:**

Chapter 10: pgs. 160-171 Communication Is Not About Speaking; It's About Listening

**PART 5. The Biggest Challenge is Success**

Chapter 11 pgs. 175-182 When Why Goes Fuzzy

**April 8, 2026:**

Chapter 12 pgs. 183-206 Split Happens

**May 13, 2026:**

PART 6. Discover WHY pg. 207

Chapter 13: pgs. 209-221 The Origins of A Why

Chapter 14: 222-225 The New Competition

## 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 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter 10		

## Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
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<b>Chapter</b>	<b>Quote with page number</b>	<b>Rationale</b>
Chapter 11		
Chapter 12		
Chapter 13		
Chapter 14		



July 30, 2025

Presiding Officers of: Cities/Towns of El Paso County, Independent School Districts of El Paso County, and the El Paso Community College

Subject: EPCAD Board of Directors Vacancy Nominations

The term for two members of the El Paso Central Appraisal District (EPCAD) Board of Directors concludes on December 31, 2025.

The taxing units with participatory voting entitlement in EPCAD must submit nominee names (via resolution) to the Chief Appraiser before October 15, 2025, to fill these positions. Once appointed, the two new members will serve a four-year term beginning January 1, 2026.

Enclosed you will find:

- Quick-View EPCAD Board Nomination Timeline 2025;
• Nomination Resolution Sample;
• EPCAD Board Directors' Term information; and
• 2024 Consolidated Tax Roll

Direct questions to:

Rick A. Medina, Director of Administrative Services, 915-780-2083

ricmed@epcad.org

David L. Stone, Deputy Chief Appraiser, 915-780-2077

davstone@epcad.org

Dinah L. Kilgore, Executive Director/Chief Appraiser 915-780-2003

admin@epcad.org

Return resolutions before October 15, 2025, to:

El Paso Central Appraisal District
5801 Trowbridge Drive
El Paso, Texas 79925
or email to admin@epcad.org

Sincerely,

[Handwritten signature of Dinah L. Kilgore]

Dinah Kilgore, RPA
Executive Director/Chief Appraiser

**Quick-View EPCAD Board Nomination Timeline 2025**

<b>BOD Composition Description</b>	Five appointed directors, Three elected directors, and One ex officio director - the County Tax Assessor-Collector.	Texas PTC Sec. 6.0301.			
<b>The El Paso Central Appraisal District (EPCAD) notifies the taxing units with voting entitlement to plan and prepare for the nomination process.</b>					
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:40%; text-align:center;">Deadline date</th> <th style="width:40%; text-align:center;">Action Required</th> <th style="width:20%; text-align:center;">Reference</th> </tr> </thead> </table>			Deadline date	Action Required	Reference
Deadline date	Action Required	Reference			
Before October 15, 2025	Taxing unit presiding officer submits nominee names to the Chief Appraiser.	PTC Sec. 6.03			
Before October 30, 2025	Chief Appraiser prepares the ballot of submitted nominees, and thereafter delivers the ballot to the taxing unit.	PTC Sec. 6.03			
After Chief Appraiser delivers the ballot	At the governing body's first or second meeting held after the date the Chief Appraiser delivers the ballot; the governing body shall determine the votes applied to the nominee(s) by resolution.	PTC Sec. 6.03			
Before December 15, 2025	Taxing unit governing body determines its vote by resolution and submits it to the Chief Appraiser.	PTC Sec. 6.03			
<p>PTC Sec. 6.0301(d) To be eligible to serve on the board of directors, an individual other than the county Assessor-Collector must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes office. An individual who is otherwise eligible to serve on the board is not ineligible because of membership on the governing body of a taxing unit. An employee of a taxing unit that participates in the district is not eligible to serve on the board unless the individual is also a member of the governing body or an elected official of a taxing unit that participates in the district.</p>					
<b>Terms for <span style="background-color: yellow;">Appointed</span> Directors after January 1, 2026</b>	<b>Three appointed directors serve: January 1, 2025 - December 31, 2027.</b> <b>Two appointed directors will serve: January 1, 2026 - December 31, 2029.</b> <b>Thereafter, all appointed directors will serve four-year terms.</b>	Texas PTC Sec. 6.0301.			

STATE OF TEXAS

§  
§  
§  
§

COUNTY OF EL PASO

Resolution # \_\_\_\_\_

**Nomination for the Board of Directors of the El Paso Central Appraisal District**

**WHEREAS**, on this the \_\_\_\_ day of \_\_\_\_\_, 2025, the \_\_\_\_\_  
*(insert name of governing body e.g., City Council, Board of Trustees, Commissioner’s Court, etc.)*  
of the *Name of Taxing Unit* met in open session to consider nominees for the El Paso Central Appraisal District Board of Directors, and

**WHEREAS**, nominations are required by Sec. 6.03 of the Texas Property Tax code, and

**WHEREAS**, the \_\_\_\_\_ *(insert name of governing body e.g., City Council, Board of Trustees, Commissioner’s Court, etc.)* of the *Name of Taxing Unit* has voted to make such nominations; therefore,

**BE IT RESOLVED** that the *Name of Taxing Unit* hereby nominates \_\_\_\_\_ as candidate for the El Paso Central Appraisal District Board of Directors for a term of office beginning January 1, 2026 and ending December 31, 2029.

**PASSED AND APPROVED** this \_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Presiding Officer

ATTEST:

\_\_\_\_\_  
Secretary

**EL PASO CENTRAL APPRAISAL DISTRICT  
BOARD OF DIRECTORS  
Term Information**

#	EPCAD Board Member Name	Type	Term Start	Term End	Term Length
1	Jack Loveridge	Appointed	1/1/2025	12/31/2027	3 years
2	Sergio Coronado	Appointed	1/1/2025	12/31/2027	3 years
3	Shane Haggerty	Appointed	1/1/2025	12/31/2027	3 years
4	Alfred Gonzalez	Elected	7/1/2024	12/31/2026	2.5 years
5	Eduardo Mena	Elected	7/1/2024	12/31/2026	2.5 years
6	Laure Searls	Elected	7/1/2024	12/31/2026	2.5 years
7	Jackie York	Appointed	1/1/2025	12/31/2025	1 year
8	Tanny Berg	Appointed	1/1/2025	12/31/2025	1 year
9	Ruben P. Gonzalez County Tax-Assessor Collector	Ex-Officio	7/1/2024	Indefinite	Indefinite



## 2024 CONSOLIDATED TAX ROLL

Jurisdiction	Total Parcels	Gross Market Value	Net Taxable Value	2024 Levy	Votes
TOWN OF ANTHONY	1,907	370,976,212	287,036,148	2,550,460	5
TOWN OF CLINT	1,040	177,730,863	125,230,576	738,165	1
CITY OF EL PASO	243,781	73,606,408,527	53,520,671,428	407,509,068	769
HORIZON CITY	9,381	2,087,634,493	1,617,409,507	9,047,174	17
CITY OF SAN ELIZARIO	4,508	493,035,204	344,903,744	1,203,266	2
CITY OF SOCORRO	16,791	3,108,441,763	2,260,820,337	15,077,411	28
VILLAGE OF VINTON	1,234	271,260,748	181,582,994	1,249,701	2
ANTHONY I.S.D.	2,114	433,182,275	243,063,422	2,135,036	4
CANUTILLO I.S.D.	19,484	6,469,386,842	3,739,798,176	41,804,102	79
CLINT I.S.D.	125,271	3,933,514,705	2,101,802,367	22,880,894	43
EL PASO I.S.D.	108,672	35,206,910,746	21,086,367,095	211,035,290	398
FABENS I.S.D.	5,412	564,088,052	259,887,859	2,815,955	5
SAN ELIZARIO I.S.D.	7,155	719,630,204	326,571,645	2,797,770	5
SOCORRO I.S.D.	104,052	27,309,363,085	16,266,415,355	165,648,318	313
TORNILLO I.S.D.	2,892	215,211,257	102,107,695	1,129,809	2
YSLETA I.S.D.	68,449	16,263,721,578	8,198,951,076	96,600,852	182
EPCC	443,395	91,112,891,112	69,623,505,976	75,044,392	142

Source: Certified totals from EPCAD.

Sum of Voting Entities: 1,059,267,663 2,000

**NOTE: EPCAD delivers ballot before October 30. Votes may be cast for one nominee or divided among several nominees.**

# San Elizario High School

2025-2026  
#SanEliManoAMano

Progress  
Monitoring



# Reading

English I		
	4 Week Assessment [# 1]	STAAR 2025
Approaches	55%	46.2%
Meets	30%	30.03%
Masters	5%	4.95%

English 2		
	4 Week Assessment [# 1]	EOY Return
Approaches	56%	52%
Meets	25%	33%
Masters	6%	1%



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	<ol style="list-style-type: none"> <li>1. Intervention must include rigorous texts and identifying students that are still unable to decode</li> <li>2. <b>Intensive writing is needed and will occur daily</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Evident that first instruction is reaching roughly 60% of the entire student population</li> <li>2. Important to review instructional impact daily so that student gaps for EBs and SPED students do not go unaddressed for several weeks.</li> <li>3. <b>Commitment to curriculum</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Trained on collaboration strategies</li> <li>2. Wednesday/Friday tutorial prior to assessment</li> <li>3. Know students' gaps at a specific level</li> <li>4. <b>Implemented 9<sup>th</sup> grade language labs</b></li> <li>5. <b>Leadership meetings consist solely of student achievement (every Tuesday @7:45AM)</b></li> </ol>




# Math

Algebra I			
	4 Week Assessment [# 1]	STAAR 2024	STAAR 2025
Approaches	57.02%	59%	56%
Meets	40%	5%	17%
Masters	20%	0%	4%

9 <sup>th</sup> Grade: 2025		
Approaches	Meets: On Grade Level	Masters
65%	21%	5%

8 <sup>th</sup> Grade: 2024		
Approaches	Meets: On Grade Level	Masters
52%	9%	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
<p>1. EB and SPED student (50%) of each of these populations neither approaching or meeting</p> <p><b>2. Overall general students not performing</b></p> 	<p>1. Intervention must be targeted and specific to a student's gap</p> <p>2. Reviewing teacher models during PLC to ensure there is clarity</p> <p>3. Performance tracking 8<sup>th</sup> grade and each 4/8-week assessment</p> <p>4. Review of student work at each quarterly assessment</p> <p><b>5. Review of student work on a weekly basis</b></p>	<p>1. Evident that the rigor of instruction is increasing Approaches and Meets levels</p> <p>2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages</p> <p>3. Creating a routinized approach at the grade level to ensure class period start quickly</p>	<p>1. Review the effectiveness of First Instruction</p> <p>2. Train and implement collaborative structures within each lesson</p> <p>3. Ensure teachers are aware of all demographics that make up of each of their classrooms</p> <p>4. Consistent implementation of the teacher coaching cycle: timely and specific feedback</p> <p>5. Personnel changes</p> <p><b>6. Teacher awareness on where the child entered their room; and evaluate students at each assessment, and standard by standard</b></p> <p><b>7. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM)</b></p>

# CCMR High

## CCMR [Current Status]

Class	Total students and Percentage	Preliminary Reporting for Senior Class of 2026
<b>Senior-Class of 2024</b>	<b>77%</b>	<b>90%</b>
Class of 2025 – 12 <sup>th</sup> Grade	171 students out of 249 enrolled already have the CCMR point: 70% plus.	
Class of 2026 – 11 <sup>th</sup> Grade	89 students out of 235 enrolled already have the CCMR point, 37%	
Class of 2027 – 10 <sup>th</sup> Grade	Pending October Snapshot	
Class of 2028 – 9 <sup>th</sup> Grade	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?
<p>1. Upon reviewing final testing files determine which most recurring impediment to acquiring the CCMR point</p>	<p>1. Effective AP instructional coaching</p> <p>2. <b>Targeted and specified intervention that is consistently executed</b></p>	<p>1. Advanced placement instructional coaching and college prep course achievement</p> <p>2. <b>Increased Early College Enrollment</b></p>	<p>1. Identify number of students needed to reach 95% of Senior class receiving CCMR point</p> <p>2. <b>Maintain performance tracker for all students in College Bridge and College Prep Courses (like Early College Tracking)</b></p>	<p>1. Consider when advocating to the TEA the importance of accountability metrics being clear and not altered mid-year</p> <p>2. Consider adopting board amendment requiring CCMR point for walking at graduation; beginning with the class of 2027</p>



# Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 End of Year
90.3%	90.6%	91.39%

2024-2025 August 2024	2025-2026 Current
92.96%	94.99%

7/22 - 8/22/2025	
Grade Level	% of Attendance
9 <sup>th</sup>	95.09%
10 <sup>th</sup>	94.39%
11 <sup>th</sup>	94.73%
12 <sup>th</sup>	95.81%
<b>TOTAL</b>	31 <b>94.99%</b>



# Attendance

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

2025-2026 Grade Level Attendance	
9 <sup>th</sup>	95.09%
10 <sup>th</sup>	94.39%
11 <sup>th</sup>	94.83%
12 <sup>th</sup>	95.81%



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
<p>1. Campus currently holds a total of 14 students that have exceeded 15 absences</p>	<p>2. Conduct quarter 1 analysis to identify main trends and determine assistance that building can lend to families to improve attendance</p>	<p>1.Improving urgency throughout the day</p> <p>2. Students late are received by teachers and administration</p> <p>3. Reducing absences throughout the day</p>	<p>1. Conduct outbound calls to students that have accrued two plus absences over a 30-, 60-, or 90-day period</p> <p>2. Campus will hold parent meetings that provide overall student achievement and attendance impact for all students exceeding 6 absences for the year.</p> <p><b>3. Assign personnel to 9-10 to follow up on individual students</b></p> <p><b>4. Assigned personnel to address specific areas</b></p>



# San Elizario High School

2025 – 2026  
#SanEliManoAMano



# Accountability Overview



## ACCOUNTABILITY OVERVIEW

### Overall Rating



69 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

[TELL ME MORE](#)

### Change Over Time

School Year	Rating/Score
<a href="#">2024-25</a>	D / 69
<a href="#">2023-24</a>	D / 64
<a href="#">2022-23</a>	D / 64
2021-22 What If	D / 65
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
<a href="#">2021-22</a>	C / 78

# Accountability Overview



## Overall Performance Details



### Student Achievement



68 out of 100



2022-23                      2023-24                      2024-25

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.



### School Progress



76 out of 100



2022-23                      2023-24                      2024-25

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.



### Closing the Gaps



59 out of 100



2022-23                      2023-24                      2024-25

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

# San Elizario High School

2025-2026  
#SanEliManoAMano

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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Public Hearing on Proposed Tax Rate for the 2025-2026 Fiscal Year  
**Date:** September 16, 2025

---

### HISTORY:

A **Notice of Public Meeting to Discuss Budget and Proposed Tax Rate** was published in the West Texas County Courier on June 5, 2025 in accordance with TEC 44.004(b) and the agenda for the special Board meeting on June 18, 2025 included the item *Public Hearing on Proposed Budget and Proposed Tax Rate for the 2025-2026 School Year*.

A second agenda item *Public Hearing on Proposed Tax Rate for the 2025-2026 Fiscal Year* is included on the September 16, 2025 board 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

### ADMINISTRATIVE 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

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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.

A Proud Community of Champions – Soaring to Excellence!

# Public Hearing on Proposed Tax Rate for Fiscal Year 2025-2026

September 16, 2025



# **El Paso County Appraisal District's Certified and Supplemental Appraisal Roll For the San Elizario ISD**

- ❖ The Chief Appraiser of the El Paso County Appraisal District has certified and submitted the appraisal roll as approved by the Appraisal Review Board, for calendar year beginning January 1, 2025, and ending December 31, 2025.**
- ❖ He has delivered to Ruben P. Gonzalez, Tax Assessor-Collector for SEISD, a statement of the total amount of appraised, assessed, and taxable value of property as of January 1, 2025.**

# **El Paso County Appraisal District's Certified and Supplemental Appraisal Roll For the San Elizario ISD**

- ❖ The Chief Appraiser also provided a supplemental roll that reflects changes contingent on voter approval of Propositions 11 and 13 at the Constitutional Amendment Election on November 4, 2025.**
- ❖ These propositions would increase the state mandated homestead exemption from \$100,000 to \$140,000.**
- ❖ And state mandated exemption for homesteads of a person who is elderly or disabled from \$10,000 to \$60,000.**

# Types of Tax Rates

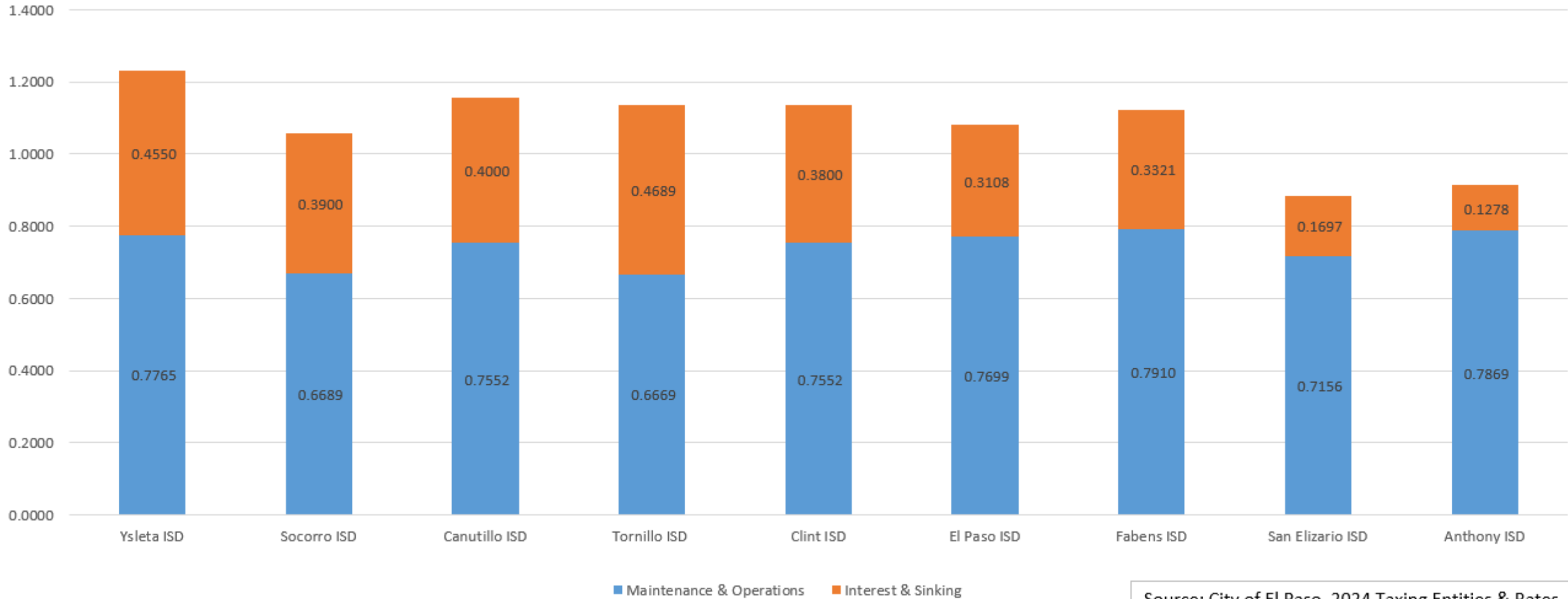
## ❖ What are property taxes?

- Property taxes are local taxes used to fund services such as schools, roads, police, fire departments, and various other public services, depending on the government entity collecting the tax.

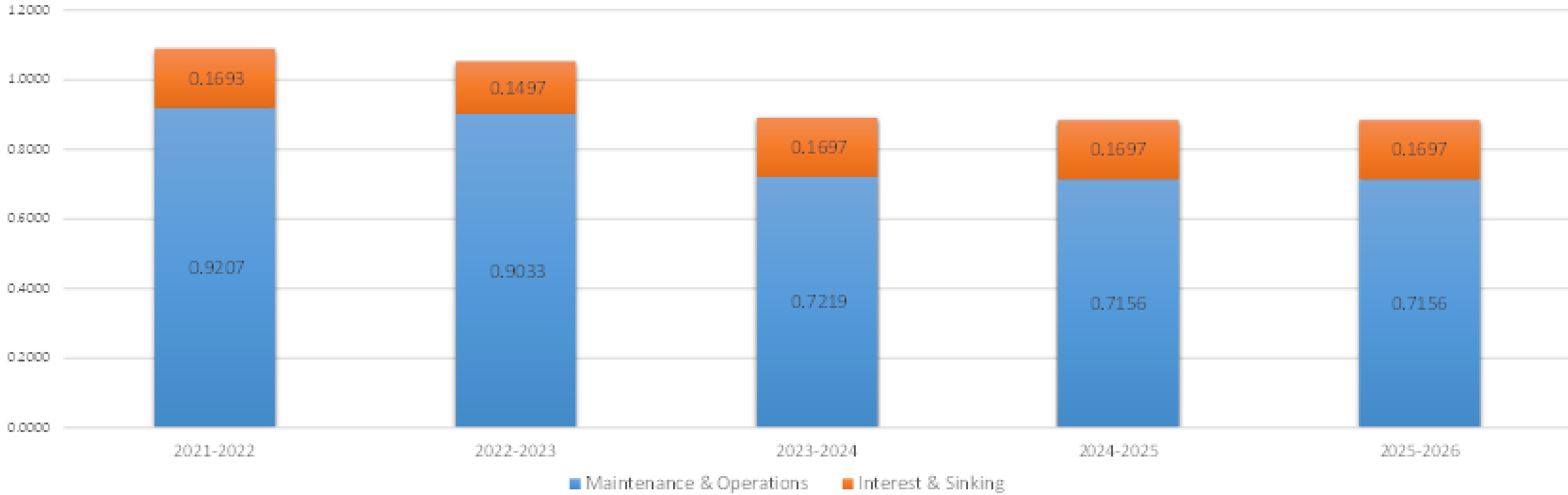
## ❖ What are the components of the District's tax rate?

- Maintenance & Operations (M&O)
  - Salaries
  - Contracted Services
  - Supplies, Materials & Equipment
  - Transportation & Utilities
- Interest & Sinking (I&S)
  - Construction Projects
  - School Buildings
  - Cannot be used for general operations

# Tax Rate Comparison



# Tax Rate History



# Fiscal Year 2026 Budget and Proposed Tax Rate Notice

June 5, 2025

West Texas County Courier

Page 5



## Moments in time THE HISTORY CHANNEL

• On June 2, 1997, U.S. Army veteran Timothy McVeigh was convicted on 15 counts of murder and conspiracy for his role two

the army. Because he died by suicide and not from a disability caused by his military service, her request was denied.

• On June 6, 2002, a high-energy upper atmosphere explosion now known as the Eastern Mediterranean Event, similar in power to a

## 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 18, 2025 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.

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

	Last Year	This Year
Average Market Value of Residences	\$ 155,435	\$ 160,191
Average Taxable Value of Residences	\$ 23,724	\$ 38,295
Last Year's Rate Versus		
Proposed Rate per \$100 Value	\$ 0.885300	\$ 0.885300
Taxes Due on Average Residence	\$ 210.00	\$ 339.00
Increase (Decrease) in Taxes		\$ 129.00

**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.**

The Public Hearing on  
Proposed Budget and  
Proposed Tax Rate for 2025-  
2026 - Special Board Meeting  
on 6/18/25

# TRE Implementation Timeline

- 7/4/25 – The Board must select an Auditor to conduct the efficiency audit
- 8/18/25 – The Board must adopt the tax rate and call the election
- 10/4/25 - The efficiency audit must be completed and posted to the district website
  - The results must be discussed in a public meeting before the election
- 11/4/25 – Election Day

- ❖ Open for Public Comment
- ❖ Questions and Discussion





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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Discussion and possible Board action to approve the no-new-revenue tax rate and voter-approval tax rate  
**Date:** September 16, 2025

---

**HISTORY:** As part of the tax rate adoption process, the taxing entity is required to calculate the no-new-revenue tax rate and the voter-approval tax rate on the forms prescribed by the Comptroller.

**RATIONALE:** Texas Tax Code Section 26.04 of the Property Tax Code requires that the no-new-revenue tax rate and the voter-approval tax rate be submitted to the Board of Trustees by the designated officer or employee.

**BUDGET IMPACT:** There no budget impact with this item.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is for the Board to approve to accept the no-new-revenue tax rate and the voter-approved tax rate for the tax year 2025 for the San Elizario Independent School District.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

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.

September 16, 2025

**2025 NO-NEW-REVENUE RATE AND VOTER-APPROVAL TAX RATE FOR  
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

Background Information

The following tax rates are defined under Chapter 26 of the Property Tax Code. Statute requires that the designated officer or employee calculate both rates using forms prescribed by the Texas Comptroller.

- **This year's no-new-revenue tax rate** (formerly referred to as the effective tax rate) would impose the same total taxes as last year if applied to properties taxed in both years, less improvements made to those properties. It does not account for impacts in state aid or recapture that would occur if the rate was adopted.
- **This year's voter-approval tax rate** (formerly referred to as the rollback tax rate) is the highest tax rate the school district can set before it must hold a voter-approval tax rate election (VATRE) or exercise its authority under Sec. 26.042(e).

The rates below are given per \$100 of property value.

<b>This year's no-new-revenue tax rate:</b>	\$0.779150 /\$100
<b>This year's voter-approval tax rate:</b>	\$0.885300 /\$100
<i>For maintenance and operations (M&amp;O)</i>	<i>\$0.715600 /\$100</i>
<i>For interest and sinking (I&amp;S)</i>	<i>\$0.169700 /\$100</i>

Source: MoakCasey, LLC

September 16, 2025

**SUBJECT: NO-NEW-REVENUE TAX RATE AND VOTER-APPROVAL TAX RATE FOR TAX YEAR 2025 FOR THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

Background Information

Section 26.04 of the Property Tax Code requires that the no-new-revenue tax rate and the voter-approval tax rate be submitted to the Board of Trustees by the designated officer or employee.

Administrative Consideration

N/A

Budget Consideration

N/A

Administrative Recommendation

Approval to accept the no-new-revenue tax rate and the voter-approval tax rate for tax year 2025 for the San Elizario Independent School District is recommended.

Submitted by: \_\_\_\_\_

Approved by: \_\_\_\_\_



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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Discussion and possible Board action on Adoption of Resolution Setting Tax Rate for the 2025-2026 School Year  
**Date:** September 16, 2025

**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	\$0.7156	\$0.1697	\$0.8853
2025-2026(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
- \$0.779150 – No-New-Revenue Tax Rate
- \$0.662380 – 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.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the enclosed resolution based on the proposed rate of \$0.8853. 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 13.62% percent increase in the tax rate.”*

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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.

**RESOLUTION ADOPTING TAX RATES FOR THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT FOR THE 2025-2026 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 5, 2025.

The Board of Trustees has conducted a public meeting to discuss budget and the proposed tax rate on June 18, 2025 and another public meeting to discuss the proposed tax rate on September 16, 2025.

**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 2025-2026 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 2025-2026 shall be \$0.1697.
- 4. The total tax rate per \$100.00 of valuation of property in the School District for the 2025-2026 school year shall be \$0.8853.

**APPROVED AND ADOPTED** on September 16, 2025.

**BY:**

**ATTEST:**

\_\_\_\_\_  
EDUARDO CHAVEZ, PRESIDENT  
BOARD OF TRUSTEES

\_\_\_\_\_  
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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Financial Reports – Tax Report  
**Date:** September 16, 2025

**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 September 17, 2024 Board meeting for a total rate of \$0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7156 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 2024 tax year which is based on the levy billed on October 1, 2024.

**BUDGET:** Collections as of July 31, 2025 are summarized below.

	<b>M&amp;O</b>	<b>I&amp;S</b>	<b>Total</b>	<b>Collections</b>
Current Year Levy	\$2,269,436	\$533,486	\$2,802,922	
Current Year Collections	\$2,070,771	\$491,070	\$2,561,842	\$2,561,842
Current Year Levy Outstanding	\$198,665	\$42,415	\$241,080	
Prior Year Collections				\$129,145
Penalty & Interest Collections				\$87,947
<b>Total Collections</b>				<b>\$2,778,933</b>

**ADMINISTRATIVE 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

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EL PASO CONSOLIDATED TAX OFFICE  
PROPERTY TAX COLLECTION ANALYSIS  
9/1/2024 through 7/31/2025

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2024	-	-	29,704.22	29,704.22	29,704.22	29,704.22	1.06%	4,673.87	4,673.87
Oct 2024	33,803.54	33,803.54	29,728.63	59,432.85	63,532.17	93,236.39	3.33%	4,623.32	9,297.19
Nov 2024	164,482.07	198,285.61	6,132.46	65,565.31	170,614.53	263,850.92	9.41%	2,018.36	11,315.55
Dec 2024	875,281.24	1,073,566.85	14,534.49	80,099.80	889,815.73	1,153,666.65	41.16%	2,658.21	13,973.76
Jan 2025	987,709.50	2,061,276.35	11,722.65	91,822.45	999,432.15	2,153,098.80	76.82%	2,352.62	16,326.38
Feb 2025	320,382.72	2,381,659.07	30,733.25	122,555.70	351,115.97	2,504,214.77	89.34%	6,881.44	23,207.82
Mar 2025	95,693.16	2,477,352.23	29,937.24	152,492.94	125,630.40	2,629,845.17	93.83%	3,412.09	26,619.91
Apr 2025	50,271.48	2,527,623.71	11,759.23	164,252.17	62,030.71	2,691,875.88	96.04%	5,657.43	32,277.34
May 2025	34,896.32	2,562,520.03	14,213.43	178,465.60	49,109.75	2,740,985.63	97.79%	3,068.47	35,345.81
Jun 2025	16,379.39	2,578,899.42	(1,947.02)	176,518.58	14,432.37	2,755,418.00	98.31%	2,584.83	37,930.64
Jul 2025	13,749.64	2,592,649.06	9,765.84	186,284.42	23,515.48	2,778,933.48	99.14%	5,460.26	43,390.90
Aug 2025									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2024	2,792,044.14	N/A	N/A	Total Levy Collected	2,561,841.56	129,145.21	2,690,986.77
Levy-Billed 10/1/2024	2,849,041.41	617,496.50	3,466,537.91	Total Penalty & Interest	30,807.50	57,139.21	87,946.71
Adjusted Levy YTD	2,802,921.96	555,177.92	3,358,099.88	Total Levy + P&I	2,592,649.06	186,284.42	2,778,933.48
Increase/Decrease	(46,119.45)	(62,318.58)	(108,438.03)	Taxes as percent of levy	91.40%	4.61%	96.01%
Levy Outstanding	241,080.40	426,032.71	667,113.11	P&I as percent of levy	1.10%	2.04%	3.14%
				Total as percent of levy	92.50%	6.65%	99.15%
				Collection Fee	7,703.80	35,687.10	43,390.90
				Total Collected YTD	2,600,352.86	221,971.52	2,822,324.38



San Elizario ISD  
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Phone: 915872.3900  
Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Financial Reports – Financial Statements  
**Date:** September 16, 2025

---

**HISTORY:** The district’s fiscal year runs from July 1<sup>st</sup> through June 30<sup>th</sup>. 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, 2025 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

---

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A Proud Community of Champions – Soaring to Excellence!

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, 2025

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 3,093,147	\$ 3,093,147	\$ 64,568	\$ (3,028,579)
5800	State Program Revenues	31,231,757	31,440,069	162,706	(31,277,363)
5900	Federal Program Revenues	4,305,000	4,305,000	153,199	(4,151,801)
5020	Total Revenues	<u>38,629,904</u>	<u>38,838,216</u>	<u>380,472</u>	<u>(38,457,744)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,734,074	19,944,780	1,587,341	18,357,439
0012	Instructional Resources and Media Services	67,426	67,426	2,257	65,169
0013	Curriculum and Instructional Staff Development	859,460	859,460	68,498	790,962
0021	Instructional Leadership	744,080	752,492	67,714	684,778
0023	School Leadership	2,102,639	2,113,090	161,804	1,951,286
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,503,569	77,737	1,425,832
0032	Social Work Services	50,039	100,039	3,638	96,401
0033	Health Services	427,494	427,494	34,278	393,217
0034	Student (Pupil) Transportation	1,421,379	1,421,379	103,247	1,318,132
0035	Food Services	3,310,425	3,310,425	230,209	3,080,216
0036	Extracurricular Activities	909,279	1,024,279	74,779	949,500
0041	General Administration	1,707,954	1,857,954	148,011	1,709,943
0051	Facilities Maintenance and Operations	5,317,942	5,317,942	320,721	4,997,220
0052	Security and Monitoring Services	608,150	1,111,663	74,211	1,037,452
0053	Data Processing Services	1,170,851	1,170,851	209,616	961,235
0061	Community Services	15,030	15,030	813	14,217
Debt Service:					
0071	Debt Service	319,725	304,255	3,375	300,880
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	51,700	51,700	0	51,700
6030	Total Expenditures	<u>40,321,216</u>	<u>41,353,829</u>	<u>3,168,249</u>	<u>38,185,580</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(1,691,312)</u>	<u>(2,515,613)</u>	<u>(2,787,777)</u>	<u>(272,164)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	3,475	(21,525)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>3,475</u>	<u>(21,525)</u>
1200	Net Changes in Fund Balances	<u>(1,666,312)</u>	<u>(2,490,613)</u>	<u>(2,784,302)</u>	<u>(293,690)</u>
0100	Fund Balance - July 1 (Beginning)	-	13,214,336	13,214,336	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (1,666,312)</u>	<u>\$ 10,723,723</u>	<u>\$ 10,430,034</u>	<u>\$ (293,690)</u>

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, 2025

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 527,252	\$ 527,252	\$ 4,814	\$ (522,438)
5800	State Program Revenues	1,245,681	1,245,681	-	(1,245,681)
5020	Total Revenues	1,772,933	1,772,933	4,814	(1,768,119)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,727,225	1,727,225	-	1,727,225
6030	Total Expenditures	1,727,225	1,727,225	-	1,727,225
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	4,814	(40,894)
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	45,708	45,708	4,814	(40,894)
0100	Fund Balance - July 1 (Beginning)	-	425,918	425,918	-
3000	Fund Balance - June 30 (Ending)	\$ 45,708	\$ 471,626	\$ 430,732	\$ (40,894)

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, 2025

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
<b>OPERATING REVENUES:</b>			
Local and Intermediate Sources	\$ 239,871	\$ 5,679	\$ 245,550
Total Operating Revenues	<u>239,871</u>	<u>5,679</u>	<u>245,550</u>
<b>OPERATING EXPENSES:</b>			
Professional and Contracted Services	368,512	586	369,098
Other Operating Costs	<u>67,653</u>	<u>-</u>	<u>67,653</u>
Total Operating Expenses	<u>436,165</u>	<u>586</u>	<u>436,751</u>
Operating Income (Loss)	<u>(196,293)</u>	<u>5,093</u>	<u>(191,201)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>			
Earnings from Temporary Deposits & Investments	<u>20</u>	<u>4,983</u>	<u>5,003</u>
Total Nonoperating Revenues (Expenses)	<u>20</u>	<u>4,983</u>	<u>5,003</u>
Income (Loss) Before Transfers	(196,273)	10,075	(186,198)
Transfer In	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Position	<u>(196,273)</u>	<u>10,075</u>	<u>(186,198)</u>
Total Net Position - July 1 (Beginning)	<u>(750,508)</u>	<u>814,651</u>	<u>64,143</u>
Total Net Position - June 30 (Ending)	<u>\$ (946,781)</u>	<u>\$ 824,726</u>	<u>\$ (122,055)</u>



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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Financial Reports – Investment Report  
**Date:** September 16, 2025

---

**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 31, 2025.

**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

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A Proud Community of Champions – Soaring to Excellence!

San Elizario I.S.D.  
 Statement of Interest Earned  
 For The One Month Ending July 31, 2025

General Fund	\$	37,801.98
Interest & Sinking (Debt Service) Fund	\$	1,125.06
Capital Projects Fund	\$	1,513.14
Health Insurance Fund	\$	20.16
Workers Compensation Fund	\$	4,982.77
<b>Total</b>	<b>\$</b>	<b><u>45,443.11</u></b>

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.

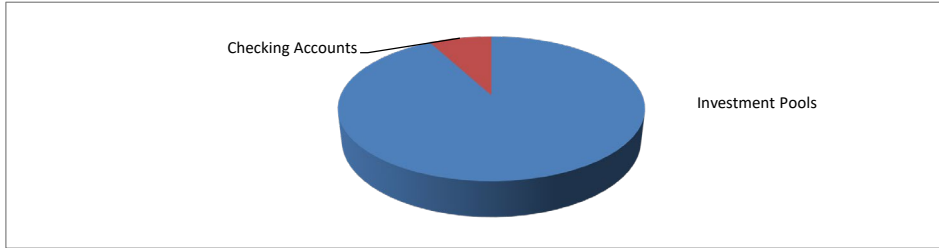
August 29, 2025

\_\_\_\_\_  
 Chief Financial Officer

Date

**Portfolio Diversification**

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 12,650,008	92.13%	Overnight
Checking Accounts	\$ 1,081,340	7.87%	Overnight
	<u>\$ 13,731,348</u>		



**General Fund**

**Wells Fargo- General Operating Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-25	31-Jul-25	Overnight	\$ 838,994.15	1.20%	\$ 886.16
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Net Earnings Allowance: \$ 886.16

*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**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-25	31-Jul-25	Overnight	\$ 132,847.70	0.00%	\$ -
01-Aug-25	31-Aug-25	Overnight		0.00%	\$ -
01-Sep-25	30-Sep-25	Overnight		0.00%	\$ -
01-Oct-25	31-Oct-25	Overnight		0.00%	\$ -
01-Nov-25	30-Nov-25	Overnight		0.00%	\$ -
01-Dec-25	31-Dec-25	Overnight		0.00%	\$ -
01-Jan-26	31-Jan-26	Overnight		0.00%	\$ -
01-Feb-26	28-Feb-26	Overnight		0.00%	\$ -
01-Mar-26	31-Mar-26	Overnight		0.00%	\$ -
01-Apr-26	30-Apr-26	Overnight		0.00%	\$ -
01-May-26	31-May-26	Overnight		0.00%	\$ -
01-Jun-26	30-Jun-26	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**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 1,922,931.48	4.44%	\$ 5,819.01
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: \$ 5,819.01

**Lone Star Investment Pool- Corporate Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 217,776.80	4.42%	\$ 813.98
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: \$ 813.98

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 4,761,132.40	4.31%	\$ 17,348.31
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 17,348.31</u>

**Texas CLASS Investment Pool- General Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 3,698,009.69	4.41%	\$ 13,812.13
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 13,812.13</u>

**Wells Fargo- San Elizario High School Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-25	31-Jul-25	Overnight	\$ 14,782.53	0.68%	\$ 8.55
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 8.55</u>

Total General Fund Interest Earned \$ 37,801.98

**Interest & Sinking Fund (Debt Service)**

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 141,771.92	4.44%	\$ 532.47
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 532.47</u>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 163,823.95	4.31%	\$ 592.59
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 592.59</u>

Total Debt Service Fund Interest Earned \$ 1,125.06

**Capital Projects Fund**

**2015 Bond Construction Fund - Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-25	31-Jul-25	Overnight	\$ 414,582.28	4.31%	\$ 1,513.14
01-Aug-25	31-Aug-25	Overnight			
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					<u>\$ 1,513.14</u>

Total Capital Projects Fund Interest Earned \$ 1,513.14

**Health Insurance Fund**

<b>Wells Fargo- Health Insurance</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-25	31-Jul-25	Overnight	\$ 75,186.24	0.68%	\$	20.16
01-Aug-25	31-Aug-25	Overnight				
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 20.16</u>
					Total Health Insurance Fund Interest Earned	<u>\$ 20.16</u>

**Workers Compensation Fund**

<b>Wells Fargo- Worker's Compensation</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-25	31-Jul-25	Overnight	\$ 19,529.14	0.68%	\$	11.76
01-Aug-25	31-Aug-25	Overnight				
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 11.76</u>

<b>Lone Star Investment Pool- Corporate Overnight Fund</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-25	31-Jul-25	Overnight	\$ 1,329,979.23	4.42%	\$	4,971.01
01-Aug-25	31-Aug-25	Overnight				
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 4,971.01</u>
					Total Worker's Compensation Fund Interest Earned :	<u>\$ 4,982.77</u>

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

*Custodian Bank: State Street Bank*  
*Investment Managers:*  
*American Beacon Advisors and*  
*Mellon Investments Corp (Dreyfus)*

*A TASBO Strategic Partner*



*The Official Investment Pool of*



**Lone Star Monthly Performance Update**

The Lone Star Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges, 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.

First Public is a registered broker dealer with the Securities and Exchange Commission, the Financial Industry Regulatory Authority, and the Municipal Securities Rulemaking Board. First Public is not acting as a municipal advisor and is not providing advice or recommending any action to any municipal entity (including governmental entities under Section 15B of the U.S. Securities Exchange Act) or any of such entity's obligated persons. First Public does not assume or owe any fiduciary duty under Section 15B of the U.S. Securities Exchange Act with respect to the information contained herein. Please consult your professional and legal advisors and fiduciaries before acting on any of this information.



**Fund Performance Update**  
July 31, 2025

*Comments by Mellon, Investment Manager*

US Treasury yields moved higher in July as market priced a higher probability of just one rate cut of 25 basis points (bps) by year-end. At the start of July, market pricing was reflecting two to three rate cuts by the end of 2025. Before trading modestly lower at the end of the month, the US equity markets reached all-time highs in July, as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes gained 0.8%, 2.2% and 3.7%, respectively. As expected, the Federal Open Market Committee (FOMC) left the target rate unchanged at the July 30 meeting. One of the most noteworthy things that came out of the meeting was that there were two dissenters in favor of a rate cut. It was the first time that there were two dissenters at a meeting since 1993, indicating that there are some disagreements within the committee. The inflation data has continued to show a trend toward the Federal Reserve's (Fed's) 2% target. The payroll data for July was much weaker than expected, largely due to significant downward revisions of the prior releases. There is no FOMC meeting scheduled for August. The next meeting will be on September 17.

**Active Participants This Month**

Schools and Colleges	601
Other Governmental Entities	94
<i>Total</i>	<i>695</i>

## Government Overnight Fund

### Return Information

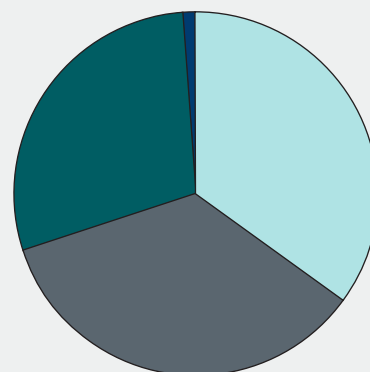
July 31, 2025

Average Monthly Return (a)	4.31%
SEC 7-day Fund Yield (b)	4.32%
Weighted Average Maturity One (c)	26 days
Weighted Average Maturity Two (c)	102 days
Portfolio Maturing beyond One Year	7%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	2,174,805,225.47	2,174,805,225.47
US Treasuries	1,805,402,716.12	1,805,210,233.92
Agencies	2,137,608,518.08	2,137,966,519.61
Money Market Funds	84,898,530.29	84,898,530.29
<b>Total Assets</b>	<b>6,202,714,989.96</b>	<b>6,202,880,509.29</b>

### Investment Distribution



Cash Repo	35%
Agencies	35%
Treasuries	29%
Money Market	1%

(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.

# Corporate Overnight Fund

## Return Information

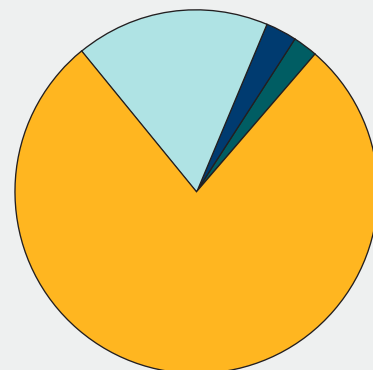
July 31, 2025

Average Monthly Return (a)	4.42%
SEC 7-day Fund Yield (b)	4.42%
Weighted Average Maturity One (c)	39 days
Weighted Average Maturity Two (c)	74 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	643,173,075.80	643,173,075.80
US Treasuries	84,678,317.08	84,680,821.00
Agencies	-	-
Commercial Paper	3,009,782,077.58	3,009,420,083.15
Money Market Funds	112,279,937.88	112,282,534.88
<b>Total Assets</b>	<b>3,849,913,408.34</b>	<b>3,849,556,514.83</b>

## Investment Distribution



Commercial Paper	78%
Cash/Repo	17%
Money Market	3%
Treasuries	2%

(b)

**SEC 7-Day Yield Calculation**

$$\text{Yield} = 2 \left[ \left[ \frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

*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*

## Corporate Overnight Plus Fund

### Return Information

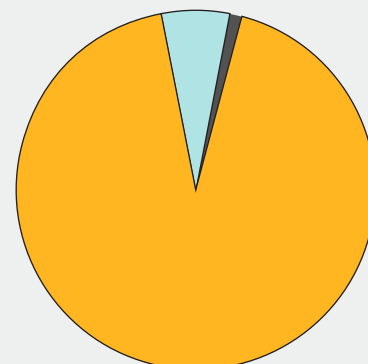
July 31, 2025

Average Monthly Return (a)	4.44%
SEC 7-day Fund Yield (b)	4.44%
Weighted Average Maturity One (c)	43 days
Weighted Average Maturity Two (c)	82 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

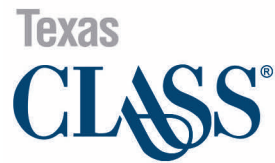
	Book Value	Market Value
Cash/Repo	580,296,570.16	580,296,570.16
US Treasuries	-	-
Agencies	-	-
Commercial Paper	10,074,553,991.39	10,073,449,916.21
Money Market Funds	138,736,313.94	138,744,104.94
<b>Total Assets</b>	<b>10,793,586,875.49</b>	<b>10,792,490,591.31</b>

### Investment Distribution



Commercial Paper	93%
Cash/Repo	6%
Money Market	1%

(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
07/01/2025	0.000122296	4.4638%
07/02/2025	0.000122116	4.4573%
07/03/2025	0.000486388	4.4383%
07/04/2025	0.000000000	4.4383%
07/05/2025	0.000000000	4.4383%
07/06/2025	0.000000000	4.4383%
07/07/2025	0.000121031	4.4176%
07/08/2025	0.000120740	4.4070%
07/09/2025	0.000120649	4.4037%
07/10/2025	0.000120440	4.3961%
07/11/2025	0.000361140	4.3939%
07/12/2025	0.000000000	4.3939%
07/13/2025	0.000000000	4.3939%
07/14/2025	0.000120341	4.3925%
07/15/2025	0.000120618	4.4027%
07/16/2025	0.000120921	4.4136%
07/17/2025	0.000120741	4.4071%
07/18/2025	0.000361953	4.4039%
07/19/2025	0.000000000	4.4038%
07/20/2025	0.000000000	4.4038%
07/21/2025	0.000120145	4.3853%
07/22/2025	0.000119920	4.3771%
07/23/2025	0.000119700	4.3691%
07/24/2025	0.000119840	4.3742%
07/25/2025	0.000360387	4.3847%
07/26/2025	0.000000000	4.3847%
07/27/2025	0.000000000	4.3847%
07/28/2025	0.000120878	4.4121%
07/29/2025	0.000120991	4.4162%
07/30/2025	0.000120692	4.4069%
07/31/2025	0.000120530	4.4003%

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: 915872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Financial Reports – Budget Amendment  
**Date:** September 16, 2025

---

**HISTORY:** The District’s 2025-2026 budget was officially approved at the June 18, 2025 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:

- **SPED Travel Request**
  - **Function 31 (Guidance Counseling and Eval):** To decrease function 31 by \$1,500 to cover expenses for SPED conference travel and account for costs in correct function code.
  - **Function 21 (Instructional Leadership):** To increase function 21 by \$1,500 to cover expenses for SPED conference travel and account for costs in correct function code (see function 31 above).
  
- **Software - SPED**
  - **Function 71 (Debt Service):** To decrease function 71 by \$20,440.35 to cover software used for medicaid billing management and account for costs in correct function code.
  - **Function 21 (Instructional Leadership):** To increase function 21 by \$20,440.35 to cover software used for medicaid billing management and account for costs in correct function code (see function 71 above).
  
- **CTE Program**
  - **Function 51 (Facilities Maintenance & Oper):** To decrease function 51 by \$3,000 to clean the Culinary Arts exhaust systems and account for costs in correct function code.
  - **Function 11 (Basic Instruction):** To increase function 11 by \$3,000 to clean the Culinary Arts exhaust systems and account for costs in correct function code (see function 51 above).

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

---

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.



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

**ADMINISTRATIVE 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

---

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.

A Proud Community of Champions – Soaring to Excellence!

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND REVENUES		<u>2025-2026</u>	<u>2025-2026</u>	<u>9/16/2025</u>	<u>9/16/2025</u>	<u>9/16/2025</u>	<u>9/16/2025</u>
		Adopted REVENUES	Amended REVENUES	SPED Law Conf	Software- SPED	CTE Program	Proposed REVENUES
5700	Local and Intermediate Sources	\$ 3,093,147	\$ 3,093,147				\$ 3,093,147
5800	State Sources	31,231,757	31,440,069				\$ 31,440,069
5900	Federal Programs	4,305,000	4,305,000				\$ 4,305,000
<i>Total Revenues</i>		<u>38,629,904</u>	<u>38,838,216</u>				<u>38,838,216</u>
EXPENDITURES		EXPENDITURES	EXPENDITURES				EXPENDITURES
11	Instruction	19,734,074	19,944,780			3,000	19,947,780
12	Instructional Resources and Media Services	67,426	67,426				67,426
13	Curriculum and Instructional Staff Development	859,460	859,460				859,460
21	Instructional Leadership	744,080	752,492	1,500	20,440		774,432
23	School Leadership	2,102,639	2,113,090				2,113,090
31	Guidance, Counseling and Evaluation Services	1,503,569	1,503,569	(1,500)			1,502,069
32	Social Work Services	50,039	100,039				100,039
33	Health Services	427,494	427,494				427,494
34	Student (Pupil) Transportation	1,421,379	1,421,379				1,421,379
35	Food Services	3,310,425	3,310,425				3,310,425
36	Cocurricular/Extracurricular Activities	909,279	1,024,279				1,024,279
41	General Administration	1,707,954	1,857,954				1,857,954
51	Facilities Maintenance and Operations	5,317,942	5,317,942			(3,000)	5,314,942
52	Security and Monitoring Services	608,150	1,111,663				1,111,663
53	Data Processing Services	1,170,851	1,170,851				1,170,851
61	Community Services	15,030	15,030				15,030
71	Debt Service	319,725	304,255		(20,440)		283,815
81	Facilities Acquisition and Construction	0	0				0
99	Other Intergovernmental Charges	51,700	51,700				51,700
<i>Total Expenditures</i>		<u>40,321,216</u>	<u>\$ 41,353,829</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 41,353,829</u>
<b>REVENUES OVER(UNDER) EXPENDITURES</b>		<u>\$ (1,691,312)</u>	<u>\$ (2,515,613)</u>				<u>\$ (2,515,613)</u>



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:** Elizabeth Perez, Chief Financial Officer  
**Subject:** Acceptance of certified values as certified by the Chief Appraiser on July 24, 2025  
**Date:** September 16, 2025

**HISTORY:** On July 24, 2025, the Chief Appraiser certified the 2025 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 2025 Appraisal Review Board and certified by the Chief Appraiser as follows:

Total current year taxable value on the current year certified appraisal roll today	\$310,519,994
Plus total value of properties under protest or not included on certified appraisal roll	\$1,841,445
Less current year tax ceilings	\$2,590,015
Equals current year total taxable value	\$309,771,424

This information is derived from lines 17-21 of the attached Form 50-859, 2025 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

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.

# 2025 Tax Rate Calculation Worksheet

## School Districts without Chapter 313 and JETI Agreements

Form 50-859

**San Elizario Independent School District**  
 School District's Name  
**1050 Chicken Ranch Rd. San Elizario, TX 78949**  
 School District's Address, City, State, ZIP Code

**(915) 872-3900**  
 Phone (area code and number)  
**https://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 submit the rates to the governing body by August 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 Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI 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.	<b>Prior year total taxable value.</b> 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). <sup>1</sup>	<b>\$325,536,799</b>
2.	<b>Prior year tax ceilings.</b> Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. <sup>2</sup>	<b>\$13,678,507</b>
3.	<b>Preliminary prior year adjusted taxable value.</b> Subtract Line 2 from Line 1.	<b>\$311,858,292</b>
4.	<b>Prior year total adopted tax rate.</b>	<b>\$0.885300 /\$100</b>
5.	<b>Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.</b>  A. Original prior year ARB values: ..... <b>\$6,100,000</b> B. Prior year values resulting from final court decisions: ..... - <b>\$5,135,000</b> C. Prior year value loss. Subtract B from A. <sup>3</sup>	<b>\$965,000</b>
6.	<b>Prior year taxable value subject to an appeal under Chapter 42, as of July 25.</b>  A. Prior year ARB certified value:: ..... <b>\$1,062,734</b> B. Prior year disputed value: ..... - <b>\$125,526</b> C. Prior year undisputed value. Subtract B from A. <sup>4</sup>	<b>\$937,208</b>
7.	<b>Prior year Chapter 42-related adjusted values.</b> Add Line 5 and 6.	<b>\$1,902,208</b>
8.	<b>Prior year taxable value, adjusted for actual and potential court-ordered adjustments.</b> Add Line 3 and Line 7.	<b>\$313,760,500</b>

<sup>1</sup> Tex. Tax Code §26.012(14)  
<sup>2</sup> Tex. Tax Code §26.012(14)  
<sup>3</sup> Tex. Tax Code §26.012(13)  
<sup>4</sup> Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
9.	<b>Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.</b> Enter the prior year value of property in deannexed territory. <sup>5</sup>	<b>\$0</b>
10.	<p><b>Prior year taxable value lost because property first qualified for an exemption in the current year.</b> 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.</p> <p><b>A. Absolute exemptions.</b> Use prior year market value: ..... <u>\$5,156,898</u></p> <p><b>B. Partial exemptions.</b> Current year exemption amount or current year percentage exemption times prior year value:..... + <u>\$50,793,374</u></p> <p><b>C. Value loss.</b> Add A and B. <sup>6</sup></p>	<b>\$55,950,272</b>
11.	<p><b>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.</b> Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.</p> <p><b>A. Prior year market value.</b> ..... <u>\$35,809</u></p> <p><b>B. Current year productivity or special appraised value.</b> ..... - <u>\$1,399</u></p> <p><b>C. Value loss.</b> Subtract B from A. <sup>7</sup></p>	<b>\$34,410</b>
12.	<b>Total adjustments for lost value.</b> Add Lines 9, 10C and 11C.	<b>\$55,984,682</b>
13.	<b>Adjusted prior year taxable value.</b> Subtract Line 12 from Line 8.	<b>\$257,775,818</b>
14.	<b>Adjusted prior year total levy.</b> Multiply Line 4 by Line 13 and divide by \$100.	<b>\$2,282,089</b>
15.	<b>Taxes refunded for years preceding the prior year.</b> 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. <sup>8</sup>	<b>\$70,207</b>
16.	<p><b>Adjusted prior year levy with refunds.</b> Add Line 14 and Line 15. <sup>9</sup></p> <p>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.</p>	<b>\$2,352,296</b>
17.	<p><b>Total current year taxable value on the current year certified appraisal roll today.</b> 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. <sup>10</sup></p> <p><b>A. Certified values.</b> <sup>11</sup> ..... <u>\$310,519,994</u></p> <p><b>B. Pollution control and energy storage system exemption:</b> Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property. - <u>\$0</u></p> <p><b>C. Total current year value.</b> Subtract B from A.</p>	<b>\$310,519,994</b>
18.	<p><b>Total value of properties under protest or not included on certified appraisal roll.</b> <sup>12</sup></p> <p><b>A. Current year taxable value of properties under protest.</b> 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. <sup>13</sup> ..... <u>\$1,841,445</u></p> <p><b>B. Current year value of properties not under protest or included on certified appraisal roll.</b> 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. <sup>14</sup> + <u>\$0</u></p> <p><b>C. Total value under protest or not certified.</b> Add A and B.</p>	<b>\$1,841,445</b>

<sup>5</sup> Tex. Tax Code §26.012(15)  
<sup>6</sup> Tex. Tax Code §26.012(15)  
<sup>7</sup> Tex. Tax Code §26.012(15)  
<sup>8</sup> Tex. Tax Code §26.012(13)  
<sup>9</sup> Tex. Tax Code §26.012(13)  
<sup>10</sup> Tex. Tax Code §§26.012 and 26.04(c-2)  
<sup>11</sup> Tex. Tax Code §26.012(6)  
<sup>12</sup> Tex. Tax Code §26.01(c) and (d)  
<sup>13</sup> Tex. Tax Code §26.01(c)  
<sup>14</sup> Tex. Tax Code §26.01(d)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	<b>Current year tax ceilings.</b> Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. <sup>15</sup>	<b>\$2,590,015</b>
20.	<b>Anticipated contested value.</b> Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation. <sup>16</sup> An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico. <sup>17</sup> If completing this section, the taxing unit must include supporting documentation in Section 6. <sup>18</sup> Taxing units that are not affected, enter 0.	<b>\$0</b>
21.	<b>Current year total taxable value.</b> Add Lines 17C and 18C. Subtract Line 19 and 20.	<b>\$309,771,424</b>
22.	<b>Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.</b> Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	<b>\$0</b>
23.	<b>Total current year taxable value of new improvements and new personal property located in new improvements.</b> 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.	<b>\$7,866,185</b>
24.	<b>Total adjustments to the current year taxable value.</b> Add lines 22 and 23.	<b>\$7,866,185</b>
25.	<b>Adjusted current year taxable value.</b> Subtract line 24 from line 21.	<b>\$301,905,239</b>
26.	<b>Current year NNR tax rate.</b> Divide line 16 by line 25 and multiply by \$100.	<b>\$0.779150 /\$100</b>

**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. <sup>20</sup>

- 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. <sup>21</sup>
- 2. Enrichment Tax Rate:** <sup>22</sup> 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. <sup>23</sup>
- 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. <sup>24</sup>

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. <sup>25</sup> 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. <sup>26</sup>

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

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
27.	<b>Current year maximum compressed tax rate (MCR).</b> 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. <sup>27</sup>	<b>\$0.616900 /\$100</b>

<sup>15</sup> Tex. Tax Code §26.012(6)(B)  
<sup>16</sup> Tex. Tax Code §§26.012(6)(C) and 26.012(1-b)  
<sup>17</sup> Tex. Tax Code §26.012(1-a)  
<sup>18</sup> Tex. Tax Code §26.04(d-3)  
<sup>19</sup> Tex. Tax Code §26.012(6)  
<sup>20</sup> Tex. Tax Code §26.08(n)  
<sup>21</sup> Tex. Edu. Code §48.2551(a)(3)  
<sup>22</sup> Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032  
<sup>23</sup> Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)  
<sup>24</sup> Tex. Edu. Code §45.0021(a)  
<sup>25</sup> Tex. Edu. Code §11.184(b)  
<sup>26</sup> Tex. Edu. Code §11.184(b-1)  
<sup>27</sup> Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	<p><b>Current year enrichment tax rate.</b> Enter the greater of A and B.<sup>28</sup></p> <p>A. Enter the district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) <span style="float: right;"><u>\$0.09870 /\$100</u></span></p> <p>B. \$0.05 per \$100 of taxable value <span style="float: right;"><u>\$0.05000 /\$100</u></span></p>	<b>\$0.098700 /\$100</b>
29.	<p><b>Current year maintenance and operations (M&amp;O) tax rate.</b> Add Lines 27 and 28.</p> <p>Note: M&amp;O tax rate may not exceed the sum of \$0.17 and the district's maximum compressed rate.<sup>29</sup></p>	<b>\$0.715600 /\$100</b>
30.	<p><b>Total current year debt to be paid with property tax revenue.</b></p> <p>Debt means the interest and principal that will be paid on debts that:</p> <p>(1) Are paid by property taxes;</p> <p>(2) Are secured by property taxes;</p> <p>(3) Are scheduled for payment over a period longer than one year; and</p> <p>(4) Are not classified in the school district's budget as M&amp;O expenses.</p> <p>A. <b>Debt</b> 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.<sup>30</sup></p> <p>Enter debt amount: <span style="float: right;"><u>\$1,640,643</u></span></p> <p>B. Subtract <b>unencumbered fund amount</b> used to reduce total debt. <span style="float: right;">- <u>\$0</u></span></p> <p>C. Subtract <b>state aid</b> received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. <span style="float: right;">- <u>\$1,110,599</u></span></p> <p>D. <b>Adjust debt:</b> Subtract B and C from A. <span style="float: right;"><b>\$530,044</b></span></p>	<b>\$530,044</b>
31.	<p><b>Certified prior year excess debt collections.</b> Enter the amount certified by the collector.<sup>31</sup></p>	<b>\$3,100</b>
32.	<p><b>Adjusted current year debt.</b> Subtract line 31 from line 30D.</p>	<b>\$526,944</b>
33.	<p><b>Current year anticipated collection rate.</b> 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%.<sup>32</sup></p> <p>A. Enter the current year anticipated collection rate certified by the collector.<sup>33</sup> <span style="float: right;"><u>100.24%</u></span></p> <p>B. Enter the 2024 actual collection rate <span style="float: right;"><u>100.24%</u></span></p> <p>C. Enter the 2023 actual collection rate <span style="float: right;"><u>103.05%</u></span></p> <p>D. Enter the 2022 actual collection rate <span style="float: right;"><u>103.47%</u></span></p>	<b>100.24%</b>
34.	<p><b>Current year debt adjusted for collections.</b> Divide Line 32 by Line 33.</p> <p>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.</p>	<b>\$525,682</b>
35.	<p><b>Current year total taxable value.</b> Enter the amount on Line 21 of the <i>No-New-Revenue Tax Rate Worksheet</i>.</p>	<b>\$309,771,424</b>
36.	<p><b>Current year debt rate.</b> Divide Line 34 by Line 35 and multiply by \$100.</p>	<b>\$0.169700 /\$100</b>
37.	<p><b>Current year voter-approval tax rate.</b> Add Lines 28 and 35.</p> <p>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 29 and 36.<sup>34</sup></p>	<b>\$0.885300 /\$100</b>

<sup>28</sup> Tex. Tax Code §26.08(n)(2)

<sup>29</sup> Tex. Edu. Code §45.003(d)

<sup>30</sup> Tex. Tax Code §26.012(7)

<sup>31</sup> Tex. Tax Code §§26.012(10) and 26.04(b)

<sup>32</sup> Tex. Tax Code §§26.04(h), (h-1) and (h-2)

<sup>33</sup> Tex. Tax Code §26.04(b)

<sup>34</sup> Tex. Tax Code §26.08(g)

**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.

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	<b>Certified expenses from the Texas Commission on Environmental Quality (TCEQ).</b> Enter the amount certified in the determination letter from TCEQ. <sup>35</sup> The school district shall provide its tax assessor with a copy of the letter. <sup>36</sup>	\$0
39.	<b>Current year total taxable value.</b> Enter the amount on Line 21 of the No-New-Revenue Tax Rate Worksheet.	\$309,771,424
40.	<b>Additional rate for pollution control.</b> Divide line 38 by line 39 and multiply by \$100.	\$0.000000 /\$100
41.	<b>Current year voter-approval tax rate, adjusted for pollution control.</b> Add line 37 and line 40.	N/A

**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. <sup>37</sup> 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
42.	<b>Prior year adopted tax rate.</b> Enter the rate in Line 4 of the No-New-Revenue Tax Rate Worksheet.	\$0.885300 /\$100
43.	<b>Prior voter-approval tax rate.</b> 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.	\$0.885300 /\$100
44.	<b>Increase in the prior year tax rate due to disaster (disaster pennies).</b> Subtract Line 43 from Line 42.	\$0.000000 /\$100
45.	<b>Current year voter-approval tax rate, adjusted for prior year disaster.</b> Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	N/A

**SECTION 5: Total Tax Rate**

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate. ....	<u>\$0.779150 /\$100</u>
Enter the current year NNR tax rate from Line 26.	
Voter-Approval Tax Rate. ....	<u>\$0.885300 /\$100</u>
As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used:	<u>37</u>

<sup>35</sup> Tex. Tax Code §26.045(d)  
<sup>36</sup> Tex. Tax Code §26.045(i)  
<sup>37</sup> Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

**SECTION 6: Addendum**

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 26 must include the following as an addendum:

- 1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
- 2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

**SECTION 7: 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.<sup>38</sup>

print here → Elizabeth Perez  
Printed Name of School District Representative

sign here → *Elizabeth Perez*  
Printed Name of School District Representative

09/02/2025  
Date

<sup>38</sup> 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:** Blanca I. Cruz, Associate Superintendent  
**Subject:** Resolution Regarding Senate Bill 12 and Parent Rights  
**Date:** September 16, 2025

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### HISTORY:

Senate Bill 12 was passed during the 89<sup>th</sup> legislative session and relates to parental rights in public education.

### RATIONALE:

Senate Bill 12 set forth requirements and prohibitions regarding instruction, diversity, equity, and inclusion duties, assistance with social transitioning, and student clubs. Senate Bill became effective on September 1, 2025. This resolution directs all staff and contractors to comply with Senate Bill 12 requirements. It also establishes that the adoption of the district's local policies related to Senate Bill 12 will be done as soon as practicable, but after the effective date.

### BUDGET IMPACT:

There is no budget impact.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the resolution regarding Senate Bill 12 and Parent Rights as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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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.

A Proud Community of Champions – Soaring to Excellence!

September 2025

## Parental Rights Under Texas Education Code (TEC), Sections 26.001(d)(4), 26.0083, and 26.009

1. Where can we find the agency-developed information that school districts must share with parents of enrolled students at the time of enrollment and at the beginning of each school year on parental rights and options, including their right to withhold consent for or exempt their child from certain activities and instruction, as required by TEC, §26.001(d)(4)?

The [form](#) is located on the Texas Education Agency's (TEAs) 89th session [webpage](#). Each district must post this form in a prominent location on the district's website.

2. Where do I find the new requirements established by TEC, 26.0083, in relation to reinforcing parental rights around a student's health?

For the specific actions required of school systems by this new section added by SB 12, see [EDUCATION CODE CHAPTER 26. PARENTAL RIGHTS AND RESPONSIBILITIES](#).

3. Where do I find the changes to TEC, §26.009, regarding parental consent that would be required prior to a child's participation in certain activities?

TEC, 26.009, was amended by SB 12, which can be found here: [EDUCATION CODE CHAPTER 26. PARENTAL RIGHTS AND RESPONSIBILITIES](#).

4. May a school system establish an all opt-out (assumed or passive consent) or all opt-in (active informed consent) process for health-related and health-care services?

No. TEC, §26.0083, relies on parental notification of certain services with a specific notice of their right to withhold consent for or decline a service – with the exception of a well-being questionnaire or health screening form, which requires prior parental consent before administering – whereas TEC §26.009 requires active informed consent. In either case, the statutes are not written to allow a school system to require an all-opt-out or all-opt-in approach to services. See subsection (n) in the agency's [draft rule text](#).

5. Does prior parental consent have to be provided for first aid??

TEC, §26.0083(g), requires notification to a parent of each health-related service available at the campus the child attends. The notice requires a statement that the parent has a right to withhold consent for or decline a health-related service, but it does not require prior active consent of a parent. Therefore, first aid as a health-related service should be provided unless a parent has specifically notified the district of their choice to decline this service. Once a parent has been initially notified that first aid is a health-related service offered as necessary by the district and the district does not receive specific notice of the desire to opt their child out of the service, additional notifications to a parent prior to administering first aid are not necessary.

6. Where do we find TEA’s adopted procedure for school systems to notify parents regarding any change in services provided to or monitoring of a student related to the student’s mental, emotional, or physical health or well-being, as required by TEC, §26.0083(a)?

TEA will engage in the state rulemaking process to adopt this procedure. In the meantime, the agency has posted a [draft of its proposed rules](#) describing this procedure. This draft has been updated as of September 8, 2025, and is subject to change until it is adopted through that process.

7. Can our staff provide general caretaking (e.g., offering a change of clothing if necessary because of illness, assisting with cleaning up spills or other accidents, feeling a child’s forehead, checking for swollen throat, applying or handing out band aids, helping wipe a bloody nose, etc.) without an active parental consent on file?

Yes. General caretaking is not considered a health-related service or a health-care service subject to SB 12. See subsections (b)(11) and (m) in the agency’s [draft rule text](#).

8. Do we have to contact the parent during or after every visit to the nurse their child makes?

Nursing staff should follow district, state health, and licensing protocols to contact parents when there is a health issue that would require a child to go home from school or when the nurse feels the parent should make a decision about whether they wish to pick up the child from school. If a student visits the nurse for the administration of first aid and the parent has not previously notified the district that they opt their child out of this service, parental notification is not required prior to administering it. If the nurse provides general caretaking, as illustrated with examples above, notification is not necessary. A nurse should use their best professional judgement as to whether notification is necessary after the visit.

9. Can I allow a student to pet a school therapy dog without advanced consent forms signed by a parent?

In many but not all cases, use of a therapy dog would be considered a health-related service rather than a health-care service. School districts will need to evaluate when a service or activity meets the definition of those described in TEC, §26.009, that would require parental consent prior to providing it to a student. Health-related services do not require prior consent. If the specific use of a therapy dog is consistent with a medical health-care usage or psychological services, then prior consent is required.



## Resolution Regarding Senate Bill 12 and Parent Rights

WHEREAS, Senate Bill 12 from the 89th legislative session relates to parental rights in public education, including requirements and prohibitions regarding instruction; diversity, equity and inclusion duties; assistance with District student social transitioning; and student clubs;

WHEREAS, Senate Bill 12 becomes effective on September 1, 2025; and

WHEREAS, local policies relating to matters in Senate Bill 12 will be adopted as soon as practicable, but after the effective date.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of San Elizario Independent School District directs all staff and contractors to comply with the following requirements and directives:

1. All policies shall be implemented and followed;
2. Parental rights, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child will not be infringed unless required by law or to provide life-saving care to the child;
3. Except as required by state or federal law, employees and contractors may not assign diversity, equity, and inclusion duties to any person, and the District hereby prohibits a District employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the District;
4. An employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties or engages in prohibited instruction will be appropriately disciplined, up to and including termination;
5. Employees of the District are prohibited from assisting a student enrolled in the District with social transitioning, including providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning;
6. No information about a parent's child may be withheld from the parent unless required by law, and parents are entitled to access all written records of the District concerning the parent's child, including library records and health records. Information may be withheld if disclosure is likely to result in the student suffering abuse or neglect;
7. Information regarding a parent's right to access records relating to the parent's child shall be posted on the District's home page of the internet website;
8. Instructional plans or course syllabi for each class offered in the District for a semester must be posted on the District's internet website at the beginning of each semester;
9. The Superintendent is directed to provide for an internet portal through which parents of students enrolled in the District may submit comments to campus or District administrators and the Board;
10. The Board shall prioritize public comments by hearing comments at the beginning of each Board meeting;

11. The Board will only hold Board meetings outside of typical work hours;
12. Parents are entitled to notice no later than one school business day after the date an employee first suspects that a criminal offense has been committed against the parent's child;
13. Employees are not prohibited from providing parents with information regarding a student's mental, emotional, or physical health or well-being or a change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being;
14. No employee will encourage or have the effect of encouraging a student to withhold from the student's parent information about the student's mental, emotional, or physical health or well-being;
15. Employees may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being;
16. Unless authorized by law, no employee may disclose a child's health or medical information to any person other than the child's parent;
17. Unless authorized by law, no employee may collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers;
18. Unless authorized by law, no employee will provide health care services or medication or conduct a medical procedure to a student;
19. All grievances received by the District on or after September 1, 2025, will comply with the legal requirements in Texas Education Code Chapter 26A;
20. Before a student may be provided with human sexuality instruction, the District must obtain the written consent of the student's parent in the manner prescribed by law;
21. No employee may provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity to students enrolled in prekindergarten through grade 12;
22. Each parent will be provided at least two opportunities for in-person conferences with the child's teacher during each school year;
23. No student club authorized or sponsored by the District may be based on sexual orientation or gender identity;
24. Written parental consent is required before a student may participate in a student club authorized or sponsored by the District or campus;
25. The Superintendent is directed to provide a copy of this resolution to all District employees and contractors electronically and physically.

Adopted this 16<sup>th</sup> day of September 2025, by the Board.

Board President's signature: \_\_\_\_\_

Board Secretary's signature: \_\_\_\_\_



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:** Stephanie Ruiz, Coordinator-Human Resources  
**Subject:** Consider and possible Board action to approve TASB renewal for risk management insurance provider  
**Date:** September 16, 2025

**HISTORY:** The current contract for commercial insurance coverage was approved by the Board of Trustees on September 17, 2024, for the three-year period of 10/1/24 through 9/30/27 and was awarded to TASB. The insurance premium cost for year one (10/1/24 – 9/30/25) was \$375,799.

**RATIONALE:** The renewal contract reflects an increase of 6.8% for year two of the contract. Premiums are based on claim history and new assets insured have increased year by year. The tabulation are as follows:

Coverage	Limits	Deductible	Contribution
<b>PROPERTY</b>			<b>\$334,625</b>
All perils except weather perils:	\$194,556,878	\$50,000	
Weather Perils except Named/Numbered Windstorm:	\$194,556,878	1% Minimum \$100,000	
Named/Numbered Windstorm:	\$50,000,000	1% Minimum \$100,000	
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	
<b>Coverage</b>	<b>Limits</b>	<b>Deductible</b>	<b>Contribution</b>
<b>AUTOMOBILE</b>			<b>\$43,206</b>

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.



San Elizario ISD  
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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	
<b>SCHOOL LIABILITY</b>			<b>\$18,468</b>
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	
<b>Privacy &amp; information Security</b>	\$500,000	0	<b>\$5,500</b>
		<b>Total Contribution</b>	<b>\$401,799</b>

**BUDGET:** The budget impact for this would be \$401,799 to be funded from the general fund.

**ADMINSTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the contract renewal with TASB for the 2025-2026 term as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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.



September 2, 2025

Stephanie Ruiz

San Elizario ISD

Dear Stephanie Ruiz,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing coverage with the Fund for the coming year. The proposal reflects the Fund's ongoing commitment to the risk-sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving Texas public schools. A 21-member board comprised of school board members, superintendents, and administrators from member districts governs the Fund. The Fund's board of trustees ensures the Fund remains financially strong and responsive to member needs. Fund programs and coverages continue to respond to the risks shared by Fund members and reflect the challenges Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of changes and updates to the Fund's Coverage Agreements is included in this proposal. You can also access coverage agreements on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept this renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or [TASBRMF@tasbrmf.org](mailto:TASBRMF@tasbrmf.org). You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact. All provisions and terms of this CCS, including contribution amounts, are offered by the Fund in total as indicated only; if not accepted by the member in total, please contact your underwriter for other pricing and options.

**Please note that if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date.** If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Brian Patterson or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and participation with all Fund members. The Fund is proud to be your partner in managing risk and serving the students and staff in your community.



**TASB Risk Management Fund**  
P.O. Box 301, Austin, Texas 78767-0301 • 800-482-7276  
12007 Research Blvd., Austin, Texas 78759-2439 • [tasbrmf.org](http://tasbrmf.org)

*Administered by the Texas Association of School Boards*

Sincerely,  
Brian Patterson  
Senior Marketing Consultant  
Division of Risk Management Marketing & Strategic Partnerships  
Texas Association of School Boards, Inc.

TASB Risk Management Fund  
12007 Research Blvd., Austin, Texas 78759-2439  
P.O. Box 301, Austin, Texas 78767-0301  
Toll-Free: 800.482.7276 | Austin area: (512) 505-2843

CC:

# Fund Members' Conference

April 26-28, 2026

Kalahari Resorts and Conventions  
Round Rock, Texas

Don't miss the Fund's premier event for learning,  
networking, and everything risk management.  
Registration opens December 1st!

- ✓ Timely and Relevant Topics
- ✓ Networking Opportunities
- ✓ One Complimentary Hotel Stay at the  
Kalahari Resort Per Eligible Fund Member,  
Based On Availability.



[tasbrmf.org](https://tasbrmf.org)

for more info

## Notification of Coverage Changes and Language Refinements Effective September 1, 2025

As a part of the annual coverage review, the TASB Risk Management Fund (Fund) implemented the following coverage changes and language refinements *for all renewals taking effect on or after September 1, 2025*. This document is a summary of changes and refinements only; please carefully review the full text of all Fund Coverage Agreements and any applicable Contribution and Coverage Summary (CCS).

Additionally, The Texas Legislature recently enacted HB 4623, creating Texas Civil Practice and Remedies Code Chapter 118, effective September 1, 2025, regarding a school district's negligent employment of those who commit or have committed sexual misconduct or fail to report abuse or neglect. The new law applies only to independent school districts and open-enrollment charter schools. In response, the Fund will implement the **Chapter 118 Endorsement**, effective September 1, 2025. A summary of those changes follows at the end of this document under the "Chapter 118 Endorsement" header. Please carefully review the new Chapter 118 Endorsement as well.

### **Automobile Liability & Physical Damage Coverage Agreement**

- Under Part A, § 3.1 **Automobile**, coordinated coverage for motor-driven equipment and motor vehicles between Automobile Liability, General Liability, and Property coverages and align coverage with evolving Texas common law definitions regarding motor vehicles.

### **School Liability Coverage Agreement**

- Under Part A, § 3.1 **Covered Person**, updated the definition of a **Covered Person** to explicitly name law enforcement employees and employee-participants in the guardian or School Marshal programs to affirm the Fund's coverage for members' law enforcement employees and employees participating in members' safety and security efforts.
- Under Part A, § 3.4 **Automobile**, coordinated coverage for motor-driven equipment and motor vehicles between Automobile Liability, General Liability, and Property coverages and align coverage with evolving Texas common law definitions regarding motor vehicles.
- Under Part F, § 16 Related Acts, clarified that related acts, including the number of events and degree of damage, are considered a single act.

### **Property Coverage Agreement**

- Added coverage for up to 125% of the cost to repair or replace a covered single-ply membrane roof when upgraded to a Very Severe Hail-rated roofing system, not to exceed \$250,000 per occurrence.
- Revised the Named/Numbered Windstorm and Flood Endorsements to indicate that flooding due to a **Named or Numbered Windstorm (NWS)** outside of Tier 1 and Tier 2 coastal counties will be covered under the Flood endorsement and its limit; however, only the higher deductible will apply.
- Added language to maintain claim timelines when losses are initially lower than the deductible.
- Under Part A, § 3.6 (B)(8) **Personal Property**, extend coverage for the personal property of others to include loan agreements in addition to lease or rental agreements.
- Revised the Crime and Employee Dishonesty Endorsement, § 2, Payments (A), to include *abstraction* (a form of embezzlement) and fraudulent or dishonest omission by an employee and (B) to include abstraction and forgery as additional covered losses, all as additional compensable elements for a crime claim.

- Under Part A, § 3.6 (B)(7) **Personal Property**, coordinated coverage for motor-driven equipment and motor vehicles between Automobile Liability, General Liability, and Property coverages and align coverage with evolving Texas common law definitions regarding motor vehicles.

#### **Privacy & Information Security Coverage Agreement**

- Changed the coverage agreement’s name to Cyber Liability & Security from Privacy & Information Security to better reflect its purpose and scope.

#### **Violent Act Coverage**

- No changes.

#### **Chapter 118 Endorsement**

The **School Liability Coverage Agreement** will be endorsed to provide limited coverage for claims arising under the new Chapter 118. A summary of the “Chapter 118 Endorsement,” which modifies the terms of the School Liability Coverage Agreement, follows. For this notification, “state court Chapter 118 **Claims**” means those claims that are filed and adjudicated in, or remanded to, the state courts of Texas.

- Under Part A, § 3.3, the defined term **Claim Expense** is revised to limit **Claim Expense** for state court Chapter 118 **Claims** to within the limits of liability.
- Under Part A, § 3.7, the defined term **Wrongful Act** is revised to ensure Chapter 118 **Claims** are included.
- Under Part B, § 5.1 **Other coverage**, added another exception to include coverage for Chapter 118 **Claims**.
- Under Part C, added a new GL exclusion, § 7.12 **Chapter 118**, so that coverage for Chapter 118 claims will fall under PLL coverage.
- Under Part F, § 17.1 **Limits**, revised to limit state court Chapter 118 **Claims** to a maximum of \$1 million liability limits, including paid or incurred **Claim Expense**.
- Under Part F, § 17.5 **Maximum annual aggregate limit**, revised to limit the annual aggregate liability limit for state court Chapter 118 **Claims** to a maximum of \$1 million that is included within, and not separate from, the maximum annual aggregate liability limit stated in the CCS for all PLL **Claims**. This limit includes paid or incurred **Claim Expense**.
- Under Part F, § 19.1 **Intentional acts**, revised to add that Chapter 118 liability (including gross negligence, recklessness, conscious indifference, or intentional misconduct in employment), once admitted by or adjudicated against the district, is excluded from coverage.



**San Elizario ISD**

**Contribution & Coverage Summary (CCS)**  
**Participation Period: 10/1/2025 through 9/30/2026**

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

This document 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.

<b>Coverage</b>	<b>Limit</b>	<b>Deductible</b>	<b>Contribution</b>
<b>Property</b>	See Property Coverage Summary	See Property Coverage Summary	<b>\$334,625</b>
<b>Automobile Liability</b>	\$100K Person Bodily / \$300K Occurrence Bodily / \$100K Occurrence Property	\$1,000	<b>\$30,779</b>
<b>Automobile Physical Damage</b>	Actual Cash Value	See Automobile Coverage Summary	<b>\$12,427</b>
<b>School Liability including Professional Legal, General, and Employee Benefits Liability</b>	See School Liability Coverage Summary	See School Liability Coverage Summary	<b>\$18,468</b>
<b>Cyber Liability &amp; Security</b>	\$500,000	\$0	<b>\$5,500</b>
<b>Violent Acts</b>	\$250,000	\$0	<b>No Cost</b>
<b>Total Contribution</b>			<b>\$401,799</b>

**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.

**All provisions and terms of this CCS, including contribution amounts, are offered by the Fund in total as indicated only; if not accepted by the member in total, please contact your underwriter for other options and updated pricing.**



**San Elizario ISD**

**Property Coverage Summary**  
**Participation Period: 10/1/2025 through 9/30/2026**  
**Total Property Contribution: \$334,625**

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.

<b>Coverage</b>	<b>Limit</b>	<b>Deductible</b>
<b>All Perils not specified</b>	\$194,573,818	\$50,000
<b>Weather Perils except Named/Numbered Windstorm</b>	\$194,573,818	1% Minimum \$100,000
<b>Named/Numbered Windstorm</b>	\$50,000,000	1% Minimum \$100,000
<b>Flood – Annual Aggregate Limit</b>	\$2,000,000	\$50,000
<b>Earthquake – Annual Aggregate Limit</b>	\$2,000,000	\$50,000
<b>Crime</b>	\$100,000	\$5,000
<b>Equipment Breakdown</b>	\$100,000,000	\$50,000

<b>Additional Sublimit for Weather Perils</b>	<b>Limit</b>	<b>Deductible</b>
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 (NWS) is an Occurrence of hurricane, typhoon, tropical cyclone, tropical storm, or tropical depression (but not other convective storms) 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 NWS Limit and Deductible indicated on this CCS will apply to Loss (including ensuing Loss) by an NWS.

However, any flood-related Loss (including ensuing Loss) during an NWS Occurrence will be considered a separate Flood Occurrence with a Flood Limit as indicated on this CCS. For all other NWS Loss (including ensuing Loss) during this combined perils event, the NWS Limit indicated on this CCS will apply. Only the higher deductible of the two perils will apply during this combined perils event.

**Percent Deductible/Occurrence Minimum Deductible:** General. When Covered Property sustains a Loss caused by a Weather Peril or NWS, the Fund Member's deductible will be a Percent-based Deductible or an Occurrence-based Minimum Deductible; the higher deductible applies. Covered Property structures that do not appear on the Statement of Values schedule and sustain a Loss will be subject to the applicable deductible based on its Total Covered Value at the time of the Loss.

Deductible calculation. The Percent Deductible amount will be calculated based on the designated percent, as shown on the CCS, applied to the Total Covered Value of a Loss-affected structure (including contents) in the Statement of Values schedule, which is considered a part of this CCS. This designated percent is reflected on the schedule as the deductible dollar amount listed under a Loss-affected structure's deductible column. This structure may be eligible for payment once the covered Loss amount for a Loss-affected structure exceeds the Percent Deductible amount listed on the schedule.

Single-structure Loss. If there is only one Loss-affected structure, the Percent Deductible amount for that structure will be compared with the Occurrence Minimum Deductible amount; the higher deductible applies.

Multiple-structure Loss. In the case of multiple Loss-affected structures, the member will incur multiple Percent Deductibles, each calculated the same as one Loss-affected structure only. These Percent Deductible amounts will be added to determine the Total Percent Deductible for comparison with the Occurrence Minimum Deductible. (However, for payment purposes, the Total Percent Deductible calculation below will not affect the Percent Deductible application to each structure.)

To determine whether the Total Percent Deductible or the Occurrence Minimum Deductible applies when multiple structures are Loss-affected, only the actual Loss amount within each structure's Percent Deductible amount will apply toward the summed Total Percent Deductible amount, which is then compared with the Occurrence Minimum Deductible amount; the higher deductible applies.

Payment obligation. In either case (single or multiple Loss-affected structures), if the Fund has any payment obligation above the Occurrence Minimum Deductible, this payment will be based on the Loss amount for each structure exceeding that structure's scheduled Percent Deductible amount.

Occurrence Minimum Deductible—General. Regardless of the Total Percent Deductible, the amount of Loss sustained, the number of Loss-affected structures in an Occurrence, or any other factor, in no event will the member's Percent Deductible obligation (Total or individual) be less than the Occurrence-based Minimum Deductible listed on the CCS.

**Location:** A 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 will determine which limit or limits 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 newly-constructed Buildings or Other Structures that are Covered Property and accepted within the Participation Period based on the certificate of occupancy date. The Fund reserves the right to adjust the Fund Member's contribution for newly-acquired Buildings or Other Structures that are Covered Property and acquired within the Participation Period based on the acquisition date.

**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: 10/1/2025 through 9/30/2026**  
**Total Automobile Contribution: \$43,206**

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
<b>Automobile Liability</b>	\$100K Person Bodily / \$300K Occurrence Bodily / \$100K Occurrence Property	\$1,000
<b>Automobile Physical Damage - Collision</b>	Actual Cash Value	\$1,000
<b>Automobile Physical Damage - Comprehensive</b>	Actual Cash Value	\$1,000
<b>Automobile Physical Damage - Catastrophic</b>	Actual Cash Value	\$25,000

### 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: 10/1/2025 through 9/30/2026 Total School Liability Contribution: \$18,468

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
<b>Professional Legal Liability</b> Subject to \$1,000,000 Maximum Annual Aggregate	\$1,000,000	\$2,500
<b>General Liability</b>	\$1,000,000	\$0
<b>Employee Benefits Liability</b>	\$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.

**Chapter 118 Coverage:** As indicated in the School Liability Coverage Agreement Chapter 118 Endorsement, the Fund will provide limited coverage for K-12 school districts for **Claims** arising from allegations under Chapter 118 of the Texas Civil Practice and Remedies Code. This endorsement excludes coverage under the General Liability Coverage and provides claims-made coverage under the Professional Legal Liability Coverage. The coverage for state court Chapter 118 **Claims** only (those **Claims** that are filed and adjudicated in, or remanded to, the state courts of Texas) will have **Claim Expense** within a \$1 million limit of liability that is the limit per claim and annual aggregate.



**San Elizario ISD**

**Cyber Liability & Security Coverage Summary**  
**Participation Period: 10/1/2025 through 9/30/2026**  
**Total Cyber Liability & Security Contribution: \$5,500**

The following is an overview of the limits and deductibles for cyber liability & security risks. The Fund’s Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Aggregate Limit Per Event	Deductible
Cyber Liability & Security	\$500,000	\$0

**Cyber Liability & 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 email 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 in this document.

### Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Auto	Stephanie Ruiz	Coordinator, Human Resources	<a href="mailto:sruiz@seisd.net">sruiz@seisd.net</a>
TASB RMF-Liability	Stephanie Ruiz	Coordinator, Human Resources	<a href="mailto:sruiz@seisd.net">sruiz@seisd.net</a>
TASB RMF-Property	Stephanie Ruiz	Coordinator, Human Resources	<a href="mailto:sruiz@seisd.net">sruiz@seisd.net</a>

### Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to [tasbrmf@tasbrmf.org](mailto:tasbrmf@tasbrmf.org) to provide Program Coordinator updates.



## Contribution & Coverage Summary General Provisions

**Coverage:** This CCS, the Fund’s corresponding coverage agreements and their endorsements, the Fund Member’s questionnaire, the Interlocal Participation Agreement (IPA), and the documents incorporated by reference into any of those documents, all for this Participation Period, outline the coverage terms and limits.

**Claims Reporting:** The Fund Member will provide timely notice of all claims to the Fund as required in the IPA, 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 IPA outlines the termination-related provisions that govern this CCS. These provisions include the following: 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.

### Fund Member Authorization:

I have read, approved, and agreed to 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 understand that my signature below contractually binds the entity I represent to this CCS and any other coverage-related or Fund participation agreements.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title



### 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: **P071904-2025-001**  
Contract Period: **10/1/2025** through **9/30/2026**

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.**



### 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: **P071904-2025-001**  
Contract Period: **10/1/2025** through **9/30/2026**

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.

### 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.
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- 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: 9/2/2025**  
**Participation Period: 10/1/2025 through 9/30/2026**

Campus Name – Site Address	Building ID	Building Name	Total Covered Value	Weather Percent Deductible
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4628	CAFETERIA BUILDING	\$2,770,000	\$27,700
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4630	CLASSROOM BUILDING #1	\$3,526,000	\$35,260
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4629	CLASSROOM BUILDING #2	\$1,749,000	\$17,490
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4631	CLASSROOM BUILDING #3	\$3,302,000	\$33,020
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4627	CLASSROOM/ GYMNASIUM BUILDING	\$4,902,000	\$49,020
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14862-7H	GUARD SHACK	\$15,000	\$150
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14862-7F	MAIN OFFICE	\$1,124,000	\$11,240
ALARCON ELEMENTARY SCHOOL, 12501 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4632	STORAGE BUILDING	\$27,000	\$270
BORREGO ELEMENTARY SCHOOL, 1330 CHICKEN RANCH ROAD, SAN ELIZARIO, TX, 79849	4625	BORREGO ELEMENTARY SCHOOL	\$21,706,000	\$217,060
BORREGO ELEMENTARY SCHOOL, 1330 CHICKEN RANCH ROAD, SAN ELIZARIO, TX, 79849	071904-14879-5B	GUARD SHACK	\$15,000	\$150
DISTRICT ADMINISTRATION OFFICE, 1050 CHICKEN RANCH, SAN ELIZARIO, TX, 79849	4585	ADMINISTRATION BUILDING	\$4,460,000	\$44,600
FERNIE MADRID EAGLE PARK, 1444 MAIN STREET, SAN ELIZARIO, TX, 79849	27496	FM EP BUILDING	\$307,878	\$3,079
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-4A	LORENZO LOYA MAIN PRIMARY	\$13,118,000	\$131,180
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4624	PAVILION	\$31,000	\$310



LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4618	PORTABLE CLASSROOM #1	\$260,000	\$2,600
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4619	PORTABLE CLASSROOM #2	\$260,000	\$2,600
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4620	PORTABLE CLASSROOM #3	\$260,000	\$2,600
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4621	PORTABLE CLASSROOM #4	\$260,000	\$2,600
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4622	PORTABLE CLASSROOM #5	\$260,000	\$2,600
LORENZO LOYA PRIMARY SCHOOL, 13705 SOCORRO RAOD, SAN ELIZARIO, TX, 79849	4623	STORAGE BUILDING	\$29,000	\$290
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9B	GUARD SHACK	\$15,000	\$150
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9D	PAVILION	\$14,000	\$140
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9A	SAMBRANO ELEMENTARY SCHOOL	\$18,557,000	\$185,570
SAMBRANO ELEMENTARY SCHOOL, 200 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904-14925-9C	STORAGE SHED	\$5,000	\$50
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6C	PORTABLE CLASSROOM BUILDING #1	\$263,000	\$2,630
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6D	PORTABLE CLASSROOM BUILDING #2	\$263,000	\$2,630
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4626	SAN ELIZARIO EXCEL ACADEMY	\$3,192,000	\$31,920
SAN ELIZARIO EXCEL ACADEMY, 13725 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904-14880-6B	STORAGE SHED	\$5,000	\$50
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4592	BASEBALL DUGOUT #1	\$22,000	\$220
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4593	BASEBALL DUGOUT #2	\$22,000	\$220
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4588	FIELD HOUSE/WEIGHT ROOM	\$1,171,000	\$11,710
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4596	FOOTBALL FIELD HOUSE	\$6,779,000	\$67,790



SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904- 14881-2F	FOOTBALL PRESS BOX	\$336,000	\$3,360
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904- 14881-2N	GUARD SHACK	\$16,000	\$160
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4587	HIGH SCHOOL GYMNASIUM	\$3,660,000	\$36,600
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4589	LIBRARY BUILDING	\$3,978,000	\$39,780
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4590	METAL STORAGE CONTAINER	\$9,000	\$90
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4591	PORTABLE WRESTLING BUILDING	\$250,000	\$2,500
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4586	SAN ELIZARIO HIGH SCHOOL	\$51,243,000	\$512,430
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4594	SOFTBALL DUGOUT #1	\$15,000	\$150
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4595	SOFTBALL DUGOUT #2	\$15,000	\$150
SAN ELIZARIO HIGH SCHOOL, 13981 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904- 14881-2L	STORAGE BUILDING	\$14,000	\$140
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4598	CAFETERIA BUILDING	\$3,282,000	\$32,820
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4617	CHEMICAL STORAGE SHED	\$21,000	\$210
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4606	CLASSROOM BUILDING ROOMS 200-203	\$2,269,000	\$22,690
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4603	CLASSROOM BUILDING ROOMS 205-207	\$757,000	\$7,570
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4605	CLASSROOM BUILDING ROOMS 301-313	\$4,034,000	\$40,340
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4604	CLASSROOM BUILDING ROOMS 400-425	\$5,140,000	\$51,400
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4602	CLASSROOM BUILDING ROOMS 500-510	\$2,111,000	\$21,110
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4600	CLASSROOM BUILDING ROOMS 511-513	\$1,598,000	\$15,980



SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4608	FOOTBALL FIELD HOUSE/CONCESSI ONS	\$906,000	\$9,060
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4615	GROUNDS STORAGE SHED #1	\$14,000	\$140
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	2257	GROUNDS STORAGE SHED #2	\$14,000	\$140
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	071904- 14860-3M	GUARD SHACK	\$15,000	\$150
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4601	GYMNASIUM BUILDING	\$3,133,000	\$31,330
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4599	LIBRARY BUILDING	\$3,235,000	\$32,350
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4607	MAINTENANCE BUILDING	\$284,000	\$2,840
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4611	MAINTENANCE STORAGE BUILDING	\$27,000	\$270
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	2406	MAINTENANCE STORAGE SHED	\$16,000	\$160
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4616	OLD CLINIC	\$118,000	\$1,180
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4612	PORTABLE CLASSROOM BUILDING	\$260,000	\$2,600
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4613	PORTABLE OFFICE BUILDING	\$59,000	\$590
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4614	PORTABLE STORAGE BUILDING	\$16,000	\$160
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4597	SAN ELIZARIO MIDDLE SCHOOL	\$5,652,000	\$56,520
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4609	STORAGE BUILDING #1	\$174,000	\$1,740
SAN ELIZARIO MIDDLE SCHOOL, 12280 SOCORRO ROAD, SAN ELIZARIO, TX, 79849	4610	STORAGE BUILDING #2	\$199,000	\$1,990
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8E	CHEMICAL STORAGE SHED	\$7,000	\$70
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8D	EQUIPMENT PAVILION	\$39,000	\$390



SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8C	EQUIPMENT STORAGE BUILDING	\$143,000	\$1,430
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8F	METAL STORAGE CONTAINER	\$23,000	\$230
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	4633	OPERATIONS CENTER	\$3,887,000	\$38,870
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8B	SECURITY SERVICES PORTABLE	\$149,000	\$1,490
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	071904- 14929-8G	STORAGE SHED	\$24,000	\$240
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	31624	WAREHOUSE STORAGE CONTAINER 1	\$8,470	\$85
SUPPORT SERVICES OPERATIONS CENTER, 201 HERRING ROAD, SAN ELIZARIO, TX, 79849	31625	WAREHOUSE STORAGE CONTAINER 2	\$8,470	\$85



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:** Sandra Sanchez, CTE Administrator  
**Subject:** Consider and possible Board action to approve the Engineering Drone – Aircraft Owners and Pilots Association (AOPA) High School STEM Curriculum – Teacher Addendum  
**Date:** September 16, 2025

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**HISTORY:** On May 27, 2025, the region was informed that NJROTC will now fall under the umbrella of Career and Technical Education (CTE). On May 30, 2025, arrangements were made via email to discuss this transition. A meeting was held on June 3, 2025, at 1:00 PM with Commander Young and Chief Munoz. During this meeting, we discussed their professional backgrounds, CTE endorsements, and potential Programs of Study. After review, it was determined that the most appropriate Program of Study, aligning with their experience and expertise, would be under the STEM Endorsement, Engineering Career Cluster, Regional Program of Study: Drone (Unmanned Vehicle).

**RATIONALE:** With drone technology experiencing rapid expansion, there is a growing demand for skilled drone pilots and specialists. This program will provide students with foundational and advanced knowledge in drone aviation technology, fostering interest in STEM and engineering careers. Students will gain hands-on experience operating and designing unmanned aircraft using ground-based controllers. The curriculum provided through AOPA High School STEM Curriculum will align students with learn critical instruction on communication systems between the aircraft and controller, ensuring understanding and compliance with federal aviation safety regulations. The curriculum also aligns with the preparation required to take the recommended industry certification from the Federal Aviation Administration (FAA) Part 107 Remote Drone Pilot Certification.

Participation in AOPA Foundation, Inc. High School Aviation STEM Curriculum – Teacher Addendum, the teacher will be granted access to the AOPA Foundation, Inc. High School Aviation STEM Curriculum for a 4-year Drone curriculum plan. As a condition of participation, the teacher will be required to submit the following program-related data:

- School demographics
- Number of students enrolled in the Drone Program
- Number of Certification outcomes
- Number of students who will attend college, technical school, workforce, military, or unknown

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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.



San Elizario ISD  
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Fax 915.872.3903

All data collected will be general in nature. No personal or individually identifiable student information is required or shared.

In return, the school will receive access to the AOPA High School Aviation STEM Curriculum at no cost, provided that a Drone Program remains in place.

**BUDGET:** There is no budget impact for this curriculum implementation.

**ADMINISTRATIVE RECOMMENDATION:** It is recommended that the Board of Trustees approve the implementation of the AOPA High School STEM Curriculum – Teacher Addendum. The teacher will be granted access to a 4-year Drone curriculum.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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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.

A Proud Community of Champions – Soaring to Excellence!

# WIND TUNNEL LESSON MATERIALS

LAUNCHING INTO AVIATION: THE WRIGHT APPROACH  
9TH GRADE

Free aviation STEM curriculum for high school educators!  
[aopa.org/curriculum](http://aopa.org/curriculum) | [aopa.org/highschools](http://aopa.org/highschools) | [aopa.org](http://aopa.org)



# **LESSON 2**

## **BUILD AND TEST A WIND TUNNEL**

### **Lesson Prep**

**GRADE 9:** Launching Into Aviation

**UNIT 2** Taking Flight—Early Aviation Innovations

**SECTION D** Powered, Controlled Flight



# Build and Test a Wind Tunnel

**Session Time:** Six, 50-minute sessions

## DESIRED RESULTS

### ESSENTIAL UNDERSTANDINGS

Appreciate the rich, global history of aviation/aerospace and the historical factors that necessitated rapid industry development and expansion. (EU1)

Aspire to the highest level of technical proficiency as it relates to flight operations and engineering practices. (EU5)

### ESSENTIAL QUESTIONS

1. What contributions did the Wright brothers make to aviation?
2. What was the role of engineering practices in the development of the Wright brothers' flying machines?
3. How does the shape of an airfoil determine how much lift it creates?

### LEARNING GOALS

#### Students Will Know

- How the Wright Brothers improved their designs through the use of a wind tunnel
- Key terms related to airfoils
- Which airfoil shape and characteristics create more lift by conducting tests, making observations, and analyzing data.

#### Students Will Be Able To

- *Describe* the scientific process the Wright Brothers used to solve the power, control, and lift problems they encountered. (DOK-L2)
- *Differentiate* between airfoils designs and *identify* their strengths and weaknesses. (DOK-L1, L2)
- *Analyze* data from wind tunnel tests to determine which airfoil designs created the greatest lift. (DOK-L4)
- *Synthesize* the results of the wind tunnel test. (DOK-L4)

## ASSESSMENT EVIDENCE

#### Warm-up

Students will view a video of Boeing winglets during a wing tunnel test and answer questions related to wind tunnels.

#### Formative Assessment

Students will write a summary to explain which type of aircraft would be better suited for a symmetrical airfoil and an asymmetrical airfoil.

## Summative Assessment

In small groups, students will present the findings of their wind tunnel and airfoil tests.

# LESSON PREPARATION

## MATERIALS/RESOURCES

- [Build and Test a Wind Tunnel Presentation](#)
- [Build and Test a Wind Tunnel Teaching Aid](#)
- [Build and Test a Wind Tunnel Student Activity](#)
- [Build and Test a Wind Tunnel Teacher Notes](#)

### Wind Tunnel Build (per wind tunnel)

- Large pieces of cardboard cut into the following dimensions
  - Four (4) 21" x 25" x 8"
  - Four (4) 40" x 8"
  - Four (4) 10" x 7"
- Box fan (highest powered fan available)
- Box knife
- Metal straight edge
- Measuring tape/ruler
- Drinking straws (recommend using jumbo size straws)
- One (1) 8" x 10" piece Lexan/Plexiglass (can be purchased pre-cut at a major hardware store)
- Duct tape
- Hot glue gun and glue sticks
- Digital scale (measures to 0.1g, at a minimum)
- Safety glasses

### Airfoil Build (per group)

- Airfoil Mount (assume each group builds one airfoil mount to test both airfoils)
  - Foam board pieces (recommend using standard white foam board from Dollar Tree)
    - One (1) 6" x 6"
    - Eight (8) 1" x 3"
  - Wire (can be from a wire hanger)
    - Three (3) 7 12" pieces of wire

- Symmetrical Airfoil
  - Foam board pieces
    - One (1) 16" x 5 14"
    - Three (3) 5 14" x 1"
- Asymmetrical Airfoil
  - Foam board pieces
    - One (1) 16" x 5 14"
    - Three (3) 5 14" x 1"
- Airfoil of Student's Own Design
  - Foam board pieces
    - One (1) 16" x 5 14"
    - Three (3) 5 14" x 1"
- Box knife
- Metal straight edge
- Measuring tape/ruler
- Hot glue gun and glue sticks
- Pliers/wire cutter
- Protractor
- Safety glasses

## SAFETY

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- Actively supervise students during the activity. Be ready to offer guidance in situations where safety could be compromised.
- Make sure students use eye protection. Have insulated gloves available for handling hot objects and pads for setting down objects with heated surfaces.
- Explain how to safely store sharp objects on an active workspace when they are not in use. Students should not be holding sharp objects or tools when they are not in use.
- Sharp tools should be stored in their protective cases when not in use.

## LESSON SUMMARY

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Lesson 1: The "Wright" Approach

**Lesson 2: Build and Test a Wind Tunnel**

Lesson 3: The "Wright" Attitude

In this multi-session lesson, the class will watch a video about a very precise wind tunnel used today. The students will explore the reasons why the Wright brothers built a wind tunnel and the process they used to test airfoils.

Students will build a wind tunnel as a class, learn about airfoils, then build their own in small groups to test in the wind

tunnel. It will take two sessions to build the wind tunnel and an additional two sessions to build the airfoils. One final session is needed to test the airfoils, summarize findings, and allow groups to present their findings to the class.

## BACKGROUND

The students have been learning about the Wright brothers and their decision to measure the lift and drag on their various airfoils using a simple wind tunnel. In the early 1900s, the Wright brothers realized their gliders were only producing a fraction of the lift predicted by Otto Lilienthal's previous experiments. They decided to do their own aerodynamic research in order to produce more accurate lift data. They built airfoils, tested them, identified areas for improvement, and then re-tested the designs. They were the first to use this process to systematically test their theories and design their gliders and airplanes.

**Airfoil:** is a wing shape that when moved through a fluid (air) produces an aerodynamic force

**Angle of attack:** the angle formed by the chord of the airfoil and the direction of the relative wind

**Asymmetrical airfoil:** two sides of the airfoil are shaped differently

**Camber:** the curve of the wing

**Chord:** straight line that connects the leading edge to the trailing edge

**Leading edge:** the first place air makes contact with the airfoil

**Max camber:** maximum distance between the mean camber and the chord line

**Mean camber:** a line drawn between the leading edge and trailing edge so that the distances between the upper and lower surfaces of the airfoil are equal

**Planform:** shape of the entire wing when viewed from above

**Span:** the entire length of the wing from wingtip to wingtip

**Symmetrical airfoil:** is shaped so that its upper and lower surfaces are identical

**Trailing edge:** the last place air has contact with the airfoil

**Thickness:** maximum distance between the upper and lower wing surfaces

## DIFFERENTIATION

To promote reflective thinking and guided inquiry in the activities outlined in the **EXPLAIN/EXTEND** sections of the lesson plan, circulate around the classroom and assist students who might have trouble completing the steps of the activity. Ask questions that provoke their own ideas for possible solutions to the challenges they are experiencing.

## LEARNING PLAN

### ENGAGE

**Teacher Material:** [Build and Test a Wind Tunnel Presentation](#)

**Slides 1-3:** Introduce the topic and learning objectives for this lesson.

**Slide 4:** Conduct the **Warm-Up** using a video of Boeing 737 MAX winglets in a wind tunnel.

- “Boeing 737 MAX Winglets in the Wind” (Length 2:08)  
<http://safeYouTube.net/w/oKJd>

Take no more than 10 minutes of class time to complete the warm-up. Collect student papers for grading when they are completed and ask students to share their answers.

### Warm-Up

Show students the precision and scale of today's wind tunnels by viewing a video of Boeing's 737 MAX winglets in a wind tunnel. Ask students to individually write 2-3 sentence answers for each of the following questions:

Why are wind tunnels used to design aircraft?

What are wind tunnels used to measure?

What other industries besides aviation use wind tunnels to test designs?

Possible answers:

Why are wind tunnels used to design aircraft?

*A wind tunnel provides a means to test aircraft and their components in order to determine their performance and behavior in the air. Wind tunnels provide a way to test objects in a much more cost effective and safe manner.*

What are wind tunnels used to measure?

*Wind tunnels allow for the measurement of aerodynamic forces and airflow around an object. The objects tested can be entire aircraft models, airfoils, engines, rockets, and more.*

What other industries besides aviation use wind tunnels to test designs?

*The automobile, boating, and motorsports industries all use wind tunnels. The sporting goods industry uses them to test things like helmets and golf balls.*

## EXPLORE

**Teacher Materials:** [Build and Test a Wind Tunnel Presentation](#), [Build and Test a Wind Tunnel Teaching Aid](#)

**Slide 5:** In the early 1900s, the Wright brothers realized their gliders were only producing a fraction of the lift predicted by Otto Lilienthal's previous experiments. The Wrights examined all the terms in the lift and drag equations. Some values—weight of the glider, wind speed, and wing surface area—could be directly measured, so the Wrights were confident of their accuracy. But the coefficients of lift and drag were drawn from the work of others. The brothers focused on these as the possible source of their gliders' poor lift performance. They decided to do their own aerodynamic research in order to produce more accurate lift data. The lift equation is  $L = (C_L \times \rho \times V^2 \times S) / 2$ .

**Slide 6:** In order to improve on their designs, the Wright brothers built a wind tunnel and were the first to use a series of engineering practices in order to test, analyze, and improve their airfoil designs.

Wind tunnels are used to manage airflow around a stationary object. This helps control variables that may impact results of testing.

The wind tunnel was a wooden box with a square glass window on top for viewing during testing. A fan belted to a one-horsepower engine, which ran the machinery in their bicycle shop, provided airflow of about 30 miles per hour.

What made the Wrights' wind tunnel unique were the instruments they designed and built to measure lift and drag. Called balances, after the force-balancing concept, these instruments measured the forces of lift and drag acting on a wing in terms that could be used in the equations. The balances are made from old hacksaw blades and bicycle spokes.

**Slide 7:** Explain to students that they are going to participate in the construction of a wind tunnel and test airfoils. The focus at this point of the lesson should be on actually constructing the wind tunnel per the specifications in the [Build and Test a Wind Tunnel Teaching Aid](#).

It is important that the wind tunnel be constructed correctly so that the airfoil testing is possible. It will take about two sessions to build the wind tunnel.



#### Teaching Tips

A class only has to build one wind tunnel and keep it. Students should design and test their own airfoils after experimenting with the two samples. To save time, pre-cut cardboard pieces per the measurements provided. Divide students into smaller teams and have them work on separate tasks (e.g., the feet, the tunnel, etc.).

## EXPLAIN

**Teacher Materials:** [Build and Test a Wind Tunnel Presentation](#), [Build and Test a Wind Tunnel Teacher Notes](#)

**Student Material:** [Build and Test a Wind Tunnel Student Activity](#)

After the wind tunnel is built, use slides 8-17 to lead a class discussion on airfoils using information presented in the slides. The presentation covers important terminology and factors that influence the performance of an airfoil. Students should write definitions for the airfoil terms presented in their own copies of **Build and Test a Wind Tunnel Student Activity**.

**Slide 8:** An airfoil is a wing shape that when moved through a fluid (air) produces an aerodynamic force. It is a structure with curved surfaces designed to give the most favorable ratio of lift to drag in flight.

**Slide 9:** The leading edge of the airfoil is the first place air makes contact with the airfoil. The trailing edge is the last place air has contact with the airfoil.

**Slide 10:** The chord is a straight line that connects the leading edge to the trailing edge. The angle of attack is the angle between the chord line and the relative wind flow. If the leading edge of the airfoil is higher than the trailing edge, then the airfoil has a positive angle of attack. If the leading edge is lower than the trailing edge, the airfoil has a negative angle of attack.

**Slide 11:** The thickness of an airfoil is the maximum distance between the upper and lower wing surfaces.

**Slide 12:** Camber is the curve of the wing. The mean camber is a line drawn between the leading edge and trailing edge so that the distances between the upper and lower surfaces are equal. Max camber is the where there is maximum distance between the mean camber and the chord line.

**Slide 13:** Airfoil shapes can be symmetrical or asymmetrical. If an airfoil is shaped so that its upper and lower surfaces are identical, it is a symmetrical airfoil. Some airfoils are curved differently on the top side than on the bottom. Those airfoils are asymmetrical, because their two sides are differently shaped.

**Slide 14:** Ask students what kind of airplane would most benefit from a symmetrical wing. The answer is on the next slide.

**Slide 15:** The answer is aerobatic airplanes. Given the same flying conditions such as the angle of attack, the same airspeed, or the same density of air, both symmetrical wings and asymmetrical wings can produce lift; however, the asymmetrical wing is designed to create more lift and less drag. Symmetrical wings are best used for aerobatic aircraft. Aerobatic aircraft need to generate lift even while spinning and going inverted or upside down. Underscore this concept, because students will revisit it in the Formative Assessment.

**Slide 16:** Planform is the shape of the entire wing when viewed from above. The span is the entire length of the wing from wingtip to wingtip. Students should recall that the chord is the distance between the trailing edge and the leading edge.

**Slide 17:** Wilbur and Orville conducted preliminary tests on as many as 200 different model wing shapes as they perfected the operation of their wind tunnel. They made formal tests and recorded data on nearly 50 of these. They learned many important factors that impacted the designs of their wings.

**Slide 18:** The angle of attack is the angle at which relative wind meets an airfoil. It is the angle formed by the chord of the airfoil and the direction of the relative wind, or the vector representing the relative motion between the aircraft and the atmosphere.

The critical angle of attack is the angle of attack which produces maximum lift coefficient. This is also called the "stall angle of attack." Below the critical angle of attack, as the angle of attack increases, the coefficient of lift (Cl) increases. Conversely, above the critical angle of attack, as angle of attack increases, the air begins to flow less smoothly over the upper surface of the airfoil and begins to separate from the upper surface. On most airfoil shapes, as the angle of attack increases, the upper surface separation point of the flow moves from the trailing edge towards the leading edge. At the critical angle of attack, upper surface flow is more separated and the airfoil or wing is producing its maximum coefficient of lift. As angle of attack increases further, the upper surface flow becomes more and more fully separated and the airfoil/wing produces less coefficient of lift.

## EXTEND

**Teacher Materials:** [Build and Test a Wind Tunnel Presentation](#), [Build and Test a Wind Tunnel Teacher Notes](#)

**Student Material:** [Build and Test a Wind Tunnel Student Activity](#)

**Slide 19:** Guide students through the process of building airfoils using directions from [Build and Test a Wind Tunnel Student Activity](#). In small groups, the students will build airfoils out of foam board. They will build a symmetrical airfoil of a given chord and span, an asymmetrical airfoil of the same chord and span, and an airfoil of their own design. They will test the airfoils at various angles of attack to determine which creates more lift.

To measure the lift of the airfoils, students will note the weight the airfoil assembly exerts on a digital scale before the wind tunnel is turned on and while the wind tunnel is running.



### Questions

Students will be asked to answer the following question before they begin testing their airfoils. The question is found in [Build and Test a Wind Tunnel Student Activity](#).

Before you test the airfoils, hypothesize which airfoil will create more lift. How will the angle of attack influence the lift created? Explain your reasoning.

Students should take the following steps to measure the lift on their airfoils:

1. Place the digital scale inside the wind tunnel.
2. Ensure the digital scale has been "zeroed" out.
3. Place the airfoil mount and the symmetrical airfoil on the scale.
4. Looking through the viewing window, take note of the weight in grams (to the tenth or hundredth) before the wind tunnel is turned on.
5. Turn on the wind tunnel (ensure the fan is at the highest power setting).
6. After a few moments, take note of the new weight in grams (to the tenth of hundredth).

7. Subtract the weight found in step 6 from the weight found in step 4 to determine the amount of lift generated.
8. Repeat these steps for both airfoils and the different angles of attack.



### Questions

Students will be asked to answer the following questions based on their observations. The questions are found in **Build and Test a Wind Tunnel Student Activity**.

Which airfoil produced the most lift? Explain why.

*If done correctly, the symmetrical airfoil will create more lift. The Wright brothers proved through the wind tunnel tests that cambered airfoils produced greater lift.*

Which airfoil produced the most lift for a given angle of attack? Why?

*If done correctly, the most lift will be created by the asymmetrical airfoil at 30 degrees angle of attack. This will be easier to determine if students are using a higher quality digital scale that measures to the hundredth of a gram.*

Next, have the students go back to their wind tunnel with their asymmetric airfoil. Have the students mount the airfoil upside down so that the cambered side of the airfoil is facing the scale. Place the entire airfoil mount on the scale with the leading edge pointed toward the fan. Have students note the weight again before turning on the fan.



### Questions

Students will be asked to answer the following questions based on their observations. The questions are found in **Build and Test a Wind Tunnel Student Activity**.

What happens to the weight once the wind tunnel is turned on? Why?

*The air doesn't know the airfoil is upside down, and the air moves around the airfoil just as it did before. The air on the cambered side of the airfoil is still lower pressure air than on the flat side. Just as before, this creates a force, but now that force is downward and places more pressure on the scale. The scale should indicate a weight greater than the no-wind weight.*

What would you expect if we did the same exercise with the symmetrical airfoil?

*A symmetrical airfoil will create the exact same amount of lift whether right side up or inverted. This is why aerobatic airplanes generally use symmetrical airfoils.*



### Teaching Tips

If the teacher desires and time allows, the students can use the engineering practices to design and test their own airfoil.

**Slide 20: Conduct the Formative Assessment.**

Take no more than 5 minutes of class time to complete the assessment. Collect student papers for grading when they are completed.

**Formative Assessment**

In groups of two to three students, students will explain which type of aircraft would be better suited for:

- symmetrical airfoil
- asymmetrical airfoil

Ask students to write a short summary for each type of airfoil.

Possible answers include:

*Most airfoils are asymmetrical, meaning that one surface of the wing has more curve than the other. Usually the top of the wing has more curve, causing it to produce lift in level flight. This makes a wing more efficient, which is why transport planes, airliners, and even normal category general aviation airplanes generally have asymmetrical wings.*

*This is a disadvantage in aircraft that must be able to fly inverted, such as fighters and aerobatic aircraft. These airplanes often have symmetrical airfoils, with the top and bottom of the wing having the same curve. Such a wing will produce no lift at zero angle of attack, but will be able to fly inverted more easily.*

**EVALUATE**

**Teacher Material:** [Build and Test a Wind Tunnel Presentation](#)

**Slide 21: Conduct the Summative Assessment.**

**Summative Assessment**

An important aspect of engineering design is presenting findings. In their small groups, ask students to prepare a 5-minute presentation to include the following regarding their airfoil tests:

- Performance of their airfoils
- Limitations encountered
- Errors made
- Ideas for improving the design of their airfoils
- Ideas for improving the testing methods

Encourage students to use their data to support their statements on the topics above.

**Summative Assessment Scoring Rubric**

- Follows assignment instructions
- Presentation shows evidence of one or more of the following:

- Knowledge of the various types airfoils tested and how they performed
- Usage of airfoil terminology
- Responds to questions of audience and instructor
- Shows understanding of concepts covered in the lesson.

Points	Performance Levels
9-10	Consistently demonstrates criteria
7-8	Usually demonstrates criteria
5-6	Sometimes demonstrates criteria
0-4	Rarely to never demonstrates criteria

## GOING FURTHER

If time allows, have students use the engineering design process to design and test their own airfoils. They could also set the airfoils to negative angles of attack and measure the decreases in lift.

## STANDARDS ALIGNMENT

### NGSS STANDARDS

#### NGSS STANDARDS

##### Three-dimensional Learning

- **HS-ETS1-1** - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
  - Science and Engineering Practices
    - Asking Questions and Defining Problems
    - Constructing Explanations and Designing Solutions
  - Disciplinary Core Ideas
    - ETS1.A: Defining and Delimiting Engineering Problems
  - Crosscutting Concepts
    - Systems and System Models
    - Influence of Science, Engineering, and Technology on Society and the Natural World
- **HS-ETS1-2** - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
  - Science and Engineering Practices
    - Constructing Explanations and Designing Solutions
  - Disciplinary Core Ideas
    - ETS1.C: Optimizing the Design Solution
  - Crosscutting Concepts

- none
- **HS-ETS1-3** - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
  - Science and Engineering Practices
    - Constructing Explanations and Designing Solutions
  - Disciplinary Core Ideas
    - ETS1.B: Developing Possible Solutions
  - Crosscutting Concepts
    - Influence of Science, Engineering, and Technology on Society and the Natural World
- **HS-PS2-2** - Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (NOTE: This standard is not explicitly used as math is not required to complete the exercise).
  - Science and Engineering Practices
    - Using Mathematics and Computational Thinking
  - Disciplinary Core Ideas
    - PS2.A: Forces and Motion
    - PS2.B: Types of Interactions
  - Crosscutting Concepts
    - System and System Models
- **HS-ETS1-4** - Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
  - Science and Engineering Practices
    - Using Mathematics and Computational Thinking
  - Disciplinary Core Ideas
    - ETS1.B: Developing Possible Solutions
  - Crosscutting Concepts
    - Systems and System Models

## COMMON CORE STATE STANDARDS

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- **HSN-Q.A.2-3** - Reason quantitatively and use units to solve problems.
- **HSS-ID.B.5** - Summarize, represent, and interpret data on two categorical and quantitative variables.
- **HSN-Q.A.2-3** - Reason quantitatively and use units to solve problems.
- **HSS-ID.B.5** - Summarize, represent, and interpret data on two categorical and quantitative variables.

- **RST.9-10.1** - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **RST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **SL.9-10.1.C** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **WHST.9-10.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9** - Draw evidence from informational texts to support analysis, reflection, and research.
- **HSN-Q.A.3** - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## REFERENCES

<https://www.fi.edu/history-resources/wind-tunnel>  
<https://wright.nasa.gov/airplane/tunnel.html>  
<http://www.dynamicflight.com/aerodynamics/airfoils/>  
<https://www.grc.nasa.gov/www/k-12/airplane/incline.html>

# **LESSON 2**

# **BUILD AND TEST A WIND TUNNEL**

## **Teaching Aid**

**GRADE 9:** Launching Into Aviation  
**UNIT 2** Taking Flight—Early Aviation Innovations  
**SECTION D** Powered, Controlled Flight

**BUILD AND TEST A WIND TUNNEL****BUILD A WIND TUNNEL****MATERIALS (Per Wind Tunnel)**

- Large pieces of cardboard cut into the following pieces
  - Four (4) 21" x 25" x 8" (these are for the intake)
 

These pieces will be in the shape of a trapezoid. Your dimensions might vary based on the size of your fan. In this case, a 21" square frame fan was used. Adjust the longer parallel side of the trapezoid to fit your fan. The shorter parallel side should always be 8", the size of your tunnel. The angled sides of the trapezoid panel will be shorter or longer based on the size of your fan. Have the students calculate that distance as a geometry exercise, if you wish.
  - Four (4) 40" x 8" (these are for the tunnel)
  - Four (4) 10" x 7" (these are to provide support under the tunnel)
- Box fan (highest powered fan available)
- Box knife
- Metal straight edge
- Measuring tape/ruler
- Drinking straws (recommend using jumbo size)
- One (1) 8" x 10" piece Lexan/Plexiglass (can be purchased pre-cut at a major hardware store)
- Duct tape
- Hot glue gun and glue sticks
- Digital scale (measures to 0.1g, at a minimum)
- Safety glasses

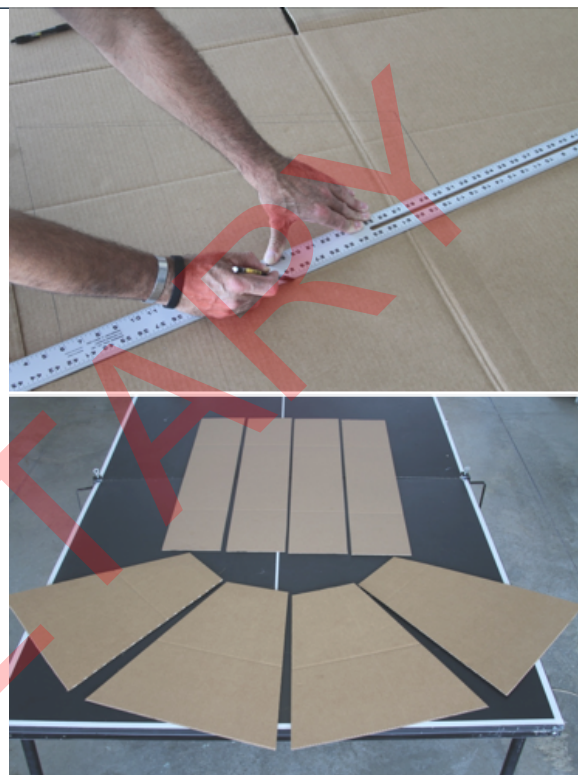
**SAFETY**

- Actively supervise students during the activity. Be ready to offer guidance in situations where safety could be compromised.
- Make sure students use eye protection. Have insulated gloves available for handling hot objects, and pads for setting down objects with heated surfaces.
- Explain how to safely store sharp objects on an active workspace when they are not in use. Students should not be holding sharp objects or tools when they are not in use.
- Sharp tools should be stored in their protective cases as soon as you finish using them.



1

Measure and cut the pieces of cardboard.



2

Duct tape three of the four 40" x 8" tunnel pieces together on the long edges. Leave one edge untaped.



3

On one end of the 40" x 8" tunnel, glue the straws down using hot glue. The straws will straighten the turbulent airflow coming from the fan. Using jumbo straws will reduce the time needed to complete this step and produce the same results.





4

On the top (untaped) 40" x 8" tunnel flap, cut a hole for the sheet of Lexan. Ensure the hole is smaller than the area of the Lexan so it can be taped in place from the outside and not fall through the hole (e.g., 8" x 10" Lexan = 7-1/2" x 9-1/2" hole).



5

Tape the last 40" x 8" tunnel piece into place to make a square tube. Tape the Lexan onto the tunnel from the outside.





6

Tape the four trapezoid-shaped cardboard pieces for the intake together, and then tape them around the fan. Ensure that you seal the area around the fan with duct tape as best you can.



7

Make two support stands to hold up the tunnel using the four 10" x 7" pieces of cardboard. Cut a slit halfway down each piece and slide them together to make an "X".



8

Duct tape or hot glue the stands to the bottom of the tunnel.



9

Duct tape the tunnel to the intake.



# **LESSON 2**

# **BUILD AND TEST A WIND TUNNEL**

## **Student Activity**

**GRADE 9:** Launching Into Aviation  
**UNIT 2** Taking Flight—Early Aviation Innovations  
**SECTION D** Powered, Controlled Flight

# BUILD AND TEST A WIND TUNNEL



## BUILD AND TEST AIRFOILS

Name \_\_\_\_\_

Class \_\_\_\_\_

You have been learning about the Wright Brothers and their decision to measure the lift and drag on their various airfoils using a simple wind tunnel. They built airfoils, tested them, recognized areas for improvement, and then re-tested the designs. They were the first to use this process to systematically test their theories and design their gliders and airplanes.

### WHAT IS AN AIRFOIL?

An airfoil is a wing shape that when moved through a fluid (air) produces an aerodynamic force. Airfoils are used as the basic form of the wings, fins, and horizontal stabilizers of most aircraft.

#### 1. Write the definition of the following:

1a. Trailing Edge \_\_\_\_\_

1b. Leading Edge \_\_\_\_\_

1c. Chord \_\_\_\_\_

1d. Angle of Attack \_\_\_\_\_

1e. Thickness \_\_\_\_\_

1f. Mean Camber \_\_\_\_\_

1g. Max Camber \_\_\_\_\_

1h. Symmetrical Airfoil \_\_\_\_\_

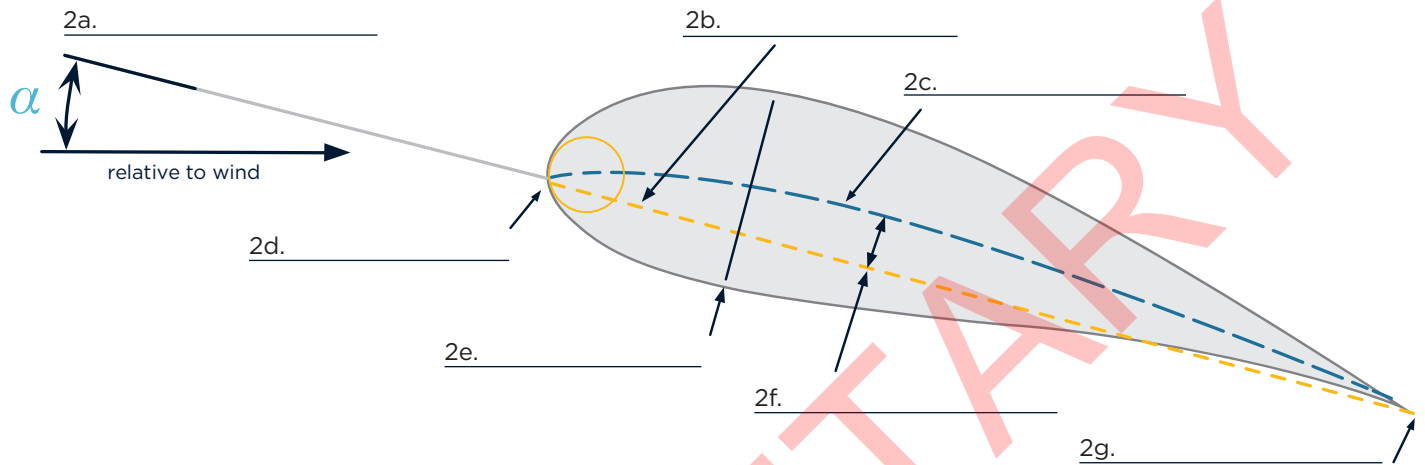
1i. Asymmetrical Airfoil \_\_\_\_\_

1j. Planform \_\_\_\_\_

1k. Span \_\_\_\_\_



**2. Label the parts of the airfoil.**



**Characteristics of an airfoil that influence lift**

3. Curved surfaces produce more lift than \_\_\_\_\_ surfaces.
4. Curved surfaces also produce more drag. They learned that a curved surface with a \_\_\_\_\_ is ideal.
5. Airfoils with the curve closer to the \_\_\_\_\_ produce more lift.
6. Airfoils that are \_\_\_\_\_ and \_\_\_\_\_ create more lift.
7. \_\_\_\_\_ airfoils create lift at zero angle of attack.

**BUILD AND TEST**

In small groups, you will build two airfoils out of foam board. Each group will build one symmetrical airfoil of a given chord and span, and one asymmetrical airfoil of a given chord and span. You will test the airfoils in your new wind tunnel to determine which airfoil creates more lift.

Both of your airfoils will have a chord of 6" and a span of 5-1/4".

Finally, you will summarize the results of your airfoil test and present your findings to the class.

**MATERIALS (per group)**

- Airfoil Mount (assume each group builds one airfoil mount to test both airfoils)
  - Foam board pieces (recommend using standard white foam board from Dollar Tree)
    - One (1) 6" x 6"
    - Eight (8) 1" x 3"
  - Wire (can be from a wire hanger)
    - Three (3) 7-1/2" pieces of wire



- Symmetrical Airfoil
  - Foam board pieces
    - One (1) 16" x 5-1/4"
    - Three (3) 5-1/4" x 1"
- Asymmetrical Airfoil
  - Foam board pieces
    - One (1) 16" x 5-1/4"
    - Three (3) 5-1/4" x 1"
- Airfoil of Student's Own Design
  - Foam board pieces
    - One (1) 16" x 5-1/4"
    - Three (3) 5-1/4" x 1"
- Box knife
- Metal straight edge
- Measuring tape/ruler
- Hot glue gun and glue sticks
- Pliers/wire cutter
- Protractor
- Safety glasses

**SAFETY**

- Use eye protection.
- Have insulated gloves available for handling hot objects, and pads for setting down objects with heated surfaces.
- Do not hold sharp objects or tools when they are not in use.
- Sharp tools should be stored in their protective cases as soon as you finish using them.

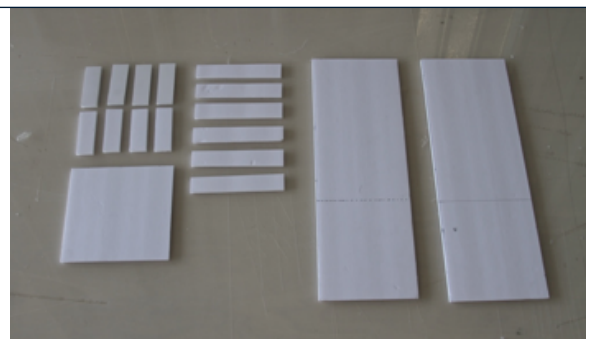
1

Gather all materials.



2

Measure and cut the foam board pieces needed for the airfoil mount and both airfoils.





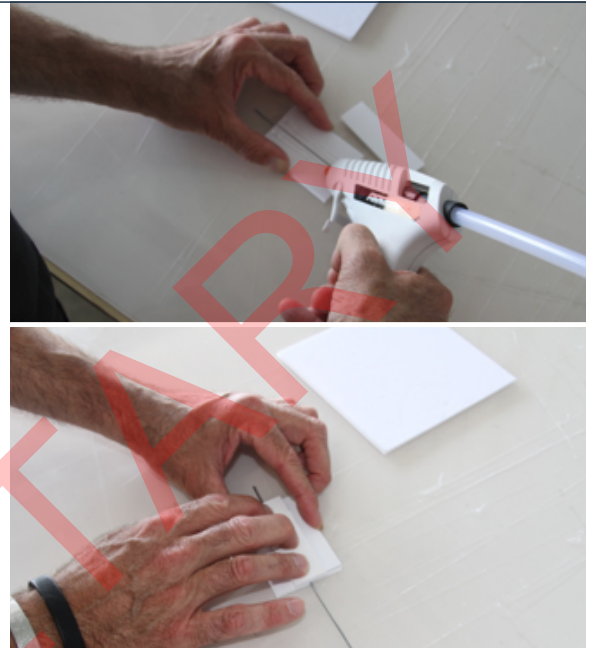
3

**AIRFOIL MOUNT**

Build the two side structures for the airfoil mount.

Put one of the pieces of wire between two of the 1" x 3" pieces of foam. You are not gluing the wire to the pieces; it is just providing a spacer. You will pull the wire out once the side structure is assembled.

Apply hot glue to the inside of both foam pieces and center another 1" x 3" piece of foam on top. Press down and let the glue cool.

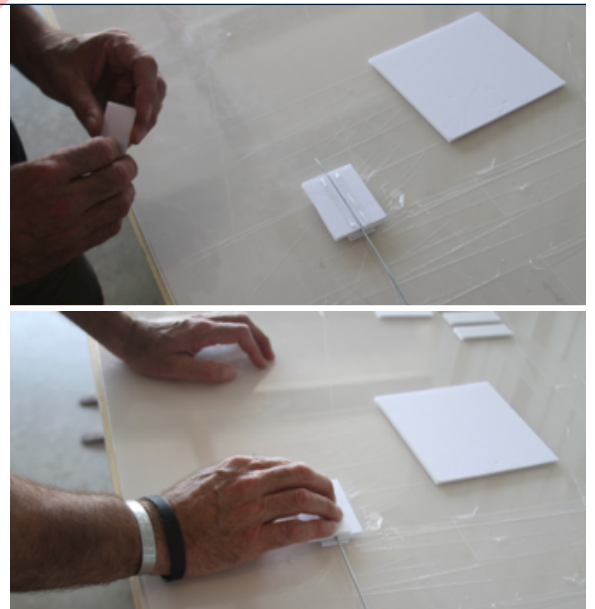


4

**AIRFOIL MOUNT**

Build the side structures for the airfoil mount.

Flip the side structure over and repeat the process on the other side. Ensure the hot glue is allowed to cool.



5

**AIRFOIL MOUNT**

Build the side structures for the airfoil mount.

Once all four pieces are glued together, pull the wire out.





6

## AIRFOIL MOUNT

Build the side structures for the airfoil mount.

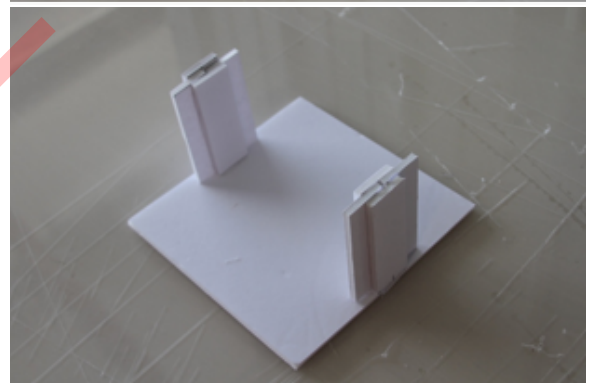
Repeat steps 3 through 5 to build a second side structure.

7

## AIRFOIL MOUNT

Mount the side structures to the base.

Find the midpoint of one side of the 6" x 6" foam base and glue one of the side structures to the base vertically. Repeat this process on the opposite side of the base.

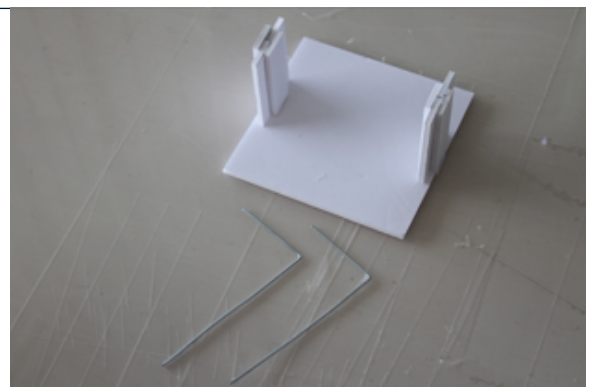


8

## AIRFOIL MOUNT

Prepare the support wires.

Use the pliers to bend two of the 7-1/2" wires at a 90 degree angle. The angle should be made 2-1/2" from one end, leaving 5" remaining for the longer side of the "L" shaped result.





9

## SYMMETRICAL AIRFOIL

Locate one of the 16" x 5-1/4" pieces of foam board. From one end of the board, draw three lines at the following measurements:

5-5/8"

6"

6-3/8"



10

## SYMMETRICAL AIRFOIL

Use the metal straight edge and the box knife to SCORE the three lines. Scoring a line means that you just cut a very shallow line in the paper which guides the fold. DO NOT cut all the way through the foam board. Use minimal pressure to cut a very shallow line.

Score all three lines that you just drew.



11

## SYMMETRICAL AIRFOIL

Very carefully and slowly, peel off the top layer of paper from the foam board. DO NOT peel the paper between the lines you just scored. Only peel the paper from the top and bottom portions of the board.





12

### SYMMETRICAL AIRFOIL

Use the metal straight edge to help you bend the airfoil around the lines you scored. Complete this task gently and remember the design of a symmetrical airfoil is that both the upper and lower surfaces are identical.



13

### SYMMETRICAL AIRFOIL

Continue to work and fold the airfoil evenly using your hands.





14

SYMMETRICAL AIRFOIL

Glue the three pieces of 5-1/4" x 1" foam board to the LONG piece of your board. Glue the pieces 1" below the scored line.



15

SYMMETRICAL AIRFOIL

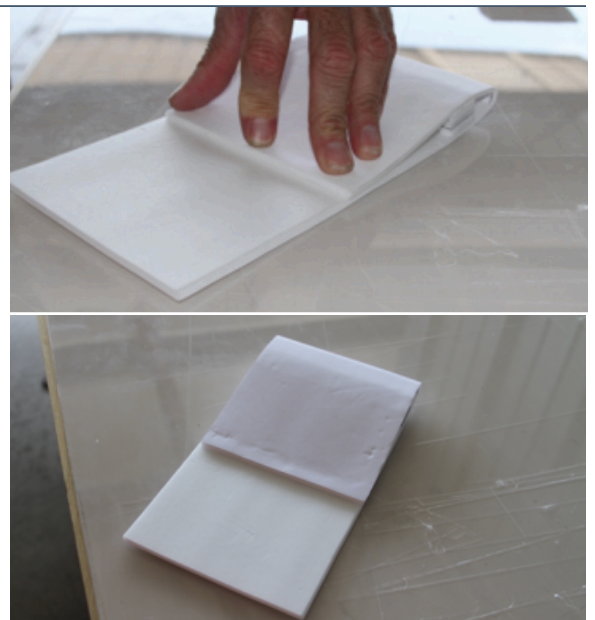
Once all three 5-1/4" x 1" pieces of foam board are stacked and glued together, apply glue to the top piece and fold the end over. Hold pressure until the glue has cooled.



16

SYMMETRICAL AIRFOIL

Apply glue just under the trailing edge of your airfoil and apply pressure until the glue has cooled.





17

### SYMMETRICAL AIRFOIL

Using the straight edge, cut to remove the excess material behind the trailing edge.



18

### SYMMETRICAL AIRFOIL

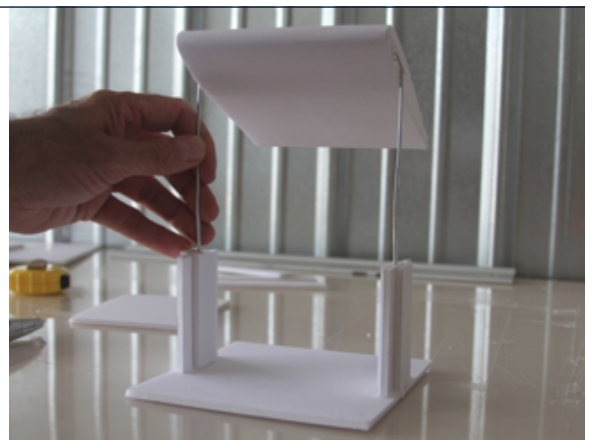
Insert the support wires into each end of the airfoil as shown. Insert the end of the wire that is 2-1/2" long into the center of the middle piece of 5-1/4" x 1" foam.



19

### SYMMETRICAL AIRFOIL

Insert both wires down the middle of the side support structures of your airfoil mount.



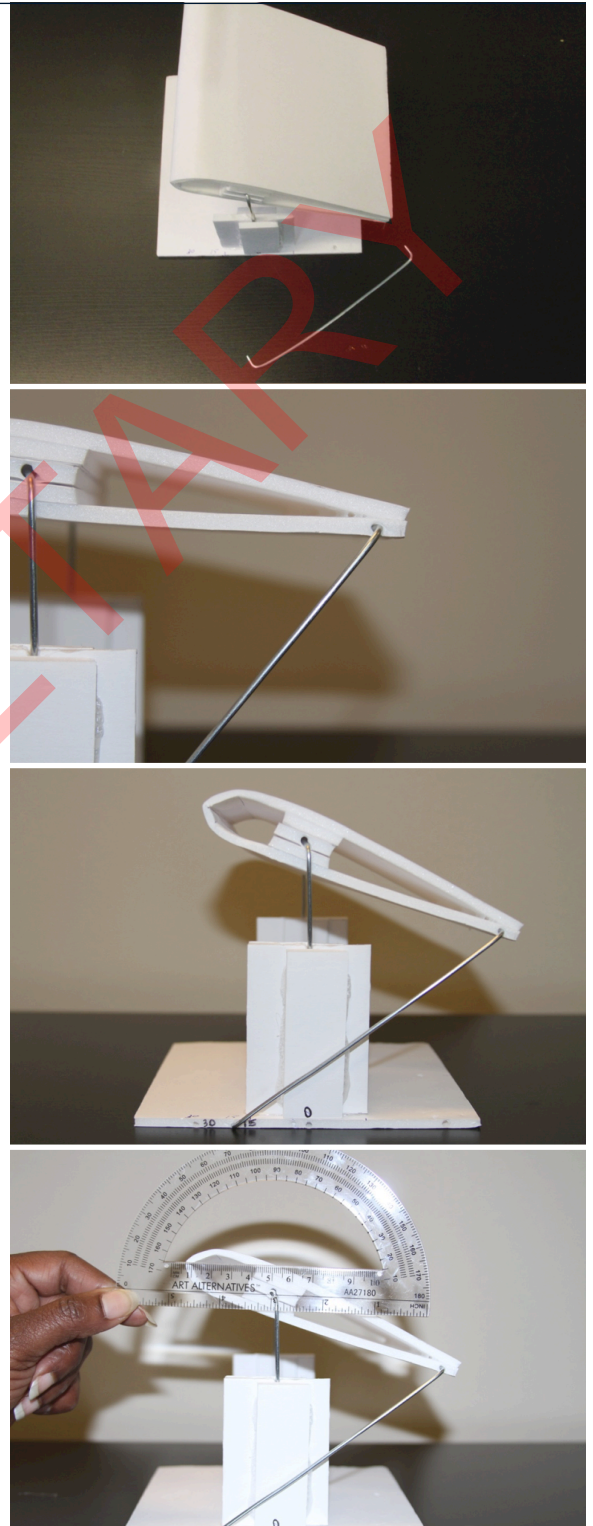


20

SYMMETRICAL AIRFOIL

Bend the third 7-1/2" piece of wire at both ends. Insert one end of the wire into the trailing edge of your airfoil.

Using the protractor, measure 0, 15, and 30 degrees angle of attack. Insert the wire into the base of the airfoil mount that corresponds with the 3 different angles of attack.



PROPRIETARY



21

ASYMMETRICAL AIRFOIL

Using the second 16" x 5-1/4" board, draw one line 6" from one end of the board.

Score that line and peel off the paper on just the smaller end of the airfoil piece as shown. Once again, be sure to not score the line too deeply.



22

ASYMMETRICAL AIRFOIL

Using the metal straight edge, bend JUST THE SMALLER END OF THE airfoil up. Bend it all the way over the straight edge.



23

ASYMMETRICAL AIRFOIL

Continue to work the fold with your hands.





24

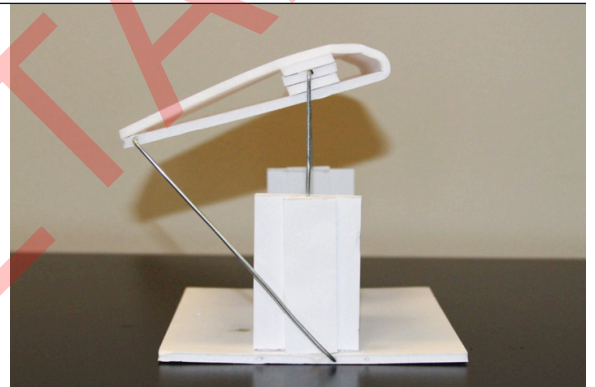
## ASYMMETRICAL AIRFOIL

As in step 14, glue the three 5-1/4" x 1" pieces of foam board to the longer section, 1" from your scored line.

25

## ASYMMETRICAL AIRFOIL

As in step 20, set the airfoil to 0, 15, and 30 degrees angle of attack.





## TEST YOUR AIRFOILS

8. Before you test the airfoils, hypothesize which airfoil will create more lift. How will angle of attack influence the lift created? Explain your reasoning.

To measure the lift of the airfoils, you will note the weight the airfoil assembly exerts on a digital scale before the wind tunnel is on and while the wind tunnel is on.

Take the following steps to measure lift:

1. Place the digital scale inside the wind tunnel.
2. Ensure the digital scale has been “zeroed” out.
3. Place the airfoil mount and the symmetrical airfoil on the scale.
4. Looking through the viewing window, take note of the weight in grams (to the tenth or hundredth) before the wind tunnel is turned on.
5. Turn on the wind tunnel (ensure the fan is at the highest power setting).
6. After a few moments, take note of the new weight in grams (to the tenth or hundredth).
7. Subtract the weight found in step 6 from the weight found in step 4 to determine the amount of lift generated.
8. Repeat these steps for both airfoils and the different angle of attacks.

	ANGLE OF ATTACK	WEIGHT IN GRAMS BEFORE	WEIGHT IN GRAMS DURING THE TEST	LIFT GENERATED (G)
SYMMETRICAL AIRFOIL	0 degrees			
	15 degrees			
	30 degrees			
ASYMMETRICAL AIRFOIL	0 degrees			
	15 degrees			
	30 degrees			



9. Which airfoil produced the most lift? Explain why.

10. Which airfoil produced the most lift for a given angle of attack? Why?

11. Go back to your wind tunnel with your asymmetrical airfoil. Mount the airfoil upside down so that the cambered side of the airfoil is facing the scale. Place the entire airfoil mount on the scale with the leading edge pointed towards the fan. Note the weight again before turning on the fan. What happens to the weight once the wind tunnel is turned on? Why?

12. What would you expect if we did the same exercise with the symmetrical airfoil?

### Share your findings

13. An important aspect of engineering design is presenting your findings. Put together your results to share with the rest of the class. Be prepared to describe what limitations you encountered, errors you made, and ideas you have for improving the design of your airfoils and improving the testing methods.

# **LESSON 2**

## **BUILD AND TEST A WIND TUNNEL**

### **Power Point Presentation**

**GRADE 9:** Launching Into Aviation  
**UNIT 2** Taking Flight—Early Aviation Innovations  
**SECTION D** Powered, Controlled Flight



HIGH SCHOOLS  
POWERED BY AOPA

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UNIT 2 | SECTION D | LESSON 2 | PRESENTATION

# BUILD AND TEST A WIND TUNNEL

# LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Describe the scientific process the Wright Brothers used to solve the power, control, and lift problems they encountered.
- Differentiate between airfoil designs and identify their strengths and weaknesses.
- Analyze data from wind tunnel tests to determine which airfoil designs created the greatest lift.
- Synthesize the results of the wind tunnel test.



146

# WARM-UP

Watch a video of Boeing's 737 MAX winglets in a wind tunnel.



VIDEO

Write 2-3 sentence answers for each of the following questions:

*Why are wind tunnels used to design aircraft?*

*What are wind tunnels used to measure?*

*What other industries besides aviation use wind tunnels to test designs?*



# CHECKING THE DATA

- In their quest to build the flyer, the Wright brothers had been using the aerodynamic data of Otto Lilienthal and other early glider pioneers.
- The brothers realized their gliders were only producing a fraction of the lift predicted by Otto Lilienthal's previous experiments.
- They decided it was time to do their own aerodynamic research.

$$\text{Lift} = C_L \times \frac{1}{2} \rho v^2 S$$

Diagram illustrating the lift equation with labels:

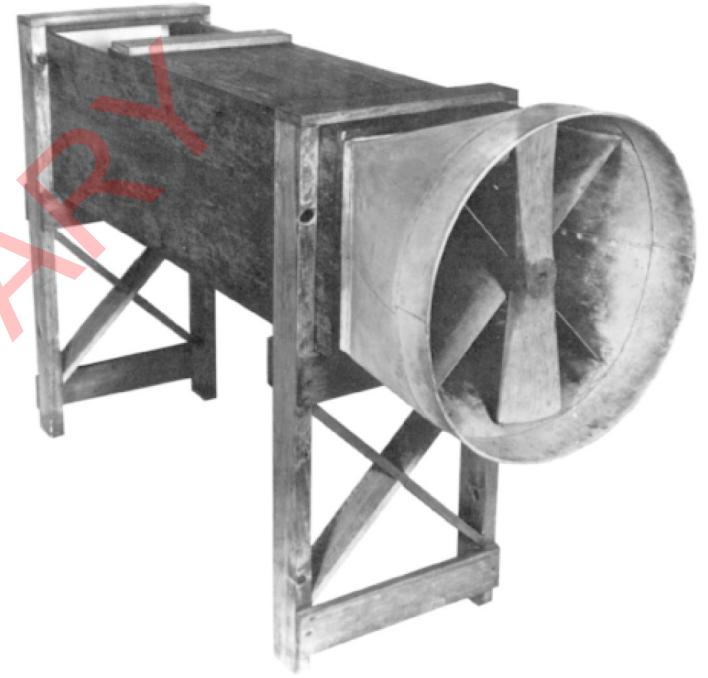
- $C_L$ : Angle of Attack (red line)
- $C_L$ : wing shape (purple line)
- $\rho$ : density (green line)
- $v$ : speed (red line)
- $S$ : wing surface area (blue line)



HIGH SCHOOLS  
POWERED BY AOPA

# FIRST WIND TUNNEL

- In order to improve on their designs, the Wright brothers built a wind tunnel and were the first to use a series of engineering practices to test, analyze, and improve their airfoil designs.
  - manages airflow around stationary object
  - helps control variables that may impact results of testing
- The wind tunnel consisted of a simple wooden box with a square glass window on top for viewing during testing. A fan, belted to a one-horsepower engine, provided airflow of about 30 miles per hour.



# BUILD YOUR OWN WIND TUNNEL!

**You and your classmates are going to build your own wind tunnel.**

**Later in the lesson you will also build your own airfoils to test in the tunnel.**

**Be sure to construct the wind tunnel correctly so that the airfoil testing is possible.**



# WHAT IS AN AIRFOIL?

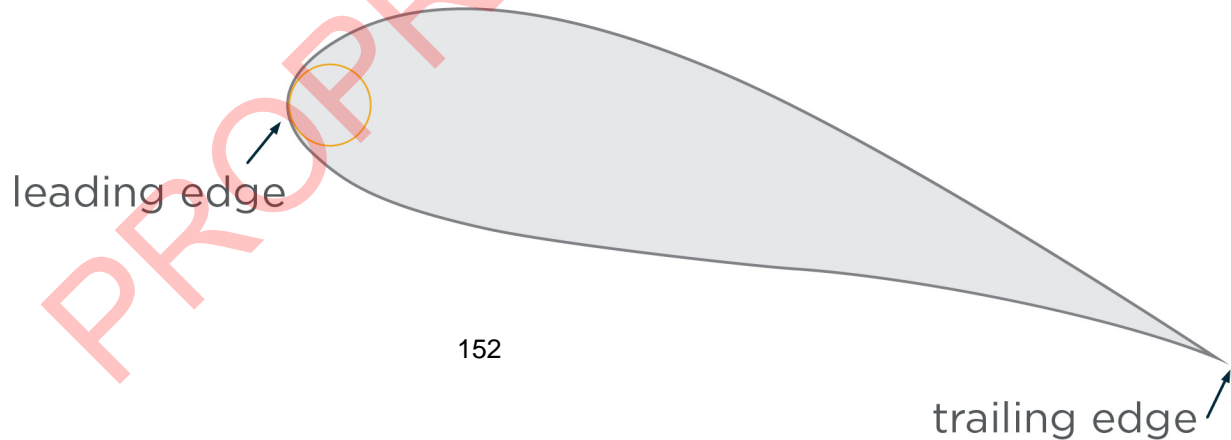
- **A wing shape that when moved through a fluid (air) produces an aerodynamic force**
- **Airfoils are used as the basic form of the wings, fins, and horizontal stabilizers of most aircraft**

PROPRIETARY



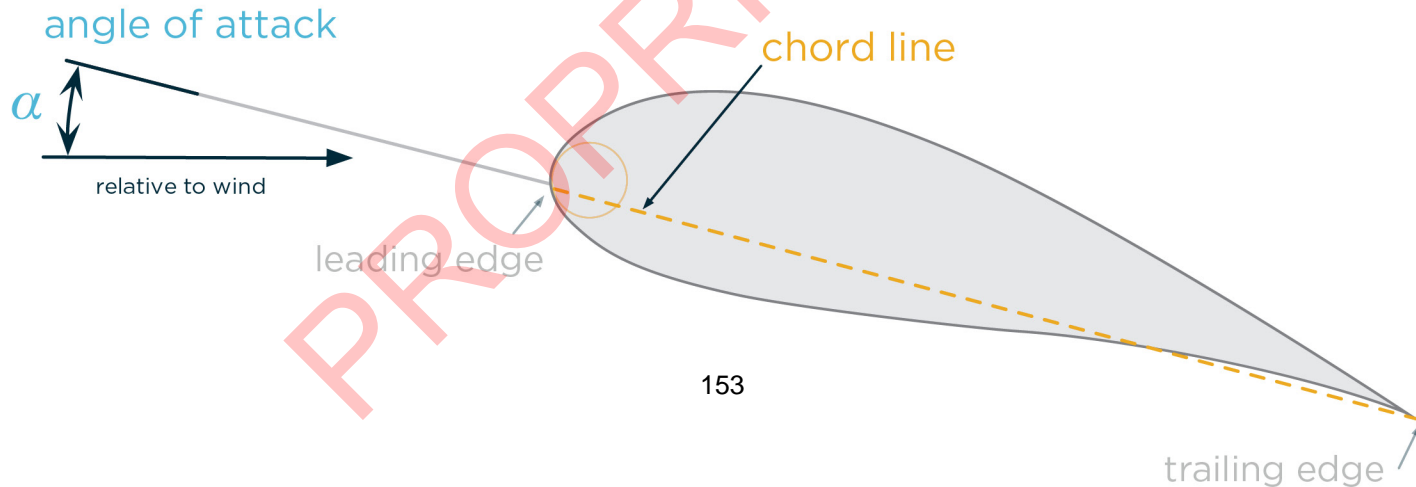
# AIRFOIL TERMINOLOGY

- **Leading Edge** - first place air makes contact with the airfoil
- **Trailing Edge** - last place air makes contact with the airfoil



# AIRFOIL TERMINOLOGY

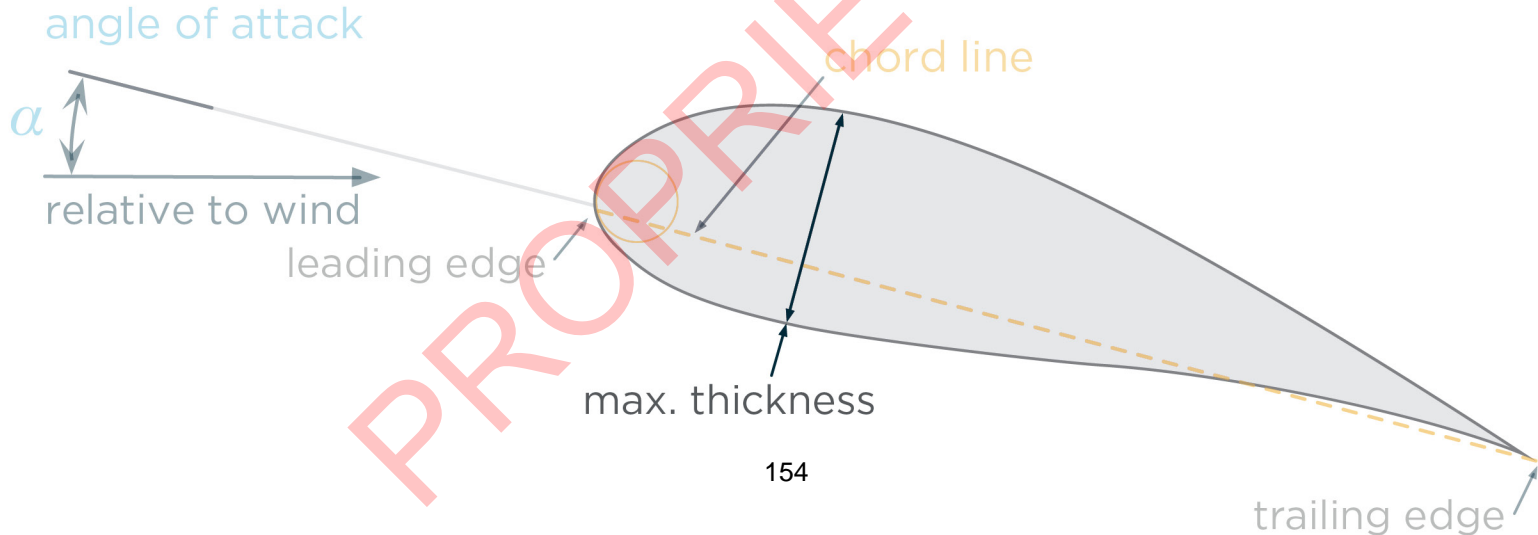
- **Chord** - straight line that connects the leading edge to the trailing edge.
- **Angle of Attack** - angle between the chord line and the relative wind flow. If the leading edge of the airfoil is higher than the trailing edge, then the airfoil has a positive angle attack



153

# AIRFOIL TERMINOLOGY

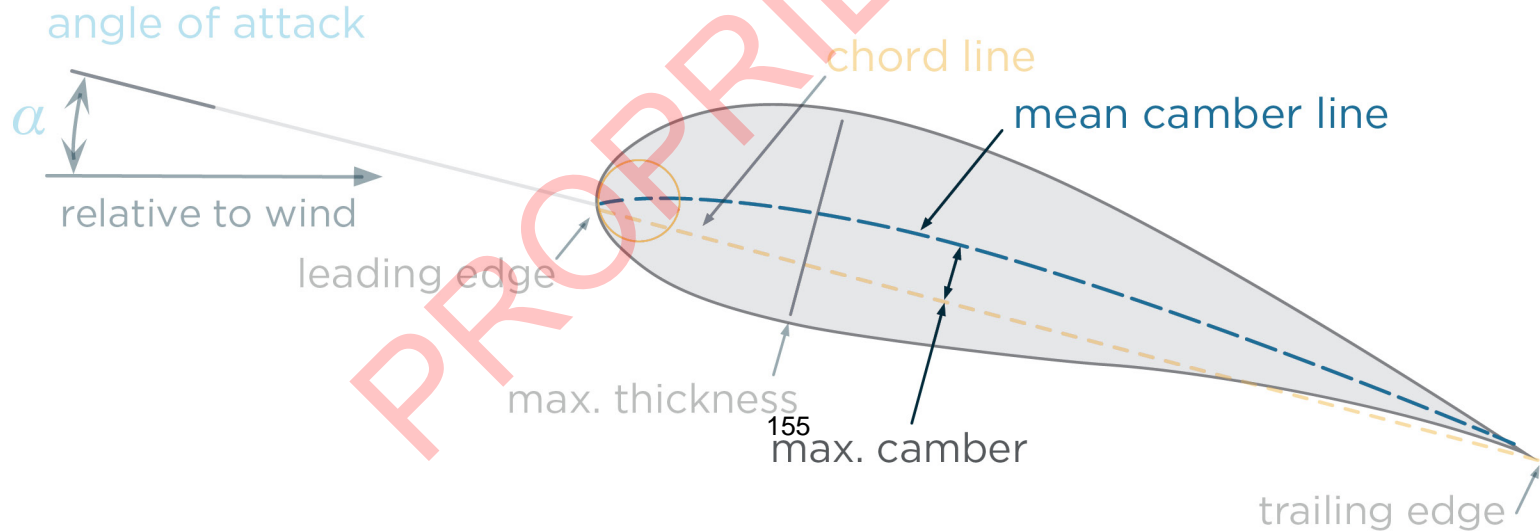
**Thickness** - maximum distance between the upper and lower wing surfaces



154

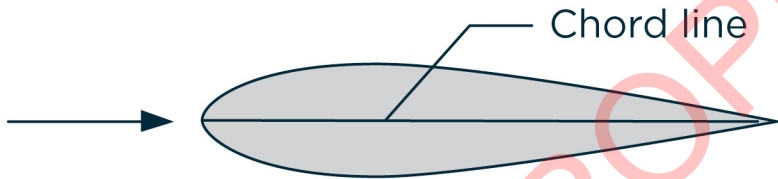
# AIRFOIL CURVATURE

- **Camber** – the curve of the wing
  - The mean camber is a line drawn between the leading and trailing edge so that the distance between the upper and lower surfaces is equal
- **Max Camber** – measured where there is maximum distance between the chord line and the mean camber line



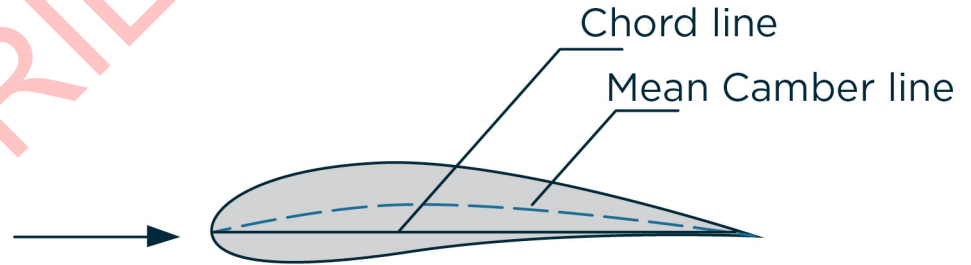
# AIRFOIL SHAPES

**Symmetrical Airfoil** - the upper and lower surfaces of the airfoil are identical. The chord line and the mean camber line directly overlap one another.



Symmetric airfoil  
Camber line = chord line

**Asymmetrical Airfoil** - the upper surface is more curved. The mean camber line is above the chord line.



Asymmetric airfoil  
Camber line above chord line

# CLASS DISCUSSION

**ASYMMETRICAL OR CAMBERED AIRFOILS  
GENERALLY PRODUCE MORE LIFT.  
BUT WHAT KIND OF AIRPLANE WOULD BENEFIT  
FROM A SYMMETRICAL WING?**



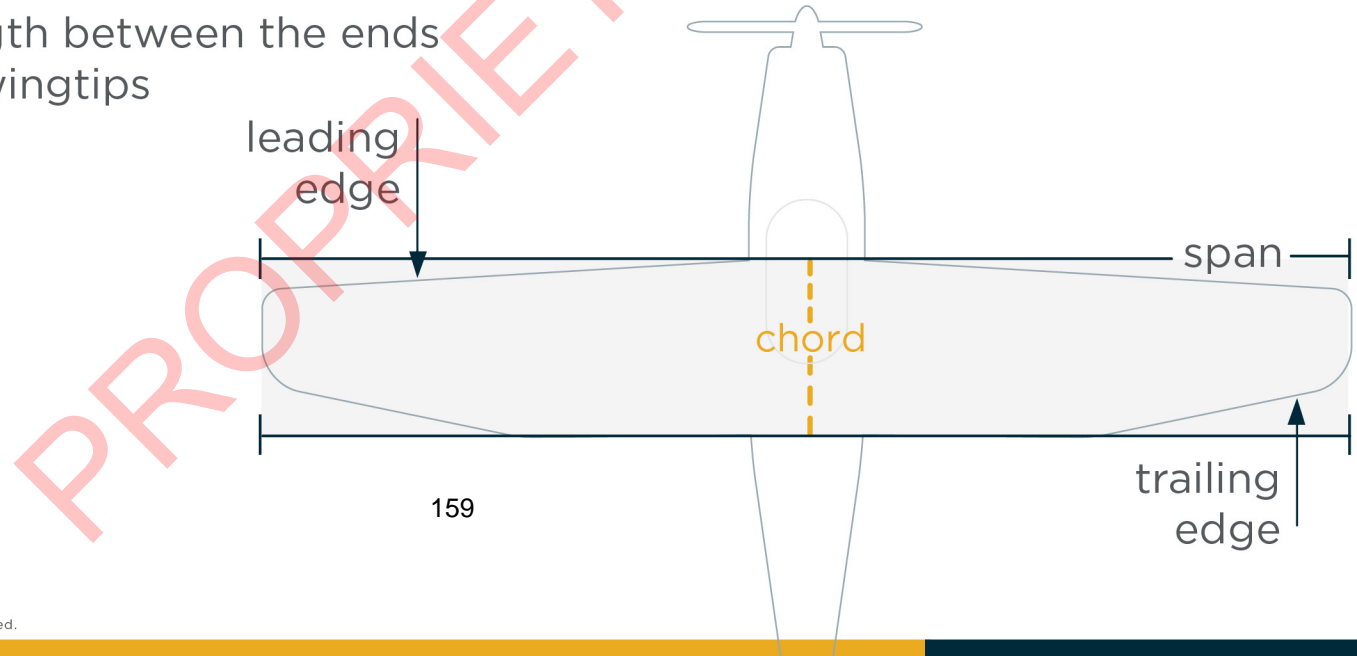


# AIRFOIL TERMINOLOGY

**Planform** - the shape of the airfoil when viewing from above

**Chord** - the length from the trailing edge to the leading edge

**Span** - the length between the ends of the wingtips



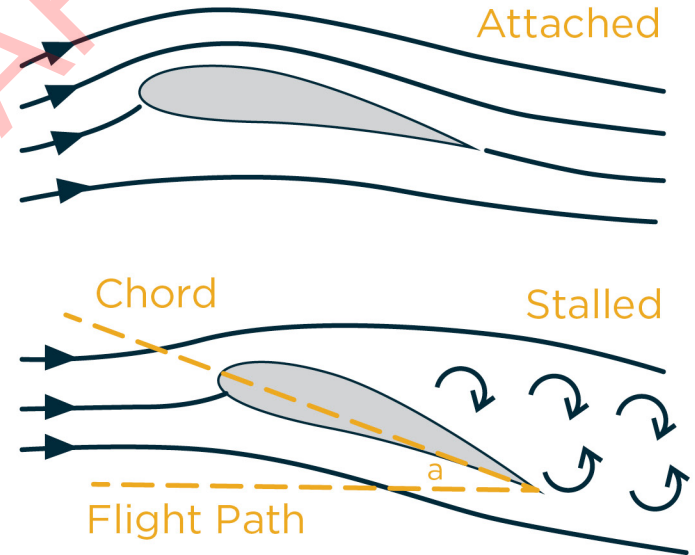
# WHAT THE WRIGHT BROTHERS LEARNED

- **By testing more than 200 airfoils, the brothers learned very important factors that influence lift.**
  - Curved surfaces produce more lift than flat surfaces.
  - Curved surfaces also produce more drag; they learned that a curved surface with a small camber was ideal for maximizing lift.
  - Airfoils with the curve closer to the leading edge produce more lift.
  - Airfoils that are thin and long create more lift.
  - Cambered airfoils will create lift at zero angle of attack.



# HOW DOES ANGLE OF ATTACK AFFECT LIFT?

- **Lift is directly affected by angle of attack.**
  - As the angle of attack increases, so too does the lift produced by the airfoil.
  - This is true until the critical angle of attack is reached.
- **At the critical angle of attack, the boundary layer of air separates from the airfoil and creates drag.**
  - This is called an “aerodynamic stall”.



# BUILD YOUR OWN AIRFOILS

- **Working in small groups, you will build two airfoils of a predetermined span and chord.**
  - One symmetrical airfoil
  - One asymmetrical airfoil
- **Then you will test your airfoils to determine which produces more lift.**
  - If time allows, you can use engineering practices to design and test your own airfoil design.



# FORMATIVE ASSESSMENT

In groups of two to three students, explain which type of aircraft would be better suited for:

- symmetrical airfoil
- asymmetrical airfoil

Submit a short summary for each type of airfoil.

PROPRIETARY



# SUMMATIVE ASSESSMENT

**An important aspect of engineering design is presenting findings.**

**In your small groups, prepare a five minute presentation to include the following regarding your airfoil tests:**

- **Performance of your airfoils**
- **Limitations encountered**
- **Errors made**
- **Ideas for improving the design of your airfoils**
- **Ideas for improving the testing methods**



UNIT 2 | SECTION D | LESSON 2 | PRESENTATION

# BUILD AND TEST A WIND TUNNEL



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:** Blanca I. Cruz, Associate Superintendent  
**Subject:** Interlocal Agreement – El Paso Community College for Early College High School  
**Date:** September 16, 2025

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### HISTORY:

On February 11, 2020, the Texas Education Agency approved the 2020 – 2021 school year as the district’s early college high school planning year. In 2021, the first cohort of students was notified of their acceptance to the Early College High School (ECHS). The opening of the ECHS required that the district maintain an interlocal agreement with El Paso Community College to continue operating the Early College High School within San Elizario High School.

### RATIONALE:

The partnership with El Paso Community College (EPCC) enables our students to earn college credit for several courses by maintaining dual enrollment with both EPCC and San Elizario High School. The interlocal agreement is valid for five years unless terminated by either party.

### BUDGET IMPACT:

There is no budget impact associated with the approval of the interlocal agreement. Other fees, such as textbooks and tuition, apply.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the interlocal agreement as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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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.



**Restated and Amended  
Interlocal Agreement  
between El Paso County Community College District  
and San Elizario Independent School District  
for the Operation of San Elizario Early College High School**



This Restated and Amended Interlocal Agreement (the “Agreement”) is made and entered into between El Paso County Community College District (EPCC) and San Elizario Independent School District (San Elizario ISD) (collectively, the “Parties”) for the purpose of continuing to operate and maintain San Elizario Early College High School (San Elizario ECHS), effective as of **this 16<sup>th</sup> day of September 2025**.

### **1. Recitals**

WHEREAS, EPCC and San Elizario ISD desire to continue an early college high school so that students will have the opportunity to earn a high school diploma and an associate degree upon graduation from the early college high school; and

WHEREAS, EPCC and San Elizario ISD intend to enroll students in grades 9 – 12 in San Elizario ECHS and to provide the financial support necessary; and

WHEREAS, San Elizario ECHS is located at 13981 Socorro Rd., San Elizario, Texas 79849 with no more than two hundred and forty (240) students;

WHEREAS, the goals of the San Elizario ECHS are to reduce dropout rates, attract and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide San Elizario ISD students a seamless transition between high school and college; and

WHEREAS, EPCC and San Elizario ISD are authorized to enter into this Agreement pursuant to Section 791.001, Texas Government Code,

WHEREAS, this Agreement will provide efficiencies and cost savings to EPCC and San Elizario ISD and will benefit the students and taxpayers of EPCC and San Elizario ISD;

NOW, THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties hereby agree to the following:

### **2. Mission Statement**

San Elizario ECHS in San Elizario ISD will provide a select population of, in accordance with the Texas Education Agency’s designation application guidelines, a unique educational opportunity to attend both high school and college in a special campus environment that will challenge them to excel in their academic and personal endeavors, as well as motivate students to be productive problem-solving members of society by having the opportunity to earn a high school diploma and an associate degree, from EPCC upon high school graduation.

### **3. Term**

The term of this Agreement is for five (5) years commencing on September 16, 2025, and concluding on September 16, 2030, unless terminated earlier pursuant to paragraph 19 hereof.

### **4. Definitions**

**A. College Courses for Dual Credit** are those courses for which students receive both high school and College credit and are taught in a variety of delivery modes:

- (i) At San Elizario ECHS by a San Elizario ISD teacher credentialed by EPCC;
- (ii) At the College campus taught by an EPCC faculty member;
- (iii) Through a distance learning course taught by an EPCC faculty member.

**B. College Courses for College Credit** are those courses for which students receive College credit only; these courses do not have a high school equivalent and therefore cannot be offered for high school credit; i.e. dual credit. These courses are taught by an EPCC faculty member at the College campus or through a distance learning class.

**C. Early College High School (ECHS) Sections** refer to College courses for dual credit in a high school that are designated for Early College students only who have satisfactorily met the prerequisite Texas Success Initiative Assessment (TSIA2) scores for that course or other college readiness standards per statute, if appropriate.

## 5. Academic Plan

An academic plan developed by EPCC and San Elizario ISD will enable each student to earn a high school diploma and an associate degree. High School and College credit will be earned through College courses for dual credit. San Elizario ECHS will administer all applicable statewide assessments instruments under Subchapter B, Chapter 39 of Texas Education Code. Both high school and College credit will be transcribed immediately upon a student's completion of the course.

- A. College Curriculum.** EPCC will have full control over faculty assignments, faculty credentials, and faculty evaluations for all dual credit sections as it pertains to College courses. EPCC will have full control over the College curriculum, College syllabi, and College textbook selection. The San Elizario ECHS teachers will comply with any Student Learning Outcomes and Core Curriculum assessments, and interventions as required by the College disciplines. EPCC will not provide classes that only meet high school requirements.
- B. Grading Periods and Policies.** San Elizario ECHS students will adhere to the grading periods and policies of EPCC for dual credit and College credit courses, but will adhere to the grading periods and policies of San Elizario ISD, as well as the district calendar, for high school credit courses.
- C. Courses of Study.** San Elizario ECHS will primarily provide courses of study that meet the requirements of an associate degree and the Distinguished Level of Achievement diploma in the following endorsement categories: STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. Students will also have the opportunity to earn embedded certificates of completion.
- D. Curriculum Alignment.** A curriculum crosswalk, similar to the form set forth below in Appendix A, will be used for the purpose of granting each student the opportunity to earn a high school diploma and an associate degree within four years. The curriculum alignment will be reviewed on an annual basis by the San Elizario ECHS Advisory Committee (composed of EPCC and San Elizario ISD personnel) and updates will be documented in the annual Texas Education Agency ("TEA") Early College High School ("ECHS") program application.

- E. Instructional Materials.** Textbooks for San Elizario ECHS students will be provided by San Elizario ISD. All other instructional materials for College credit courses and research activities will be provided jointly by EPCC and San Elizario ISD at no charge to the students. In all cases, San Elizario ISD will provide those items typically required for purchase by students. College courses for dual credit taught on the high school campus will require dual credit faculty with EPCC approved credentials to teach the College courses and to handle appropriate lab equipment at the high school campus. San Elizario ISD will provide those items typically required for purchase by students. For College courses for dual credit, San Elizario ISD will be responsible for all instructional items. For College credit courses only, EPCC will provide supplies/consumables typically provided as part of the curriculum.
- F. Instructional Calendar.** San Elizario ECHS students will follow the instructional calendar for both EPCC and San Elizario ISD as it relates to enrolled coursework. Students enrolled in high school only courses will attend classes on days outlined in the San Elizario ISD Instructional Calendar. Students enrolled in College courses for dual credit at EPCC or online will attend classes on days outlined in the EPCC Instructional Calendar.
- G. Student Enrollment and Attendance Policies.** San Elizario ECHS students are required to meet the San Elizario ISD attendance requirements for all dual credit and high school courses and the EPCC attendance requirements for all College credit courses taught by an EPCC credentialed faculty.

## 6. General Roles and Responsibilities

**A. EPCC.** EPCC will be responsible for:

- (i) Admitting qualified students into EPCC;
- (ii) Providing the appropriate classrooms, facilities, tools and equipment for College credit courses at the EPCC campus appropriate for each identified Program of Study;
- (iii) Hiring and supervising EPCC faculty and staff;
- (ii) Providing professional development opportunities for San Elizario ECHS credentialed instructors by EPCC;
- (iii) Providing College courses as appropriate and
- (iv) Transcribing College credit immediately upon a student's completion of the course.

**B. San Elizario ISD.** San Elizario ISD will be responsible for:

- (i) Recruiting students;
- (ii) Providing and maintaining the appropriate classrooms, facilities, tools, and equipment;
- (iii) Hiring and supervising San Elizario ECHS faculty and staff;
- (iv) Developing and delivering the high school curriculum; and
- (v) Operating and maintaining the San Elizario ECHS program;

**C. JOINT RESPONSIBILITIES.** EPCC and San Elizario ISD will be responsible for:

- (i) Aligning the high school and College courses;
- (ii) Sharing in the scheduling of College courses for the San Elizario ECHS;
- (iii) Advising students throughout their collegiate academic experience; and
- (iv) Providing joint professional development opportunities; and

- (v) Certifying to the Texas Education Agency and the Texas Higher Education Coordinating Board, no fewer than once per calendar year, the eligibility of all students for which it receives notice of FAST eligibility from such student's school district, of that student's eligibility for the FAST Program.

## 7. Use of Facilities

**A. Buildings and Site.** San Elizario ISD houses San Elizario ECHS at 13981 Socorro Rd., San Elizario, Texas 79849. The space includes core learning classrooms, a library, learning resources, and administrative and student support areas. All core San Elizario ECHS classes will be located in a dedicated and contiguous space. Construction and installation, maintenance, utilities, and operation will be at San Elizario ISD's sole expense.

**B. Safety and Health.** In case of a health emergency at the San Elizario ECHS campus, the San Elizario ISD Emergency Operations Plan will be followed. If the health emergency occurs on the EPCC campus, the ECHS Emergency Plan will be followed. EPCC police will be the first responder but will not be responsible for providing other than life-saving health care for any San Elizario ECHS student. It is the San Elizario ISD's responsibility to ensure that the Early College nursing staff hold the necessary credentials.

## 8. Staffing.

All San Elizario ECHS staff shall be exclusive employees of San Elizario ISD ("San Elizario ISD Staff"). There will be no joint employment relationship between EPCC and San Elizario ISD of any San Elizario ISD staff. San Elizario ISD shall exclusively pay all salaries and provide benefits to all San Elizario ISD Staff. Except as otherwise provided herein, EPCC shall have no responsibility to control, discipline, hire, terminate, compensate, or provide benefits to any of the San Elizario ISD staff.

Credentials of prospective ECHS teachers who will teach College courses for dual credit will be pre-screened by the appropriate EPCC administrator. EPCC discipline faculty will be invited to serve on ECHS teacher hiring committees. For those areas in which dual credit classes will be offered, San Elizario ISD will hire teachers who can meet EPCC credentialing requirements.

San Elizario ECHS will have the following personnel:

A San Elizario ECHS assistant principal, dedicated to San Elizario ECHS within two years of the school's opening in coordination with the college and career readiness specialist (CCR Specialist).

All San Elizario ECHS counselors, will provide college career counseling for all students enrolled, dedicated within six months of the school's opening

The appropriate number of highly qualified teachers based on enrollment and/or curriculum needs

A Nurse, shared with San Elizario High School

A Clerk, shared with San Elizario High School

A PEIMS clerk/register, shared with San Elizario High School

A Security Guard, shared with San Elizario High School

A District Technologist, shared with San Elizario High School

A Librarian, shared with San Elizario High School

Maximum enrollment for San Elizario ECHS is 240 students. The staffing will comply with EPCC's Enrollment Optimum but strive for a limit of twenty-five (25) students per class.

The San Elizario ECHS Counselor will be responsible for overseeing every San Elizario ECHS student's degree plan requirements once the plan has been approved by the EPCC counselor

The appropriate San Elizario ECHS/EPCC Dean and EPCC Administrative Liaison will serve on the hiring committees for the San Elizario ECHS administrative positions.

EPCC discipline faculty will serve on the San Elizario ECHS teacher-hiring committees. For those areas in which onsite dual credit classes will be offered, San Elizario ECHS will hire teachers who can meet EPCC credentialing requirements. College courses for dual credit can only be taught by qualified instructors credentialed by EPCC. All applicants must follow and meet San Elizario ISD hiring procedures and requirements.

## **9. Professional Development of Staff**

San Elizario ISD shall be responsible for professional development of all full-time and part-time staff assigned to San Elizario ECHS, including staff development aimed at working with technology and at-risk students. San Elizario ECHS faculty at San Elizario ISD's cost will participate in the professional development activities of EPCC, and the agency designated by the Texas Education Agency (TEA) to provide Early College High School leadership coaching and technical assistance.

## **10. Student Services**

- A. Student Services Provided by San Elizario ISD.** Except as expressly set forth herein, San Elizario ISD shall provide student services for the San Elizario ECHS students, including, health services, counseling services, tutorial services, transportation, food service, and all high school books and teaching materials, and all College textbooks (see Section 5.E.). By July 1 of each year, San Elizario ISD will submit all graduated seniors' final high school transcripts, with the official graduation date, through the Texas Records Exchange (TREx) system. Paper copies will not be accepted.
- B. Student Services Provided by EPCC.** In addition to on-site resources provided by San Elizario ISD at San Elizario ECHS, students will be issued an EPCC ID by the end of the first semester of their freshman year and will have open access to EPCC's online library databases, materials, and resources. San Elizario ECHS students will have access to on-campus and online EPCC tutoring centers, Academic Computer Services labs, and libraries. EPCC Librarians will provide training to designated San Elizario ECHS Librarians on available EPCC resources. San Elizario ECHS students will have access to all EPCC student services and privileges, including participation in student government and student clubs. Upon mutual agreement, EPCC will conduct enrollment registration for all qualified students who have met all requirements and have requested enrollment in College courses for dual credit and college credit courses.
- C. Codes of Conduct.** San Elizario ECHS students will adhere to all the requirements of the San Elizario ISD Code of Conduct and state law applicable to public school students. Students will have the rights and responsibilities defined in the EPCC Code of Conduct, EPCC Catalog, EPCC Student Handbook, and the EPCC Board Policies and College Procedures. In the event of any inconsistency between the San Elizario ISD Code of Conduct and the EPCC Code of Conduct, the San Elizario ISD Code of Conduct and applicable provisions of Chapter 37 of the Texas Education Code will be followed. Students enrolled in any course for Dual Credit who are placed in an alternative school will be withdrawn from

the course but may be allowed to remain in the Early College program upon returning to the high school campus.

**D. Major Sports and University Interscholastic League (UIL) Activities.** San Elizario ECHS students will be allowed to participate in major sports and UIL sponsored activities.

**E. Transportation.** Transportation is at the sole discretion of San Elizario ISD and not the responsibility of EPCC. San Elizario ISD will ensure bus routes for students attending courses at all EPCC site facilities during the fall, spring and summer terms that occur during regular high school hours. San Elizario ISD will provide round-trip transportation for students from San Elizario ECHS to EPCC campuses for official school activities, such as daily classes in approved schedule.

## 11. Enrollment in College Courses

**A. Placement Exams.** As a prerequisite to enrollment in College courses, each student shall apply for and be admitted to EPCC and shall successfully complete appropriate placement exams, where required. EPCC shall provide materials, support and guidance to assist students in the application process and taking of placement exams. Students with disabilities needing accommodations should contact the EPCC Center for Students with Disabilities (CSD) to arrange a meeting with a CSD Counselor. The placement exam will be administered at the high school that complies with EPCC's CSD-approved accommodations.

**B. Prerequisites.** San Elizario ECHS students must meet the prerequisite for any College course for which they register; no waivers for such prerequisites will be granted. A course designated as dual credit may not be open to students who have not yet met the prerequisite for such course; students who have not met the prerequisite may not be in attendance in the same classroom. San Elizario ECHS students will be enrolled in ECHS sections for core dual credit classes.

**C. Business Holds.** San Elizario ECHS students will be enrolled in EPCC courses upon the timely receipt of all the pre-registration/advising documentation by the EPCC Admissions and Registration DC/ECHS Specialist. If the Early College student has a hold preventing registration such as, but not limited to, "business hold or required documentation," the student will not be enrolled in the class and a notation will be made to the roster and returned back to the designated individual at the Early College. The Early College administration (Principal, Assistant Principal, or Counselor) will be notified and will be responsible for assisting the student in clearing the hold. Once the hold has been removed, the Early College designee must add the student once more to the enrollment roster requesting enrollment once again.

**D. Degree Plans.** San Elizario ECHS students will only take College courses for dual credit or College credit courses that apply toward their EPCC degree plan or the degree plan of the transferring institution they have selected, whether such classes are taught at San Elizario ECHS or at the EPCC campus. San Elizario ECHS students will be advised on the transferability of all College credit offered and earned.

**E. State Assessment Testing.** The San Elizario ECHS Principal will be responsible for informing the designated EPCC Dean of mandatory assessment testing dates. San Elizario ECHS students will be responsible for informing EPCC instructors of dates for all mandatory assessment testing and ensuring that missed work is completed.

- F. High School Graduation.** Upon high school graduation, San Elizario ECHS students who have not yet graduated with an associate degree may continue to pursue their degree plan at EPCC, but they will complete a new Apply TX and assume all financial responsibility.
- G. College Graduation.** After San Elizario ECHS students graduate with their associate degree, they may continue to take College courses at EPCC, but they will complete a new Apply TX and assume all financial costs.
- H. EPCC Dual Credit Policy and Procedures.** In all cases, College courses for dual credit courses will adhere to EPCC’s College Procedure -GH2 “High School Dual Credit Program Requirements.”
- I. Application of Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act of 1973.** To the extent this Agreement and the services provided under the Agreement are subject to the Americans with Disabilities Act Amendments Act and/or Section 504 of the Rehabilitation Act of 1973, EPCC and San Elizario ISD agree to take any steps necessary to comply with the provisions of these laws. Coordination of services under the Agreement, enrollment of students, and providing any necessary accommodations will be managed by the EPCC Center for Students with Disabilities (CSD). Appropriate accommodations will be determined by an EPCC CSD Counselor based upon individual needs and requirements of the required program of study. Accommodations will be provided by San Elizario ISD. Accommodations for special education students enrolled in dual credit courses and College courses must adhere to EPCC's accommodations policy.

## **12. Fees, Tuition, and Instructional Materials for College Courses**

EPCC shall waive tuition and fees for College credit courses for each San Elizario ECHS student enrolled in such courses. The exception is for any Open Educational Resources (OER) fees if the student is enrolled in a section using OER materials rather than a traditional textbook (see also Section 5E, above). In these cases, San Elizario ISD is responsible for the OER fee. San Elizario ISD is also responsible for the First Day Adoption (FDAY) fee for those courses that offer this option and for which students have not opted out. San Elizario ISD will fund placement testing fees. Other fees may apply, as outlined in the most recent Dual Credit Partnership Agreement approved and signed by both EPCC and San Elizario ISD, except to the extent that such agreement provides for or allows fees of any nature to be assessed against students enrolled in a dual credit course (including, without limitation, three-peat fees, fees for enrollment after the Census Date, and other incurred fees).

## **13. Recruitment and Selection of Students**

To secure the broadest applicant pool possible, San Elizario ECHS will recruit 8<sup>th</sup> grade students no later than the end of the spring semester of each year. San Elizario ISD will recruit from middle schools throughout the district. A recruitment team comprised of the San Elizario ECHS assistant principal, Counselor, and on-site San Elizario ECHS staff will lead this effort. The recruiting process will include the following activities:

- A. Maintenance of the San Elizario ECHS website that provides recruitment and admission information with a link to the EPCC homepage; EPCC Library homepage, and the EPCC Dual Credit/ECHS Program homepage;
- B. Distribution of recruitment/admission packets to middle school students in the school district;
- C. Meetings with middle school counselors to introduce and explain the concept of the TEA and Early College High School blueprint.

- D. Student meetings at all middle school campuses to explain the opportunities and commitment required of ECHS students;
- E. Community informational meetings for students/parents interested in the San Elizario ECHS;
- F. Presentation of recruitment and admission information in both English and Spanish; and
- G. Any other activities required by the TEA Blueprint.

Recruitment materials will be reviewed by the Advisory Committee to ensure it meets TEA Blueprint and EPCC co-branding guidelines. EPCC Dual Credit Counseling and Administration will participate in parent and information sessions upon request.

Admission to San Elizario ECHS will be open to a maximum of 60 students each year. This will be known as a cohort. Criteria for admission to the San Elizario ECHS will allow 8<sup>th</sup> grade students to apply for the new cohort and enter San Elizario ECHS as 9<sup>th</sup> graders. The majority of the students accepted to the San Elizario ECHS will be those who are identified as “at risk” according to the TEA guidelines including, low-income students, and Emergent Bilingual.

In special circumstances, additional 9<sup>th</sup> graders will be allowed to apply for any available openings in the cohort, as long as they do not exceed the maximum of 60 students. These students will be integrated into the existing cohort.

#### **14. Collecting and Sharing Data**

EPCC and San Elizario ISD agree to collect data associated with San Elizario ECHS required for reporting purposes and to share the data with the appropriate agencies as needed for internal purposes for use by either entity. EPCC and San Elizario ISD Research departments, will be the primary point of contact for all data collection for their respective institutions. In addition, EPCC and San Elizario ISD agree to share any data required for the successful completion of the San Elizario ECHS students’ graduation plans. When applicable, EPCC’s Institutional Review Board (IRB) will be consulted when requesting and sharing data or conducting research. When selected, San Elizario ECHS will participate in student success, faculty satisfaction surveys, and other local or national surveys administered to EPCC students. EPCC and San Elizario ISD will collect and review the following aggregated/disaggregated data: number of credit hours taken and earned; GPAs; state assessment results; SAT/ACT, PSAT; TSIA2 readiness by grade level; qualifications of ECHS staff; and location(s) where courses are taught. Provisions for implementing program improvements will be based on the collection, review, and sharing of the following data: EPCC data; San Elizario ISD data; high school grade point average, high school percentile, high school ranking; articulation of high school students in four-year colleges/universities and level of entry and enrollment/retention rates; and leaver codes and attrition rates, by grade level; and other data relevant to student academic achievement, success, and well-being.

**FERPA**: For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), EPCC hereby designates San Elizario ISD as a college official with a legitimate educational interest in the educational records of the students who participate in the Early College High School Program to the extent that access to the records are required by San Elizario ISD to carry out the Program; and San Elizario ISD hereby designates EPCC as a school official with a legitimate educational interest in the educational records of the Students who participate in the Early College High School Program to the extent that access to the records are required by EPCC to carry out the Program. Both Parties agree to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

## **15. Records and Criminal History**

Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code. EPCC agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, "Criminal History Record Information Review of Certain Contract Employees," any applicable rule(s) adopted by the Texas Commissioner of Education, San Elizario ISD Board Policies, and other policies and requirements of such statute and rule(s), and will ensure that no covered person with a disqualifying criminal history performs services under this Agreement.

## **16. Advisory Committee**

An Advisory Committee comprised of representatives from EPCC and San Elizario ISD will meet at least quarterly to facilitate communication, evaluate instructional and programmatic activities, identify issues and challenges, make recommendations, and enhance collaboration. The Advisory Committee shall periodically make reports to their respective boards or appropriate administrators. Specifically, the Advisory Committee will meet in order to:

- A. Develop and implement academic and professional policy;
- B. Develop and implement budgets and financial policy;
- C. Supervise annual evaluation of the program and effectiveness of the collaboration;
- D. Ensure adherence to state and federal regulations;
- E. Review, annually, the interlocal and/or articulation agreements and to suggest revisions as necessary.

Members of the Advisory Committee may include: EPCC Dual Credit and Early College High Schools (DC/ECHS) Associate Director (Student Services), EPCC Executive Director of Admissions & Registrar, EPCC Administrative Liaison, EPCC Dean of DC/ECHS, EPCC ECHS Counseling Coordinator, EPCC Counselor, EPCC Faculty Liaison, San Elizario ECHS Principal, San Elizario ECHS Assistant Principal, San Elizario ECHS Counselor, San Elizario ISD Director of Advanced Academics, and others as invited to participate.

## **17. Early College High School Leadership Council**

Representatives from the Advisory Committee in addition to EPCC and San Elizario ISD senior administrators will be members of the Early College High School Leadership Council ("ECHSLC"). The purpose of the ECHSLC is to provide a forum for the discussion of topics and issues of common interest and concern across all El Paso area Early College High Schools. Additionally, when appropriate, the Council will facilitate the coordination of activities and events (such as joint professional development) across the schools. Other members of the Council may include the, District Office Liaisons, UTEP Representative, EPCC President, EPCC Vice President of Instruction and Workforce Education, and EPCC Vice President of Student and Enrollment Services. It is firmly believed that this new management and organizational tool enhances the operation of the high schools and ensures consistency in operation, while still allowing for the individuality of each Early College High School. This group will meet biannually.

## **18. Marketing and Co-branding**

San Elizario ECHS is a strong and beneficial partnership between EPCC and San Elizario and will be co-branded accordingly. EPCC and San Elizario ECHS logos will appear jointly and prominently on all media/marketing materials, school marquees, verbal and non-verbal messaging and anywhere else the

program is visible, including the school's website. The logos must be the same size and in high-profile locations. San Elizario ISD and San Elizario ECHS will state, "San Elizario ECHS is a partnership between EPCC and San Elizario ISD," when speaking, presenting, or discussing the initiative as well as in all written materials, including but not limited to: news releases, website content, promotional materials, social media, or other content. Signage, banners, and other displays should prominently demonstrate the partnership and should include EPCC and its logo. Except for written materials on jointly pre-approved ECHS letterhead, masthead, or digital material posted in a jointly pre-approved format, these materials will need to be reviewed and approved by EPCC's Marketing/Community Relations Department and the Dean of DC/ECHS. Each party reserves the right to approve major signage, banners and other displays that will be displayed outside the EPCC campus to the general public. EPCC supplied logos, banners, or other identifying material should be displayed in each classroom used to teach San Elizario ECHS students. San Elizario ISD is responsible for ensuring that departments producing materials, as well as appropriate administrators, faculty and staff, are aware of the marketing and co-branding requirements. Media/marketing materials that do not reflect appropriate co-branding may have to be taken down and redone to properly reflect required marketing and co-branding.

## **19. Renewal or Termination**

Upon completion of the term of this Agreement, it shall be automatically renewed for successive terms of one (1) year each unless EPCC or San Elizario ISD shall give notice of nonrenewal at least ninety (90) days prior to the end of the term or ninety (90) days prior to the end of any renewal term. Notwithstanding the foregoing, either EPCC or San Elizario ISD shall have the right to terminate this Agreement with or without cause at any time during the term upon written notice to the other party. In the event of termination during the term of this Agreement, the effective date of termination shall be as of June 30, following the notice. It is the intent of the Parties that no termination shall be made or take effect at any time while the academic school year is in progress to avoid disrupting the academic progress for the students of San Elizario ECHS, unless the Parties mutually agree in writing. In the event of termination, San Elizario ECHS will continue operation through the 11<sup>th</sup> grade cohort's scheduled graduation from San Elizario ECHS. Services to enrolled 9<sup>th</sup> and 10<sup>th</sup> grade students may be continued through graduation of those cohorts by agreement. While in the process of discontinuing operation, San Elizario ECHS may not enroll any additional students in grades that have been phased out; but will continue to meet all the required design elements and provide full support for all students enrolled in the school.

## **20. Liability of EPCC and San Elizario ISD**

This Agreement is not intended to alter or reallocate any defense or immunity presently authorized by law, or to create or transfer any liability arising under the law. EPCC and San Elizario ISD shall each bear any liability or risk of loss for claims arising from the acts or omissions of their respective employees and agents. Each Party agrees that it shall be responsible for its own officers, agents and employees who are performing duties under this Agreement, and neither shall be liable or responsible for the acts or omissions of the other's officers, agents, or employees. San Elizario ISD shall bear sole responsibility and liability for any claims by its students arising from acts, omissions, and negligence attributed to San Elizario ISD. EPCC and San Elizario ISD expressly maintain all rights of governmental immunity or sovereign immunity from litigation or liability, to the extent provided by applicable law.

## **21. Miscellaneous**

- A. **Integrated Agreement.** This Agreement constitutes the entire agreement of the Parties respecting the subject matter described herein and supersedes all prior agreements or understandings, whether written or oral.

B. **Notices.** Any notice authorized or required to be given under this Agreement shall be delivered or sent to the Parties at the following addresses:

El Paso Community College  
P.O. Box 20500  
El Paso, TX 79998  
Attn: President

San Elizario Independent School District  
1050 Chicken Ranch Rd.  
San Elizario, Texas 79849  
Attn: Superintendent

All notices required to be given hereunder shall be in writing, and shall be served in person upon the party to be notified or upon its agent, or shall be mailed by certified or registered mail or deposited with a nationally recognized overnight carrier, postage prepaid, to the address shown on above. Any notice mailed in the manner set forth in this Section shall be deemed received by the party to whom it is addressed when deposited in such manner with the United States Postal Service or said overnight carrier.

C. **Compliance with Laws and Regulations.** The Parties shall comply with all applicable local, state, and federal laws, ordinances, regulations, and orders.

D. **Governing Law.** This Agreement is to be performed in El Paso County, Texas, and is governed by the Constitution and the laws of the State of Texas. The venue of any suit arising from this Agreement shall be in El Paso County, Texas. The Parties hereby irrevocably submit generally and unconditionally for themselves and in respect of their property to the jurisdiction of any state court, or any United States federal court, sitting in the City El Paso, El Paso County, Texas, over any suit, action or proceeding arising out of or relating to this Agreement.

E. **Assignment Prohibited.** This Agreement, its rights, duties and responsibilities, may not be assigned without the prior written agreement of the Parties.

F. **Alternate Dispute Resolution.** The dispute resolution process provided for in Chapter 2260 of the Texas Government Code and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260 will be used by the Parties to attempt to resolve any claim for breach of contract made by either party that cannot be resolved in the ordinary course of business.

G. **Counterparts.** This Agreement is being executed in multiple counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same instrument.

H. **Payments.** Any party paying for the performance of governmental functions or services rendered by the other party must make these payments from current revenues available to the paying party.

Signed and approved effective as of the date shown above.

EPCC:  
EL PASO COUNTY COMMUNITY COLLEGE  
DISTRICT  
By: \_\_\_\_\_  
William Serrata, Ph.D., President

Approved as to form:

\_\_\_\_\_  
General Counsel, EPCC

San Elizario ISD:  
San Elizario INDEPENDENT SCHOOL DISTRICT

By: \_\_\_\_\_  
Dr. Jeannie Meza-Chavez, Superintendent

Approved as to form:

\_\_\_\_\_  
General Counsel, San Elizario ISD

**APPENDIX A**



**San Elizario Independent School District - El Paso Community College San  
Elizario Early College High School Crosswalk for Associate Degree -  
Multidisciplinary**

<b>PEIMS #</b>	<b>Freshmen Year</b>	<b>Credit</b>	<b>EPCC Course</b>	<b>Credit</b>
3220100	English I Pre Ap	1		
3100500	Math Pre AP	1		
3010200	Biology Pre AP	1		
3320100	World Geo Pre AP or Human Geo	1		
A3440100	Foreign Language	1		
13011410	BIM 1	1		
N1290050	College Transition	0.5	EDUC 1300 Learning Frameworks	3
3241400	Professional Communication	0.5	SPCH 1321 Business & Professional Communication	3
PES00000	Physical Education/Sport	1		
	<b>Total 9th Grade Credits</b>	<b>8</b>		<b>6</b>
<b>PEIMS #</b>	<b>Sophomore Year</b>	<b>Credit</b>	<b>EPCC Course</b>	<b>Credit</b>
3220200	English II Pre AP	1		
3100600	Math Pre AP	1		
3040000	Chemistry Pre AP	1		
3340400	World History AP	1		
A3440200	Foreign Language II	1		
3310300	Economics ADV/DC	0.5	Social & Behavioral Sciences	3
3155600	Music Appreciation	0.5	Creative Arts	3
3330100	US Government	0.5	GOVT 2305 Federal Government	3
3380001	Special Topics	0.5	GOVT 2306 Texas Government	3
PES00001	Sport/CTE	1		
	<b>Total 10th Grade Credits</b>	<b>8</b>		<b>12</b>
<b>PEIMS #</b>	<b>Junior Year</b>	<b>Credit</b>	<b>EPCC Course</b>	<b>Credit</b>
3220300	English III DC	1	ENGL 1301/1302 Composition I/Composition II	6
3101100	Math DC	1	Math	3
3050000	Physics	1		
3340100	US History DC	1	HIST 1301/1302 US History I/US History II	6
	College Field of Study	1 to 2	Various Fields of Study	3
	College Field of Study	1 to 2	Various Fields of Study	3
PES00002	Sport/CTE	2		
	<b>Total 11th Grade Credits</b>	<b>8-12</b>		<b>21</b>
<b>PEIMS #</b>	<b>Senior Year</b>	<b>Credit</b>	<b>EPCC Course</b>	<b>Credit</b>
3220400	English IV DC/English IV	1	Language, Philosophy, & Culture	3
3101100	Pre-Calculus/Math DC	1		
	4th Year Science DC	1	Life & Physical Science I & II	6
	Local Science		Life & Physical Science Lab I & II	2
	College Field of Study	1-2	Various Fields of Study	6
	College Field of Study	1-2	Various Fields of Study	6
PES00003	Sport/CTE			
	<b>Total 12th Grade Credits</b>	<b>8-10</b>		<b>23</b>
	<b>Total High School Credits</b>	<b>30-32</b>	<b>Total EPCC Credits</b>	<b>62</b>



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:** Blanca I. Cruz, Associate Superintendent  
**Subject:** TNTP - MOU  
**Date:** September 16, 2025

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### HISTORY:

The New Teacher Project (TNTP) is a not-for-profit organization that has secured a grant to provide free Math Support for our district with a focus on the Middle School. Recently, this organization supported San Elizario High School through a partnership with GEAR UP with great success. Their support will complement the current instructional efforts in our district.

**RATIONALE:** As per the agreement, the proposed project will be enacted in five phases. Each phase will span approximately five to six weeks, depending on the district academic calendar. In the first phase, TNTP will collaborate with campus and district instructional leaders to establish a vision of excellent instruction grounded in research-based, content-specific practices. TNTP will conduct a needs assessment to determine strengths and opportunities in current Tier 1 instructional practices. The support period will be September 16, 2025, to August 1, 2026.

### BUDGET IMPACT:

There is no cost to the district.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the MOU with TNTP as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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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.

A Proud Community of Champions – Soaring to Excellence!

**THIS SERVICES AGREEMENT** (this "**Agreement**") is made by and between TNTP, Inc., a not-for-profit corporation organized under the laws of the State of Delaware, with its principal office at 500 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor, New York, New York 10018 ("**TNTP**"), and San Elizario Independent School District, with its principal office at 1050 Chicken Ranch Rd., San Elizario, TX 79849 (the "**Client**"). This Agreement shall be effective as of the later of the dates beneath the parties' signatures below (the "**Effective Date**").

**STATEMENT OF PURPOSE:** The Client wants to engage TNTP to provide school support as detailed in this Agreement.

### **Section 1. Term and Services.**

For the period commencing on the Effective Date until **August 1, 2026** (the "**Term**"), TNTP agrees to provide services for the Client as specified in Schedule A ("**TNTP's Services**"), attached to and incorporated by reference in this Agreement. TNTP's Client proposal will be considered accepted upon execution or upon commencement of the services at Client's direction following Client's instructions to commence services under the Proposal.

### **Section 2. Client Responsibilities.**

Cooperate with TNTP, to facilitate the performance of TNTP's Services, and provide TNTP with access (which may be in-person or via virtual means such as teleconference and videoconference, as agreed upon by the parties) to Client personnel, classrooms, meeting spaces, and buildings as needed for TNTP's Services. The Services may require student and/or teacher surveys, focus groups, student work samples and video recordings of classroom activities, students or groups.

TNTP and Client may mutually agree to permit in-person, essential work-site visits under certain circumstances. In deciding to permit in-person, essential work-site visits, TNTP and Client will take into account CDC guidance, state and local regulations and guidance, the school and district's health and safety plan related to pandemics or infectious disease, and the internal policies of both Client and TNTP. If the parties agree to work-site visits, school staff will be instructed to follow all school district and TNTP health and safety procedures. Client releases TNTP from any liability related to pandemic or infectious disease-related transmission from in-person work-site visits. TNTP reserves the right to discontinue work-site visits at any time if TNTP determines that cessation of work-site visits is necessary to protect the health and safety of its personnel.

If required by the scope of services, provide to TNTP, at no cost to TNTP, and within thirty (30) days of a written request all requested student data ("**Student Data**"), teacher and staff related data ("**Staff Data**"), and demographic and school/district information ("**School Data**"). Student Data, Staff Data, and School Data is collectively referred to herein as "**Data**," as provided in Section 9 of this agreement. The Client's failure to provide TNTP with Data, or access to collect the Data, may cause a material delay in the delivery of services for which TNTP will not be held responsible.

### **Section 3. Acknowledgements.**

- a. For the purposes of this agreement and pursuant to FERPA, CFR 99.31, a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) Is subject to CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records. The Client designates TNTP to act in a School Official role for the purposes outlined in the Scope of Work.
- b. TNTP's relationship to the Client is that of an independent contractor. The Client and TNTP intend that an independent contractor relationship be created by this Agreement, and not an employer/employee relationship, partnership, joint venture or other business group or concerted action. TNTP may upon written notice to you, subcontract any portion of TNTP's Services in its sole discretion. The Client, and not TNTP, is responsible for all employment-related obligations, liabilities, and decisions that may relate to the implementation of TNTP's services.

- c. TNTP may share aggregate data collected and/or compiled under this agreement with All Points North Foundation (the "Funder"), as well as other districts and entities participating and/or associated with the program.
- d. TNTP will use its reasonable efforts to achieve the deadlines for services, if any, set forth in any timetable and/or dates for delivery contained in the Scope of Services.
- e. TNTP may use video for any of TNTP's Services in its sole discretion and for its legitimate business purposes in perpetuity so long as it is made pursuant to all federal, state and local laws, rules and policies relating to confidentiality and protected information.

**Section 4. Representations and Warranties.** Each party agrees that it:

- a. Has the full right, power, legal capacity and authority to enter into this Agreement and to carry out its obligations hereunder.
- b. Maintains adequate and appropriate insurance, including comprehensive general liability, professional liability and workers' compensation insurance, to cover activities under this Agreement.
- c. Will comply in all material respects with all applicable federal, state, and local laws, ordinances, codes, and regulations in performing its services hereunder.
- d. Is not subject to and will not enter into any agreement or arrangements which preclude compliance with the provisions of this Agreement.

**Section 5. Payment and Invoicing.**

The total cost of TNTP's Services provided hereunder shall be entirely funded by All Points North Foundation (the "Funder"), according to and governed by a separate agreement between TNTP and the Funder. Accordingly, no compensation is due from the Client to TNTP. Should funding for the project be terminated, reduced, or otherwise delinquent at any time and for any reason, TNTP may elect to immediately terminate this Agreement, or, if TNTP does not elect to terminate this Agreement, the parties may renegotiate TNTP's Services and amend this Agreement accordingly.

**Section 6. Termination.**

If at any time either of the parties believes that the other party has materially breached its obligations hereunder, written notice shall be given setting forth the asserted breach and providing an opportunity to cure the same within thirty (30) days after such written notice. If the asserted breach shall not have been cured to the reasonable satisfaction of the party providing the written notice, but reasonable attempts to cure are claimed in writing by the party to whom the written notice of asserted breach was given, said party will have an additional opportunity to cure for a period of thirty (30) days following the expiration of the initial thirty (30) day cure period. If the asserted breach shall not have been cured to the satisfaction of the party providing written notice of asserted breach, that party may elect to terminate this Agreement upon written notice to the breaching party. If this Agreement is terminated, the rights and obligations of each party hereunder will terminate, provided, however, that such termination will not terminate the rights and obligations of the parties that expressly survive the termination of this Agreement, including, without limitation, the obligation of the Client to pay TNTP for expenses incurred and for all services provided pursuant to this Agreement prior to the effective date of such termination.

**Section 7. Indemnification, Limitation of Liability and Subpoenas.**

The Parties agree to defend and indemnify the other Party, their subsidiaries and affiliates, and hold them harmless from any and all claims, losses, damages, penalties, costs, and expenses including without limitation, settlement costs and any legal, accounting

and other expenses for investigation or defending any actions or threatened actions (collectively, "Losses") to the extent such Losses were caused by (a) the intentional misconduct of a Party, its personnel, or any of their employees or agents, or (b) any untruth, inaccuracy, fraud or material omission in any representation or warranty made by a Party. Additionally, the Client agrees to indemnify TNTP for any employment decisions made by a client related to the services provided by TNTP. Except for a party's indemnification obligations under this Agreement: (i) in no event shall either party be liable for any indirect, consequential, special, incidental or punitive damages arising from or relating to performance under this Agreement, and (ii) in no event shall either party's liability for any and all claims arising out of or relating to its performance under this Agreement exceed the amounts paid by or payable by the Client hereunder, or as allowed by law. Nothing herein is intended to limit or restrict the indemnification rights or obligations outlined in Section 7.

In no event will TNTP be liable for any loss profits, loss of use, loss of contracts or for any indirect or consequential loss or damage. TNTP will not be liable to the Client for any liability arising in connection with TNTP's services, except to the extent such liability results from TNTP's fraud or intentional misconduct.

If TNTP is requested by Client or required by subpoena or similar legal process to produce TNTP's materials or personnel with respect to an engagement for Client, provided that TNTP is not a party to the proceeding, the Client will reimburse TNTP for our professional time and reasonable out of pocket expense, including the reasonable fees and out of pocket expenses of our outside counsel which we incur in responding to such a request.

## **Section 8. Intellectual Property Rights.**

**Ownership by TNTP.** Title to and ownership of all work product, data, reports, and materials created by or on behalf of TNTP prior to the Effective Date of this Agreement or in the course of implementing and executing the Services, whether partial or complete, and any work product derived therefrom (collectively referred to as the "**Work**"), shall be and remain solely in TNTP except for the Client Data. The Client agrees that all Work created by will not be transferred, shared, licensed or sold by the Client to any other entity under any circumstances without the prior written consent of TNTP. TNTP shall be considered the author of the Work for purposes of copyright and only TNTP shall have the right to copyright the same. Additionally, TNTP retains all rights, title and interest in and to all processes, methods, systems, layouts, and information including TNTP's Video Library, Learning Portal, Insight, Academic Scorecard and online platforms (collectively the "**TNTP Tools**") used in creating the Work. Nothing in this Agreement shall be deemed to grant to the Client any ownership rights in the Work or the TNTP Tools, and except as expressly granted to the Client hereunder, the Client shall have no right or license with respect thereto.

**Ownership by the Client.** As between the Client and TNTP, the Client owns all Client Data provided to TNTP by or on behalf of Client in connection with this Agreement. The Client agrees that TNTP may use de-identified Client Data to perform its obligations hereunder and may use de-identified Client Data for its legitimate business purposes, including, without limitation, for purposes of publication, research, evaluation and presentation by TNTP.

**Client Partners.** The Client grants TNTP permission to share the Client Data with third party researchers, evaluators, partners and funders designated by the Client upon receiving written permission (including permission through electronic mail) from the Client.

**Promotional Materials.** The Client and TNTP agree that either party may use descriptions of the Services in future promotional materials and client lists, and that TNTP may explicitly identify the Client as a client of TNTP and the Services.

**License to the Client.** TNTP grants the Client the following limited, revocable non-exclusive, non-transferable, non-sublicensable license to use the deliverables for the Client's own internal business operations, trainings and analysis only and agree not to disclose the deliverables to any third party except as otherwise permitted under this Agreement. The Client agrees that transfer of ownership in the Deliverables will occur only after the Client's payment in full to TNTP for all services associated with the Deliverables. TNTP does not convey to Client any ownership or license rights in any TNTP IP used in performance of the Services, or in the frameworks, processes, methodologies, analytical tools and industry data and insights that may be used or developed by TNTP in the performance of the Services. The Client agrees to keep the TNTP IP confidential and nothing in this agreement shall grant any ownership rights in the TNTP IP to the Client.

License to TNTP. The Client grants TNTP a worldwide, perpetual, irrevocable, royalty-free license, with the right to grant sublicenses, to use, modify, reproduce, display, transmit, distribute, publicly perform, and create derivative works of the Client Data in de-identified and/or aggregated form. The Client agrees that TNTP may use any de-identified data and metrics regarding the Client's business which are provided to TNTP by the Client or which are otherwise collected by TNTP during the course of the engagement.

TNTP may identify the Client as the source from which the data originated if it complies with the other terms in this Agreement. The Client and TNTP agree that either party may use descriptions of TNTP's Services in future promotional materials, media and client lists, and that TNTP may explicitly identify the Client as a client of TNTP.

Survival. The terms of this Intellectual Property Rights Section shall survive the termination of this Agreement.

## **Section 9. Data**

The Parties agree that confidential or proprietary Data may be shared between the Parties and may only be used by the other Party for the purposes identified in Appendix A. The Client agrees to provide the requested data in a timely manner to ensure that project timelines are followed. The Parties agree to comply with all relevant federal, state, and local laws and regulations governing the privacy and security of personally identifiable information (including transmission of data), to the extent applicable.

The Parties agree that any disclosure of Confidential Information shall be made available only to its employees, officers, directors, financial and legal advisors, agents or representatives (Representatives) who need to know in order to further the purpose of the services addressed in this agreement and as required by law. The Parties further agree to inform its Representatives of the confidential nature of the Confidential Information and direct them to treat the Confidential Information in accordance with the terms of this Agreement. The Parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services. The Parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services.

Client recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"), TNTP is considered a School Official with a legitimate educational interest, providing services that would otherwise be performed by the Client, and under the control and direction of the Client with respect to the education records. The Client shall define the criteria for determining who constitutes a "school official" and what constitutes a "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Services hereunder, and reasonably inform students or their parents of the same in accordance with 34 C.F.R. § 99.31. TNTP shall comply with all applicable provisions of the United States Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 CFR Part 99 (FERPA) in receiving and handling personally identifiable information from education records as a "school official" under FERPA.

Notwithstanding the above, Client shall not provide or make available to TNTP any student's personally identifiable information from education records (for purposes of FERPA) unless: (i) Client has obtained, with respect to each student's PII provided to TNTP, appropriate written consent to disclose such PII to TNTP, and authorization for TNTP to use such PII in connection with performing Services, and (ii) Client has provided written notice to TNTP identifying particular Data as PII. All personally identifiable information will be destroyed within 60 days of the termination of this agreement.

Separate from the parties' obligations with respect to student data, the Client agrees not to send TNTP any data that can identify an individual ("Personal Data") unless otherwise mutually agree that it is a requirement in order to effectuate TNTP's services under the Agreement. In such circumstances, the parties shall comply with the obligations imposed on us by applicable data privacy legislation and these paragraphs. In providing TNTP with Personal Data the Client will be acting as the data controller and

will confirm that Client has complied with relevant laws and obtained all necessary consents for lawful processing, including in connection with any transfers of Client's Personal Data.

**Section 10. Miscellaneous.**

- TNTP's services are limited to those specifically described in the Agreement and applicable Scope of Services and do not under any circumstances constitute accounting, audit, or tax related assistance or advice, investment advice, legal advice or services (including as to the manner, if any, in which you the Client may lawfully implement any advice provided by TNTP), expert witness services.
- In any event any provision of this Agreement is held by a court to be unenforceable as written, that provision will be reformed so as to give effect to the intentions of the parties, and the other provisions of the Agreement.
- Neither the Client nor TNTP may assign their rights under this Agreement without the prior written consent of the other.
- TNTP will not be liable to the Client or to any third party, nor be deemed to have breached this Agreement, for any failure or delay in performing any of its obligations under this Agreement when such failure or delay is caused by or results from an event beyond TNTP's reasonable control, including without limitation (1) acts of God, (2) natural disasters, (3) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, (4) governmental orders or restrictions, (5) international, national or regional emergency, (6) flood, fire, or explosion, (7) strikes, labor shortages, stoppages or slowdowns, (8) epidemics, pandemics, diseases, quarantines, or other extraordinary event which is determined to constitute a public health risk ("Force Majeure Event"). TNTP will use commercially reasonable efforts to give notice of the Force Majeure Event to the Client stating the period of time the occurrence is expected to continue, provided that (a) TNTP is able, given the nature and scope of the Force Majeure Event, to reasonably state such time period, and (b) any delay by TNTP to provide such notice or to state the time period when performance will be resumed will not negate the enforceability of this Section. Upon cessation of such Force Majeure Event, as reasonably determined by TNTP, TNTP will thereupon use commercially reasonable efforts to resume efforts to promptly perform or complete the performance of TNTP's Services hereunder as soon as reasonably practicable after the cessation or resolution of the Force Majeure Event. If TNTP's failure or delay to resume efforts to promptly perform or complete the performance remains uncured for a period of 60 days following notice given by it to Client under this Section, either party may thereafter suspend or terminate its performance under the applicable Scope of Work upon 30 days' written notice.
- All notices required by this Agreement will be in writing and either personally delivered or mailed, to such party at its address specified on the first page of this Agreement or to such other address as such party may designate by notice given in accordance herewith. If to TNTP, the notice will be to George Battle, General Counsel.
- This Agreement will be governed by New York law without reference to conflicts of laws principles. The Parties agree and consent to the jurisdiction of and venue in the state or federal courts in the city of Manhattan and state of New York in all disputes arising out of or relating to this Agreement.
- This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, representations and agreements, if any, with respect to the subject matter hereof. Neither this Agreement nor any provision hereof may be modified, amended, supplemented, waived, discharged, or terminated except in a writing signed by the parties. No failure or delay in exercising any right or remedy hereunder shall constitute a waiver of such, any other, right or remedy.
- The Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Agreement may also be executed by email, or other electronic means, and so executed shall have the full force and legal effect of an original.

**[Signature Page to Follow]**

**Signatures.**

The parties, by signing below, by their duly authorized representatives confirm their acceptance of the terms and agree to execute this Agreement, which shall be effective on the Effective Date.

**Client**

**DRAFT- DO NOT SIGN**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Name (print): \_\_\_\_\_

Title: \_\_\_\_\_

**TNTP, Inc.**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Lin Johnson III

Chief Strategic Growth and Finance Officer

## **Schedule A**

### **Statement of Work**

This project will extend instructional leadership support structures established through GEAR UP, as San Elizario ISD instructional leaders work to sustain and expand the success they have experienced on their high school campus. The district and campus instructional leaders will collaborate with TNTP to plan and implement up to four strategic teacher training cycles that integrate TNTP-facilitated teacher training and targeted coaching from campus instructional leaders. Planning for these teacher development cycles will be grounded in:

1. Evaluation of current instructional methods used throughout middle school math classrooms using TNTP's Core Rubric, an evaluation tool for delivering more explicit and helpful feedback to teachers. The Core Rubric shifts the emphasis from teacher practice to student outcomes and focuses on four performance areas: culture of learning, essential content, academic ownership, and demonstration of learning.
2. A vision and goals for instructional improvement in middle school to allow more eighth grade students to earn high school credit through a collaborative data evaluation and planning process.
3. A common understanding of core research-based instructional practices proven to accelerate student learning.
4. Increasing consistency in students' access to grade-appropriate assignments and strong instruction.

#### **Proposed Project Scope:**

The proposed project will be enacted in five phases. Each phase will span approximately five to six weeks, depending on the district academic calendar. In the first phase, TNTP will collaborate with campus and district instructional leaders to establish a vision of excellent instruction grounded in research-based, content-specific practices. TNTP will conduct a needs assessment to determine strengths and opportunities in current Tier 1 instructional practices. The needs assessment may include classroom observations, assignment analysis, and gathering feedback from campus leaders, teachers, and students through focus groups, surveys, and/or interviews. Using data from the needs assessment, TNTP and district instructional leaders will determine up to four core research-based practices that will be centered in upcoming teacher development cycles across the school year.

In each of the next four phases, TNTP will support and guide a teacher development cycle grounded in one of the instructional practices identified in phase one. A teacher development cycle will include a TNTP-provided professional development training for teachers. This training will be either facilitated by TNTP directly to teachers or through a train-the-trainer model, where TNTP prepares campus or district instructional leaders to facilitate the training to their teachers. Following the professional development, TNTP will support campus instructional leaders to provide targeted coaching and feedback to teachers to support implementation of the core practice of focus in the professional development. This support to instructional leaders will be provided through weekly or bi-weekly virtual planning and development meetings, depending on district and campus capacity. These meetings will focus on supporting instructional leadership to analyze what they are seeing in classrooms, develop aligned coaching and feedback skills, and manage instructional changes on their campuses. Toward the end of each teacher development cycle, TNTP will provide one day of on-site job-embedded coaching for key instructional leaders to support the instructional shifts for that cycle and determine readiness to progress to the next phase.

While the initial plan will include three teacher development cycles, adjustments may be made throughout the project in collaboration with district and campus leadership to respond to the learning needs of the teachers. For example, if teachers need additional development time during one cycle, the scope of the project may be adjusted to include three teacher development cycles instead of four to allow extra time for that cycle.

Data will be collected at the end of each project phase to monitor progress to project goals. Final data collection will take place in the spring of 2026 to capture the impact of the project and support the district and campus leadership in determining future growth opportunities for the campus.

By the end of this engagement, the participating school will have developed (1) a vision of excellent instruction for middle school mathematics and (2) a schoolwide implementation plan that reflects input from a cross-functional committee of key stakeholders.

Through this collaborative work with TNTP, partner campus will:

- Establish a vision of excellent math instruction for the middle school campus that encompasses daily use of high-quality instructional materials and a core set of research-based instructional practices.
- Strengthen instructional leadership protocols and procedures for monitoring and improving instructional quality of math on the campus.
- Increase math teachers' use of high-quality instructional materials and strong instructional practices in daily lessons.

DRAFT



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:** Fort Bliss Partnership MOU  
**Date:** September 16, 2025

**HISTORY:** The San Elizario ISD administration is seeking approval to enter into a Memorandum of Understanding (MOU) with the Fort Bliss Partnership Program to establish a Partnership in Education Program (PIE). This proposed partnership will further the district's efforts to support military-connected families and build meaningful connections between the school community and Fort Bliss personnel.

The proposed PIE program's primary objectives are to foster partnerships between San Elizario educators and Fort Bliss personnel; advance support among students and faculty members through shared learning opportunities; promote understanding and appreciation of the military career and its way of life; provide role models for students and teachers through direct interaction with military personnel; develop mutual interest and awareness of the rich southwestern culture; highlight and share the positive aspects of public-school education in the El Paso region.

**RATIONALE:** By establishing this agreement, the San Elizario ISD will expand its capacity to provide students and staff with unique opportunities for growth, mentorship, and cultural exchange while strengthening support for military-connected families within the community.

**BUDGET IMPACT:** Fort Bliss personnel will serve as volunteers, mentors, tutors, and role models throughout the San Elizario ISD campuses.

**ADMINISTRATIVE RECOMMENDATION:** The Administrative recommendation is to approve the Fort Bliss Program MOU as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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.

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**SAN ELIZARIO ISD**

**AND**

**FORT BLISS**

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SUBJECT: Partnership Program Memorandum of Agreement

I. The Partnership in Education Program (PIE) is a joint project to help foster education excellence and support the local schools' Campus Improvement Plan.

2. Term

This program is ongoing beginning on [DATE] and will include an annual review by all parties. This MOU shall renew automatically on a year-to-year basis unless terminate by either of the Parties.

2. Brief description

a. Fort Bliss will provide resources to assist and supplement school district educational programs.

b. Major Objectives

- (1) To foster partnerships between educators and Fort Bliss personnel enabling the best education for all students.
- (2) To advance and support excellence among students and faculty members.
- (3) To help the school faculty and students gain a better understanding and appreciation of the military career and its way of life.
- (4) To provide role models for area students.
- (5) To develop a mutual interest and awareness of the southwestern culture and to share the many positive aspects of public school education in El Paso.

3. Programs and Services

a. Orientation

(1) Area schools will be partnered with Fort Bliss units as defined in the Community Partnership Program and a Memorandum of Understanding will be signed. Fort Bliss personnel will attend an orientation at a mutually agreed on time and date to meet with the faculty and staff at the schools. Schools will brief their PIE units on the climate, demographics, and the mission statement of their school.

(2) This Memorandum of Understanding will be revalidated upon a change of leadership within the military organization or the principal of the school.

b. Unit Responsibilities (elementary level)

SUBJECT: Partnership Program Memorandum of Agreement

Fort Bliss personnel will serve in roles such as volunteers, mentors, tutors, and role models on various campuses within El Paso, TX and Gadsden, NM. Some examples are as follows:

- (1) Assisting School Academic Counselors

- (2) Academic Improvement Workshops
- (3) Science Fair Judges
- (4) Guest Lecturers
- (5) Readers
- (6) Assist intramural coaches
- (7) Make a Difference Day (Campus clean up)
- (8) Field Day

(9) Elementary students will have field trip opportunities of post facilities such as Fort Bliss **museums, recycling area, and dining facilities.**

(10) Students will have the opportunity to experience special occasions such as Armed Forces Day and Heritage Celebrations.

- (10) Fort Bliss will support career awareness on all campuses. This would include release time to speak to elementary students and share experiences of the military lifestyle.

**c. Unit Responsibilities (middle and high school level)**

Fort Bliss personnel will serve in roles such as volunteers, mentors, tutors, and role models on various campuses in the Districts. Some examples are as follows:

- (1) Assisting School Academic Counselors
- (2) Academic Improvement Workshops
- (3) Assistance in High School Transition Labs
- (4) Guest Lecturers
- (5) Science Fair Judges
- (6) Assist intramural coaches
- (7) Make a Difference Day (Campus clean up)
- (8) Field Trip

**SUBJECT: Partnership Program Memorandum of Agreement**

- (9) Web site assistance (unit logo and info added to school site)

(10) Students will have the opportunity to experience special occasions such as Armed Forces Day and Heritage Celebrations.

(11) Fort Bliss will support career awareness on all campuses. This would include release time to speak to middle and high school students on the advantages of a military career and benefits toward college.

**d. School Responsibilities**

(1) Schools will provide information about the involvement of Fort Bliss through the school's newsletters specifically notifying parents of the PIE activities.

(2) Personnel from Fort Bliss will be limited to participants in awards programs, luncheons and assemblies at their PIE campus.

(3) Participating schools and school districts will strive to ensure that faculty and students are oriented to the unique situations of the military child.

(4) Programs for school orientation, in-processing, and participation in extracurricular activities will be structured to accommodate and facilitate participation by the military child.

(5) PIE schools may participate in Fort Bliss's recycling program.

e. Liaison Responsibilities

Each PIE school within the Districts will be represented by the school principal and his/her designated representative; Fort Bliss will be represented by Brigade and Battalion command teams, organization leaders, directors and designated representatives. Liaison personnel will meet on a quarterly basis to discuss upcoming activities and special projects, gain input from their respective staffs, and maintain the integrity of the Partners in Education program.

4. Additional comments agreed upon:

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5. Costs and Funding

As part of its participation and entrance into this MOU, the Parties agree and acknowledge that SEISD will not be paying Fort Bliss or PIE for participation in this program and will not reimburse Fort Bliss or PIE for any expenses it accrues in connection with this MOU.

6. FERPA and Confidentiality

The Parties agree and acknowledge that as part of the services and resources provided under this Agreement, Fort Bliss may receive and process personally identifiable information under the Family Educational Rights and Privacy Act (FERPA). As a partner performing services under this agreement, Fort Bliss shall be deemed a "school official" as that term is defined in the District's Board Policy. Further it is understood and agreed that in order to perform the services hereunder, it may be necessary for Fort Bliss to preview and be provided access to "educational records" (as defined in Board Policy, the Texas Education Code, and the Family Education Rights and Privacy Act) of students of SEISD. Fort Bliss agrees to maintain the confidentiality of any and all educational records of students that are disclosed to, or reviewed by, Fort Bliss in accordance with Federal and State laws, rules, and regulations. To the extent Fort Bliss or any of its employees, representatives, volunteers, or agents, gains access to personally identifiable information contained in education records, they shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations. Fort Bliss shall use such information solely for the purposes authorized under this Agreement and shall not disclose it to any third party without the prior written consent of the District and, where required, the parent or eligible student. Fort Bliss hereby acknowledges and agrees that the confidential and proprietary information of SEISD and its students will be protected in accordance with Board Policy, state law, and federal law.

7. Texas Public Information Act

Fort Bliss also acknowledges that as a public agency in the State of Texas, SEISD is subject to the Texas Public Information Act and may be compelled to provide information relating to this Agreement to third parties.

8. Level of involvement

It is understood by both parties that this partnership exists for the mutual benefit of those involved. Should a project, program or service become difficult, inconvenient or burdensome to either party, it may be postponed, redesigned or cancelled by either the school or military partner.

9. Public Relations

If the Parties opt to promote, publicize, or otherwise announce this Partnership, the Parties shall have the right to review any such announcement and reserve the right to retract consent to publicizing the Partnership. Prior to announcing, publicizing, or promoting the Program, Fort Bliss shall notify and obtain the written consent of SEISD.

10. Personnel Suitability.

Fort Bliss acknowledges that any such Personnel, agents, representatives, or volunteers it assigns to work with students at each Unit shall be suitable to educate and volunteer with Students. Fort Bliss is responsible for performing any background checks and suitability reviews to ensure that the assigned Personnel, agent, representatives, or volunteer is suited to work with students and staff of SEISD. At SEISD's request, Fort Bliss shall reassign any Personnel, agent, representatives, or volunteers SEISD in its sole discretion determines is not suitable to work with the students or staff of the District.

11. Indemnification

Fort Bliss party shall not have the right to seek indemnification or contribution from SEISD for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this MOU.

12. No Waiver

The consent or waiver, express or implied, by a party to a breach of any provision, or the failure, or apparent failure, of either party at any time to require performance by the other of any provision of this Agreement, shall in no way affect the right of such party to require performance of that provision or any other provision of this MOU.

13. Severability.

All agreements and covenants contained in this MOU are severable. Any provision, or part thereof, of this MOU held by a court of competent jurisdiction to be illegal, invalid or unenforceable shall not impair or invalidate the remainder of this MOU and the effect thereof shall be confined to the provision, or part thereof, so held to be illegal, invalid or unenforceable. In lieu of any provision so held, there will be added a provision that preserves the intention of the unenforceable provision and complies with the law.

Unit: Please Print and Sign

Campus: Please print and Sign

\_\_\_\_\_  
Rank, Last, First Name  
  
\_\_\_\_\_  
**Signature**                      Date

\_\_\_\_\_  
Last, First Name, Title  
  
\_\_\_\_\_  
Signature                      Date

**\*\*\*\*\* Units:** Ensure a legal review is conducted prior to signature. **\*\*\*\*\***



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:** Emergence Health Network – School-Based Crisis Intervention Team  
**Date:** September 16, 2025

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### HISTORY:

Emergence Health Network (EHN), the Local Mental Health Authority for El Paso County, was awarded an Office of the Governor grant on October 1, 2024, to expand school-based behavioral health services in San Elizario ISD. The school-based Crisis Intervention Team (CIT), consisting of licensed mental health professionals supported by EHN leadership, will provide crisis response and non-emergency services such as training, parent referrals, case follow-up, safety planning, and student transition support. In partnership with campus staff and EPCSO School Resource Officers, the CIT will ensure real-time response, de-escalation, and coordinated care. Open communication, compliance with SEISD policies, and program evaluation will support sustainability and long-term effectiveness.

### RATIONALE:

Such expansion will benefit the San Elizario ISD in real-time response to student crises, emergencies, and related police activities. This school-based Crisis Intervention Team will operate under the protocols of the El Paso County School Resource Officers and administrators.

### BUDGET:

All CIT services under this Agreement shall be provided at no cost to SEISD and will instead be funded through funds awarded to EHN by the Office of the Governor (OOG).

### ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is to approve the Emergence Health Network – School-Based Crisis Intervention Team MOU as presented.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

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.

**SCHOOL BASED CRISIS INTERVENTION TEAM  
MEMORANDUM OF UNDERSTANDING  
BETWEEN  
EL PASO MHMR D/B/A EMERGENCE HEALTH NETWORK  
AND  
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

This Agreement (“Agreement”) is made and entered into by and between El Paso MHMR d/b/a Emergence Health Network (“EHN”), a local mental health authority and community center established under the Texas Health and Safety Code, and San Elizario Independent School District (“SEISD”), all of which are referred to collectively as the (“Parties”), for the purpose of implementing a School-Based Crisis Intervention Team (“CIT”) for SEISD schools. This Agreement is authorized pursuant to Texas Government Code Chapter 791.001, et seq., the Interlocal Cooperation Act.

**RECITALS**

**WHEREAS**, Texas Government Code, Chapter 791, as amended, authorizes contracts between local governmental agencies to perform governmental functions, inclusive of §791.025, Texas Government Code, which permits agreements (interlocal agreement) between local governments for the purchase of goods and services, and satisfies the requirement of local governments to seek competitive bids for the purchase of goods and services;

**WHEREAS**, EHN and the SEISD desire to explore options for providing safer and more effective responses to incidents involving persons in suspected mental health crisis, and situations involving persons with a diagnosed or suspected mental illness and/or intellectual disability; and

**WHEREAS**, the Parties agree that the School-Based CIT model is an effective method in responding to situations involving persons in suspected mental health crisis, and persons with a diagnosed or suspected mental illness and/or intellectual disability; and

**WHEREAS**, the Parties desire to enter into this Agreement to implement the School-Based CIT model and increase the number of persons diverted from incarceration when allowed by statutes.

**NOW THEREFORE**, in consideration of the mutual covenants and agreements herein contained, the Parties hereto do mutually agree as follows:

**I. TERM AND TERMINATION**

- A. **Term.** This Agreement becomes effective on October 1, 2025 (“Effective Date”), and terminates on September 30, 2026 (“Initial Term”), unless extended by written agreement, or when otherwise terminated as provided under this Agreement. The Board of Trustees of SEISD authorizes its Superintendent to sign any such extension that does not affect the approved budget.

**B. Termination.**

1. Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.
2. SEISD may terminate this Agreement with thirty (30) days written notice for convenience or should space/resources no longer be available to house the EHN services.
3. This Agreement may be terminated by mutual written agreement of the Parties upon such terms as agreed. The Board of Trustees of SEISD authorizes its Superintendent to agree to any such termination that does not affect the approved budget.

**II. EHN ROLE AND RESPONSIBILITIES**

- A. EHN agrees to provide crisis response counseling services by crisis response trained qualified mental health practitioners (“Crisis Intervention Team” or “CIT”). Such services shall be provided in partnership with El Paso County Sheriffs Office School resource Officers to the school sites outlined under the district.
- B. The CIT will consist of (6) total staff members to the Agreement: three (3) qualified mental health practitioners serving as CIT specialists, and one (1) licensed clinician serving as the Clinical CIT Therapist. The CIT will additionally have one (1) Program Manager and one (1) Director of CIT. The Clinical CIT Therapist shall be either a Licensed Professional Counselor or a Licensed Professional Counselor Associate or a Licensed Master Social Worker. The Clinical Program Manager and Director of CIT shall be either a Licensed Professional Counselor, a Licensed Master Social Worker or a Licensed Clinical Social Worker. Full staff salaries, benefits, and equipment for all CIT members will be covered solely by EHN.
- C. The CIT will train the EPCSO SROs and SEISD counselors and school administrators at the school sites outlined in de-escalation techniques, ensuring student and staff safety, and understanding the process for deploying CIT staff to school campuses for emergency and crisis response for SEISD students. CIT must respond within one (1) hour of being contacted by designated SRO, SEISD staff. CIT response while on-site with SEISD students requiring emergency crisis services will include:
  1. Verbal Intervention;
  2. De-escalation of crisis or aggressive behavior;
  3. Crisis Stabilization; and
  4. Crisis Assessment.
- D. The CIT will operate in accordance with protocols outlined by SEISD policy and school administrators, which SEISD will provide to CIT upon execution of this Agreement.
- E. CIT may provide emergency mental health response services for SEISD students before or after school.
- F. In addition to emergency dispatch, CIT may conduct home visits, welfare checks, and

follow-ups for high-risk student cases identified by SEISD upon SEISD request, with appropriate consent.

- G. CIT will also provide the following non-emergency services if requested by SEISD, with appropriate consent:
1. Educate parents and legal guardians on mental health topics and assist them with any referrals the CIT team believes the student may benefit from;
  2. Provide follow-up calls to ensure that students referred to outpatient or inpatient services are compliant with treatment;
  3. Meet with teachers to discuss student concerns and/or develop a school safety plan;
  4. Meet with students returning to school after a psychiatric inpatient stay to ensure a smooth return;
  5. Educate teachers and other school staff members on mental health-related topics, crisis response, and basic de-escalation techniques; and/or
  6. Review referrals made by teachers and follow up with students identified in the “at- risk” population;
- H. CIT will document all student encounters within 24 hours and provide copies of the documentation to designated SEISD staff at each campus.

### **III. SEISD ROLE AND RESPONSIBILITIES**

SEISD will work with EHN to provide space for CIT staff in the form of a room or office if such space is available at the school sites. If needed, the CIT unit may also deploy from the EHN Crisis and Emergency Services facility located at 1601 East Yandell when called to respond to crisis situations by SEISD Police Services or school administrators.

### **IV. FUNDING AND COSTS**

All CIT services under this Agreement shall be provided at no cost to SEISD, and instead will be funded through funds awarded to EHN by the Office of the Governor (OOG). Such funding is a condition of EHN’s obligations herein. Renewal of this agreement beyond the stated termination date is subject to the availability of appropriated funds by either party. Both parties agree to pursue other possible funding options before the termination of this agreement.

### **V. CONFIDENTIALITY AND SHARING OF INFORMATION**

The Parties shall abide by strict confidentiality regulations that govern the release of information and shall not disclose to a third party/outside entity the identity of a victim and/or specifics regarding the victim’s circumstances unless required to do so by state or federal law, without written consent of the victim or victim’s parent or legal guardian. After the victim or victim’s parent or legal guardian has signed a consent form for the release of information, the Parties may release information for the purposes of referral, treatment, intervention, service/service coordination.

EHN, its employees and personnel shall maintain confidentiality of patient information as

required by applicable law, including HIPAA.

EHN agrees that if it receives information or records concerning any student, it shall not disclose the same except as permitted by FERPA. EHN further agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, "Criminal History Record Information Review of Certain Contract Employees," any applicable rule(s) adopted by the Texas Commissioner of Education, SEISD Board Policies and other policies and requirements of such statute and rule(s), and will ensure that no covered person with a disqualifying criminal history performs services under this Agreement. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Chapter 552, Texas Government Code.

## **VI. CONTRACTUAL RELATIONSHIP**

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the parties hereto. Each party retains the right to conduct its business as it sees fit. EHN (and its employees) shall, at all times, be deemed an independent contractor.

## **VII. RESERVATION OF RIGHTS, IMMUNITY, AND GOVERNMENTAL FUNCTION**

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Tort Claims Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on SEISD or EHN not permitted by applicable law shall be enforceable.

## **VIII. GENERAL PROVISIONS**

- A. **Disputes.** If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.
- B. **Amendment and Assignment.** Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void and shall be deemed a material breach of this Agreement. The Board of Trustees of SEISD authorizes its Superintendent to sign any amendment that does not affect the approved budget.
- C. **Entire Agreement.** This Agreement and any subsequent amendments constitute the entire and

only agreement between the Parties relating to the matters described herein, and supersedes all prior agreements and discussions, whether written or oral. Unless expressly stated, this Agreement confers no rights on any person(s) or business entity(s) that is not a party hereto.

- D. **Notice to Parties.** Any notice required by this Agreement shall be given by prepaid first-class certified mail, return receipt requested to:

SEISD at:  
Dr. Jeannie Meza-Chavez  
Superintendent  
San Elizario Independent School District  
1050 Chicken Ranch Road  
San Elizario Texas 79849

EHN at:  
Kristen D. Daugherty  
Chief Executive Officer  
Emergence Health Network  
201 E. Main, Suite 600  
El Paso, Texas 79901

With a copy to:  
General Counsel  
San Elizario Independent School District  
1050 Chicken Ranch Road  
San Elizario Texas 79849

With a copy to:  
General Counsel  
Emergence Health Network  
201 E. Main, Suite 600  
El Paso, Texas 79901

or such other address as later provided by a party through written notice to the other party.

- E. **Applicable Law and Venue.** This Agreement shall be construed and enforced in accordance with the laws of the State of Texas, as well as any applicable federal law and policy of SEISD. If any legal action or dispute resolution is necessary to enforce the terms of this Agreement, exclusive venue shall lie in El Paso County, Texas. Further, and for any project that is in whole or in part funded through the Federal government, the applicable program or appropriation statute(s), federal agency regulations, and Circulars of the U.S. Office of Management and Budget shall apply.
- F. **No Indemnification.** The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.
- G. **Binding Effect.** This Agreement, and every provision thereof, shall be binding upon and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- H. **No Waiver.** The consent or waiver, express or implied, by a party to a breach of any provision, or the failure, or apparent failure, of either party at any time to require performance by the other of any provision of this Agreement, shall in no way affect the right of such party to require performance of that provision or any other provision of this Agreement.
- I. **Severability.** All agreements and covenants contained in this Agreement are severable. Any provision, or part thereof, of this Agreement held by a court of competent jurisdiction to be illegal, invalid or unenforceable shall not impair or invalidate the remainder of this Agreement and the effect thereof shall be confined to the provision, or part thereof, so held to

be illegal, invalid or unenforceable. In lieu of any provision so held, there will be added a provision that preserves the intention of the unenforceable provision and complies with the law.

J. **Warranty of Capacity to Execute Contract.** The person signing this Agreement on behalf of each party warrants they have the authority to do so and to bind their respective party to this Agreement.

K. **Survival.** A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

EL PASO MHMR EMERGENCE HEALTH NETWORK

**Kristen Daugherty**

\_\_\_\_\_  
Dr. Jeannie Meza-Chavez  
CEO SEISD Superintendent

\_\_\_\_\_  
Kristen Daugherty, LCSW-S, MBA  
Chief Executive Officer

9/4/2025 11:26:13 AM

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Approved as to Form.

\_\_\_\_\_  
SEISD General Counsel



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:** Edgar Ponce; Planning & Instruction  
**Subject:** Revised Student Outcome Goals and Goal Progress Measures for 2025-2026  
**Date:** September 16, 2025

---

### HISTORY:

House Bill 3 (HB 3), enacted in 2019, requires districts to have 5-year plans for early childhood literacy, math, and CCMR (college, career, and military readiness). The requirements include STAAR progress monitoring for grade 3 reading and math and a plan to track and increase CCMR points.

### RATIONALE:

We are tracking 3 board goals related to HB 3. They focus on math (Goal 1), reading (Goal 2), and CCMR (Goal 3). These are 5-year goals that encompass the years 2023-2028, there is a possibility of the accountability system changing after 2027 as shared by legislation. After reviewing and discussing the goals it was recommended that student growth be incorporated. Beneath each main goal is a goal progress measure (GPM), which is an annual measure intended to gauge progress toward meeting the larger goal.

The goals and GPM's have been reviewed in advance of the 2025-2026 school year and have been approved. There has been an adjustment from within the main Goals 1 and 2 to reflect the growth measure. Goal 1 focusing on student growth in mathematics and Goal 2 on student growth under reading language arts. Growth is measured by identifying where a student scored the previous year and compare it to the end of the current year. The goal is to have each student grow or maintain their performance. The goal progress measures have not changed in order to continue monitoring the different levels from within the district.

### BUDGET IMPACT:

There are no budgetary considerations for this item.

### ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review and approve the Student Outcome Goals and Goal Progress Measures for 2025-2026.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

*A Proud Community of Champions – Soaring to Excellence*



## HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028

Revised September 9, 2025

### MATHEMATICS

#### Student Outcome Goal 1 (HB 3; 3-year Goal)

The percentage of students taking the Math STAAR test showing growth from previous year to current year will increase from 61% Spring 2025 to  $\geq 77\%$  by Spring 2027.

#### Goal 1 Annual Targets

2024	2025	2026	2027
61%	71%	74%	77%
(Released data, TEA 8/2025)	(Released data, TEA 8/2025)		

#### 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 97% at Wave 2 in January of 2025 (MOY) to  $\geq 98\%$  in January of 2026 (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 91% at Wave 2 in January of 2025 (MOY) to  $\geq 93\%$  in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.

#### Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)

- The iReady MOY Math (English/Spanish) assessment will help identify what percent of students are at grade level based on the recommended composite score. K  $\geq 362$ , 1<sup>st</sup>  $\geq 402$ , 2<sup>nd</sup>  $\geq 428$

#### Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)

- The percentage of Approaches of all 3<sup>rd</sup> graders which take the Math STAAR Interim Assessment early Spring of 2026 will be at 75%.

### READING

#### Student Outcome Goal 2 (HB 3; 5-year Goal)

The percentage of students taking the Reading Language Arts STAAR test showing growth from previous year to current year will increase from 66% Spring 2025 to  $\geq 72\%$  by Spring 2027.

#### Goal 2 Annual Targets:

2024	2025	2026	2027
66%	66%	69%	72%
(Released data, TEA 8/2025)	(Released data, TEA 8/2025)		



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

*A Proud Community of Champions – Soaring to Excellence*



## HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028

Revised September 9, 2025

### **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  $\geq 4\%$  from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 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  $\geq 4\%$  from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 as measured by the CIRCLE School Average Growth Report.

### **Goal Progress Measure (GPM) 2.2 (District; 1-year Goal)**

- The mClass MOY (DIBELS) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (English) K  $\geq 371$ , 1<sup>st</sup>  $\geq 389$ , 2<sup>nd</sup>  $\geq 389$
- The mClass MOY (Lectura) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (Spanish) K  $\geq 352$ , 1<sup>st</sup>  $\geq 390$ , 2<sup>nd</sup>  $\geq 388$

### **Goal Progress Measure (GPM) 2.3 (District; 1-year Goal)**

- The percentage of Approaches of all 3<sup>rd</sup> graders which take the Reading STAAR Interim Assessment (English) early Spring of 2026 will be  $\geq 70\%$ .
- The percentage of Approaches of all 3<sup>rd</sup> graders which take the Reading STAAR Interim Assessment (Spanish) early Spring of 2026 will be at  $\geq 68\%$ .

## CCMR

### **Student Outcome Goal 3 (HB 3; 3-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  $\geq 88\%$  by June 2028 as measured by the A-F Accountability System.

### **Goal 3 Annual Targets:**

2023	2024	2025	2026	2027	2028
30%	40%	52%	64%	76%	88%
(Target met! Actual: 50%)	(Target met! Actual: 77%)				

### **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 52% in May of 2025 to  $\geq 64\%$  by May of 2026 as measured by the OnData Suite CCMR Early Warning System.

*GPM 3.1 Note: CCMR points in May are always lower than the final A-F result since credits for point-earning courses haven't posted yet.*



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:** Edgar Ponce; Planning & Instruction  
**Subject:** Revised Board Monitoring Calendar  
**Date:** September 16, 2025

---

### HISTORY:

The Board of Trustees follows a yearly monitoring calendar to track student progress related to HB 3 requirements. This calendar also shows when campuses are scheduled to present during the year and when the Board can anticipate their required training.

### RATIONALE:

There is a monitoring calendar for the Board to review and approve. The revised calendar has been previously approved, but it now contains the recommended items of monitoring student growth for Mathematics and RLA STAAR test.

Monitoring calendar included changes that were initially done to the 2024-2025 calendar and were also included in the 2025-2026 calendar.

### BUDGET IMPACT:

There is no associated budget.

### ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review and approve the revised 2025-2026 Board Monitoring Calendar.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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## Board Monitoring Calendar 2025-2026

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
<b>July 2025—No BOT Meeting</b>			
<b>August 2025</b>	<u>Analysis of STAAR/EOC Results from Spring 2025 Testing</u> <ul style="list-style-type: none"> <li>Subgroup data</li> </ul> <u>TELPAS Results from Spring 2025 Testing</u> <ul style="list-style-type: none"> <li>Subgroup data</li> </ul>		Team of 8 Training (TBA)
<b>September 2025</b>	<u>Goal 3 (HB 3):</u> <ul style="list-style-type: none"> <li>Overall CCMR Percentages for SEHS</li> </ul> Campus and District Improvement Plans for 2025-2026	SEHS	TASA/TASB Sept. 11 – 14, 2025 <ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>October 2025</b>	A-F Accountability Ratings for 2025		MASBA Oct. 2 – 3, 2025 <ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>November 2025</b>	<u>Goal 1 (HB 3):</u> <ul style="list-style-type: none"> <li>Overall Student growth in Math STAAR</li> <li>Subgroup data</li> </ul>	GEMS	<ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>December 2025—No BOT Meeting</b>			
<b>January 2026</b>	<u>Goal 2 (HB 3):</u> <ul style="list-style-type: none"> <li>Overall Student growth in RLA STAAR</li> <li>Subgroup data</li> </ul>		<ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>February 2026</b>	<u>GPM 1.1 (HB 3)</u> <ul style="list-style-type: none"> <li>PK--Meeting Wave 2 Math Targets</li> <li>PK--Wave 1 to Wave 2 Math Growth</li> <li>Subgroup data</li> </ul> <u>GPM 1.2 (HB 3):</u> <ul style="list-style-type: none"> <li>K-2--Meeting Math Targets for MOY</li> <li>Subgroup data</li> </ul>		<ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

*A Proud Community of Champions – Soaring to Excellence*



## Board Monitoring Calendar 2025-2026

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
<b>March 2026</b>	<p><u>GPM 1.3 (HB 3):</u></p> <ul style="list-style-type: none"> <li>Grade 3—Meeting Math Targets based on Interim Assessment</li> <li>Subgroup data</li> </ul> <p><u>Mid-Year Academic Growth Check-in:</u></p> <ul style="list-style-type: none"> <li>PK-HS reading and math academic Interim Assessment Data</li> </ul>	Loya Primary	<ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>April 2026</b>	<p><u>GPM 2.1 (HB 3):</u></p> <ul style="list-style-type: none"> <li>PK--Meeting Wave 2 Reading Targets</li> <li>PK--Wave 1 to Wave 2 Reading Growth</li> <li>Subgroup data</li> </ul> <p><u>GPM 2.2 (HB 3):</u></p> <ul style="list-style-type: none"> <li>K-2--Meeting Reading Targets for MOY</li> <li>Subgroup data</li> </ul>	Alarcon Elementary	<ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>May 2026</b>	<p><u>GPM 2.3 (HB 3):</u></p> <ul style="list-style-type: none"> <li>Grade 3—Meeting Reading Targets based on Interim Assessment</li> <li>Subgroup data</li> </ul>	Sambrano Elementary	<p>FWTSBA/TASB Spring Workshop (TBA)</p> <ul style="list-style-type: none"> <li><b>Start with Why Book Study</b></li> </ul>
<b>June 2026</b>	<p><u>GPM 3.1 (HB 3):</u></p> <ul style="list-style-type: none"> <li>Progress towards meeting CCMR criteria for 2026 and 2027 cohorts</li> </ul>	Borrego Elementary	



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:** Edgar Ponce; Planning & Instruction  
**Subject:** 2025-2026 District and Campus Improvement Plans  
**Date:** September 16, 2025

---

### 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 2025-2026, 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 IMPACT:

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

---

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.

# San Elizario Independent School District

## District Improvement Plan

2025-2026



# 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 .....	21
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) .....	24
Eduphoria / Assessments / Content and Language Objectives .....	25
Lesson Plans .....	25
Reading Instruction .....	25
Mathematics Instruction .....	25
Summary and Reflection .....	26
Family and Community Engagement .....	27
Family and Community Involvement Plan .....	27
“Mission: Progressing Together” Meetings .....	27
Summary .....	28
District-Level and Campus-Based Parent Liaison .....	28
Committee Participation .....	28
Social Workers and Support Programs .....	28
Parental Involvement and Volunteer Recognition .....	28
Community Partnerships .....	28
Educational and Engagement Events .....	28
Military Connected Families .....	29
Summary .....	29
District Organization .....	30
District Overview .....	30
Superintendent's Cabinet .....	30
Curriculum & Instruction Department .....	30
Social Workers and Health Services .....	31
Family and Community Involvement .....	31

Website and Transparency .....	31
Operational Schedule .....	31
Key Goals of the 4-Day Week .....	31
Summary .....	31
Strengths of the 4-Day Instructional Week .....	32
Strategic Outcomes .....	32
Conclusion .....	32
Technology .....	33
Key Areas of Focus .....	33
Goals and Objectives .....	33
Comprehensive Needs Assessment .....	34
Implementation and Monitoring .....	34
Technology Strengths .....	34
Infrastructure .....	34
Instructional Software .....	34
Instructional Hardware .....	34
Telecommunications .....	34
Information Systems .....	34
Early AI Integration for Instruction and Business .....	35
Conclusion .....	35
Priority Problem Statements .....	36
Goals .....	37
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	37
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	43
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	46
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	48
Title I Personnel .....	51
Assurances .....	52
Statutorily Required Assurances .....	52
District Funding Summary .....	53

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

(Data Source: 2024-2025 Fall)

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 Blanca Cruz.

San Elizario ISD is comprised of 6 campuses which serve 2927 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 173 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 554 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 297 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 510 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 408 total students in grades 7-8.
- San Elizario High School serves 985 total students in grades 9-12.

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

- Pre-Kindergarten--166
- Kindergarten--165
- 1st Grade--190
- 2nd Grade--199
- 3rd Grade--205
- 4th Grade--200
- 5th Grade--205
- 6th Grade--197
- 7th Grade--210
- 8th Grade--198
- 9th Grade--233
- 10th Grade--298
- 11th Grade--234
- 12th Grade--220

San Elizario ISD serves 1426 female students (49%) and 1501 male students (51%). The student population is 99.2% Hispanic, with 2902 total Hispanic students. There are 18 white students (0.6%) and 4 African-American students (0.14%). 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.

211

<b>Special Education Services</b>	<b>Count</b>	<b>Percent</b>
<b>Instructional Settings</b>		
Speech Therapy	112	23.28%
Homebound	0	0%
Resource Room	137	28.48%
VAC	2	0.42%
Self Contained	62	12.89%
Full-Time Early Childhood	11	2.29%
Mainstream	157	32.64%

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

<b>Student Indicators</b>	<b>Count</b>	<b>Percent</b>
At-Risk	2320	79.26%
Immigrant	71	2.43%
Intervention Indicator	154	5.26%
Migrant	12	0.41%
Military Connected	85	2.90%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	2658	90.81%
Free Meals	1845	63.03%
Reduced-Price Meals	30	1.02%
Other Economic Disadvantage	783	26.75%
<b>Homeless Statuses</b>		
Homeless Status Total	80	2.73%
Doubled Up	53	1.81%
Unsheltered	27	0.92%
Shelter	0	0%

Student Indicators	Count	Percent
Is Unaccompanied Youth	16	0.55%
Not Unaccompanied Youth	64	2.19%

### 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 79.26% At-Risk population.

San Elizario ISD is continuing with Year 5 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 2025-2026 school year calendar continues to be on a 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 which has helped start the 2025-2026 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 III is Closing the Gaps. Below are the numerical and letter-grade ratings for 2024 and 2025. Ratings got published 8/15/2025

### San Elizario ISD--2025 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>69</b>	<b>D</b>	
<b>Student Achievement</b>	66	D	0%
<b>School Progress</b>	73	C	70%
Academic Growth	68	D	
Relative Performance (Eco Dis: 90.8%)	73	C	
<b>Closing the Gaps</b>	69	D	30%

### San Elizario ISD--2024 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>66</b>	<b>D</b>	
<b>Student Achievement</b>	62	D	0%
<b>School Progress</b>	69	D	70%
Academic Growth	62	D	
Relative Performance (Eco Dis: 92.7%)	69	D	
<b>Closing the Gaps</b>	60	D	30%

## Alarcon Elementary School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>67</b>	<b>D</b>	
<b>Student Achievement</b>		<b>60</b>	<b>D</b>	<b>0%</b>
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	62	69	D	✓
Relative Performance (Eco Dis: 87.2%)		66	D	
<b>Closing the Gaps</b>	<b>19</b>	<b>63</b>	<b>D</b>	<b>30%</b>

## Alarcon Elementary School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>70</b>	<b>C</b>	
<b>Student Achievement</b>		<b>62</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>70</b>	<b>C</b>	<b>70%</b>
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 93.1%)		69	D	
<b>Closing the Gaps</b>	<b>33</b>	<b>70</b>	<b>C</b>	<b>30%</b>

## Borrego Elementary School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>74</b>	<b>C</b>	
<b>Student Achievement</b>		<b>60</b>	<b>D</b>	<b>0%</b>
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>75</b>	<b>C</b>	<b>70%</b>
Academic Growth	67	75	<b>C</b>	✓
Relative Performance (Eco Dis: 88.4%)		66	<b>D</b>	
<b>Closing the Gaps</b>	<b>39</b>	<b>72</b>	<b>C</b>	<b>30%</b>

### Borrego Elementary School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>71</b>	<b>C</b>	
<b>Student Achievement</b>		<b>64</b>	<b>D</b>	<b>0%</b>
STAAR Performance	37	64		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>71</b>	<b>C</b>	<b>70%</b>
Academic Growth	64	71	<b>C</b>	✓
Relative Performance (Eco Dis: 92.3%)		70	<b>C</b>	
<b>Closing the Gaps</b>	<b>36</b>	<b>71</b>	<b>C</b>	<b>30%</b>

### Ann M. Garcia-Enriquez Middle School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>85</b>	<b>B</b>	
<b>Student Achievement</b>		<b>71</b>	<b>C</b>	<b>0%</b>
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>82</b>	<b>B</b>	<b>70%</b>
Academic Growth	67	79	<b>C</b>	
Relative Performance (Eco Dis: 92.9%)		82	<b>B</b>	✓
<b>Closing the Gaps</b>	<b>73</b>	<b>91</b>	<b>A</b>	<b>30%</b>

Ann M. Garcia-Enriquez Middle School earned a Distinction Designation in Top 25% Comparative Closing the Gaps in 2025

### Ann M. Garcia-Enriquez Middle School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>66</b>	<b>D</b>	
<b>Student Achievement</b>		<b>59</b>	<b>F</b>	<b>0%</b>
STAAR Performance	31	59		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	58	65	<b>D</b>	
Relative Performance (Eco Dis: 93.8%)		69	<b>D</b>	✓
<b>Closing the Gaps</b>	<b>15</b>	<b>59</b>	<b>F</b>	<b>30%</b>

### San Elizario High School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>69</b>	<b>D</b>	
<b>Student Achievement</b>		<b>68</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness	77	79		
Graduation Rate	90.8	60		
<b>School Progress</b>		<b>76</b>	<b>C</b>	<b>70%</b>
Academic Growth	61	59	<b>F</b>	
Relative Performance (Eco Dis: 95.1%)		76	<b>C</b>	✓
<b>Closing the Gaps</b>	<b>36</b>	<b>59</b>	<b>F</b>	<b>30%</b>

### San Elizario High School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>64</b>	<b>D</b>	
<b>Student Achievement</b>		<b>62</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness	54	62		
Graduation Rate	90.0	60		
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	51	54	<b>F</b>	
Relative Performance (Eco Dis: 92.3%)		69	<b>D</b>	✓
<b>Closing the Gaps</b>	<b>28</b>	<b>53</b>	<b>F</b>	<b>30%</b>

The Results-Driven Accountability (RDA) report for 2024 shows a need for improvement with the Special Education population and Other Special Populations. 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, lesson delivery and for 2025-2026 campuses are incorporating lesson internalization focusing in RLA and math. 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.

Lesson Planning has also been an area of focus. Teachers will write weekly lesson plans as a team all year which includes lesson internalization. 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 and lesson internalization in action.

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.

**Preliminary Data 24-25 RLA Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	72%	32%	4%	61%	41%	3%	11%	-9%	1%
4th Grade	75%	35%	10%	68%	40%	13%	7%	-5%	-3%
5th Grade	58%	38%	14%	73%	38%	12%	-15%	0%	2%
6th Grade	72%	37%	15%	66%	45%	19%	6%	-8%	-4%

**Preliminary Data 24-25 RLA Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	60%	31%	6%	65%	36%	13%	-5%	-5%	-7%
4th Grade	66%	33%	7%	73%	46%	16%	-7%	-13%	-9%
5th Grade	69%	52%	18%	67%	32%	10%	2%	20%	8%
6th Grade	64%	38%	14%	75%	49%	12%	-11%	-11%	2%

**Preliminary Data 24-25 RLA ALL 3-6**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	64%	31%	6%	64%	37%	10%	0%	-6%	-4%
4th Grade	69%	34%	8%	71%	43%	15%	-2%	-9%	-7%
5th Grade	65%	46%	16%	69%	34%	11%	-4%	12%	5%
6th Grade	67%	38%	14%	72%	47%	15%	-5%	-9%	-1%

Reading in grades 4 and 6 showed promising increases. Fifth grade reading had increases in meets and masters when comparing 2024 to 2025.

**Preliminary Data 24-25 Math Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	61%	28%	1%	55%	30%	8%	6%	-2%	-7%
4th Grade	55%	29%	7%	67%	26%	8%	-12%	3%	-1%
5th Grade	66%	29%	4%	84%	48%	5%	-18%	-19%	-1%
6th Grade	81%	42%	11%	81%	33%	6%	0%	9%	5%

**Preliminary Data 24-25 Math Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	50%	21%	4%	48%	18%	5%	2%	3%	-1%
4th Grade	52%	28%	11%	60%	38%	8%	-8%	-10%	3%
5th Grade	57%	26%	8%	74%	38%	7%	-17%	-12%	1%
6th Grade	80%	50%	19%	81%	46%	13%	-1%	4%	6%

**Preliminary Data 24-25 Math ALL 3-6**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	54%	23%	3%	51%	22%	6%	3%	1%	-3%
4th Grade	53%	29%	10%	62%	33%	8%	-9%	-4%	2%
5th Grade	61%	28%	7%	78%	42%	7%	-18%	-15%	-1%
6th Grade	81%	47%	16%	81%	41%	10%	0%	6%	6%

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.

**Preliminary Data 24-25 Science Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	41%	8%	4%	36%	8%	1%	5%	0%	3%

**Preliminary Data 24-25 Science Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	49%	12%	3%	53%	22%	4%	-4%	-10%	-1%

**Preliminary Data 24-25 Science ALL 5th**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	46%	10%	3%	46%	17%	3%	0%	-7%	0%

Science experienced decrease across the board and will be the subject of additional work in 2025-2026.

**Preliminary Data 24-25 RLA**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
7th Grade	69%	36%	9%	58%	30%	9%	11%	6%	0%
8th Grade	74%	42%	17%	77%	42%	9%	-3%	0%	8%

**Preliminary Data 24-25 Math**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
7th Grade	43%	14%	2%	46%	23%	3%	-3%	-9%	-1%
8th Grade	71%	41%	9%	53%	12%	1%	18%	29%	8%

**Preliminary Data 24-25 Science**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
8th Grade	64%	31%	9%	60%	25%	5%	4%	6%	4%

**Preliminary Data 24-25 Social Studies**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
8th Grade	46%	13%	4%	38%	10%	3%	8%	3%	1%

Grades 7-8 showed growth in the scores comparing 2023 to 2025. 7th grade Math will be an intense area of focus in 2025-2026.

Preliminary Data 24-25 First Time	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 SEHS	65%	20%	5%	65%	7%	1%	0%	13%	4%
Biology	87%	50%	7%	84%	35%	5%	3%	15%	2%
English 1	61%	41%	7%	51%	35%	6%	10%	6%	1%
English 2	63%	43%	2%	63%	38%	3%	0%	5%	-1%
US History	92%	50%	15%	93%	53%	18%	-1%	-3%	-3%

High school EOC's showed both increases and declines. English I, Biology, and Algebra 1 had increases at the meets and masters levels, while English II and US History 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.

#### **2024-2025 TECHY**

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-TECHY 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.

### **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. Working with a partnership with Region 19 in ensuring more opportunities are given to our Migrant students.

### **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 (2025) 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. Through a third party partnership there was a survey sent out to all staff members in the district at the end of the fiscal school year of 2024-2025. Information was recently sent out to district and will be shared or updated in the DIP at a later time.

All San Elizario Independent School District employees received an email with a link to the survey.

### Participation

The district received 65 entries. The participation consisted of 65 Teachers.

## District Culture and Climate Strengths

Survey information will be reflected below as soon as the District receives it from the third party partnership.

# 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. Teachers hired in 2025-2026 have years of experience, the new teacher orientation had to be different from past years.
- **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. With 2025-2026 school year being the year of math, the district has intentionally added training to support the implementation of approved instructional materials.

#### 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.

### 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 32.5% 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, 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 continue in 2025-2026, 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 Curriculum and Instruction Department (C & 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 2025 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 which will also include coaching conversations during the 2025-2026 school year
- **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. Help all understand the focus of lesson internalization and incorporating the new adopted materials.

### 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.

## 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:**
- Wednesday: Alarcon, Loya
- 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. Math will follow the end of Module assessments, created an internal calendar for these assessments.
- **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. Making sure that the week of final day is used to analyze data and adjust instruction and intervention time.

### 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, Seidnitz 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 Seidnitz 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 K-5:** Bluebonnet Math
- **Grades 6:** Carnegie
- **Grades 7-12:** Bluebonnet Math

#### 2. CPA Approach:

- Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

## Summary and Reflection

SEISD's initiatives for 2025-2026 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/Lesson Internalization:** 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.

# Family and Community Engagement

## Family 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.

### Family 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:
  - Aliviane
  - Abundant Church
  - Operation School Bell
  - Border Patrol
  - Clint Unit
  - Project Vida
  - Boys and girls Club
  - San Elizario Marshals Office
  - 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 2025-2026 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 Family 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 Organization

## District 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:** (Snapshot Fall 2024-2025)
  - **Lorenzo G. Loya Primary School:** Serves 173 students in grades PPK-PK.
  - **Josefa L. Sambrano Elementary School:** Serves 554 students in grades K-2.
  - **Lorenzo G. Alarcon Elementary School:** Serves 297 students in grades 3-6.
  - **Alfonso Borrego Sr. Elementary School:** Serves 510 students in grades 3-6.
  - **Ann M. Garcia-Enriquez Middle School:** Serves 408 students in grades 7-8.
  - **San Elizario High School:** Serves 985 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.

### Curriculum & 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, Gifted and Talented programs
- **Administrator of Research and Evaluation:** Manages state and district assessments, At-Risk, and A-F accountability.
- **Administrator of Career and Technical Education:** Oversees CTE and counseling programs.

236

## 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 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 2025-2026 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 2025-2026 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. Using the Co-pilot tool available in Office 360

- **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.

# Priority Problem Statements

# Goals





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Funding Sources:</b> Sambrano Into Reading Teacher Guides - 255 Title II, Part A Supporting Effective Instruct - 255.13.6399.00.802.24 - \$3,602.17</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

Strategy 1 Details	Reviews			
Strategy 1: Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with local employers to provide real-world experiences that align with career pathways	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Continue to offer opportunities for ROTC programs, military or other services opportunities	Formative			Summative
	Sept	Nov	Jan	Mar
				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 L PAC, 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)  <b>Funding Sources:</b> Software/License - 263: Title III, Part A English Language Acq. - 263.11.6268.01.805.25 - \$45,421, Training - 263: Title III, Part A English Language Acq. - 263.11.6411.01.805.25 - \$3,470	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment


**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Autism Specialist, Instructional Officers and an additional Speech Language Pathologist.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Autism Specialist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.XX.803.30 - \$69,000, Officer-Instructional - 211: Title I, Part A Improving Basic Programs - 211.13.6119.XX.802.30 - \$282,500, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - \$51,955, Speech Language Pathologist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.XX.803.30 - \$98,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Funding Sources:</b> Professional Development - Region XIX - 255 Title II, Part A Supporting Effective Instruct - 255.13.6239.00.802.24 - \$33,646</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities	Formative			Summative
	Sept	Nov	Jan	Mar
				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, Mission Progressing Together, District wide meetings, Literacy sessions, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use  <b>Funding Sources:</b> Technology Devices for one to one - 199: General, Basic	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Anna	Officer-Instructional	Title I, Part A	100%
Angerstein, Jeanette	Autism Specialist	Title I, Part A	100%
Diaz, Georgina	Officer-Instructional	Title I, Part A	100%
Holguin, Arlene	Speech Language Pathologist	Title I, Part A	100%
Neira Galaviz, Ulises	Officer-Instructional	Title I, Part A	100%
Sanchez, Flor	Parent Liaison	Title I, Part A	100%

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

<b>199: General, Basic</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology Devices for one to one		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211: Title I, Part A Improving Basic Programs</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Parent Liaison	211.61.6129.01.814.30	\$51,955.00
2	2	1	Autism Specialist	211.11.6119.XX.803.30	\$69,000.00
2	2	1	Speech Language Pathologist	211.11.6119.XX.803.30	\$98,000.00
2	2	1	Officer-Instructional	211.13.6119.XX.802.30	\$282,500.00
<b>Sub-Total</b>					<b>\$501,455.00</b>
<b>255 Title II, Part A Supporting Effective Instruct</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Sambrano Into Reading Teacher Guides	255.13.6399.00.802.24	\$3,602.17
2	2	3	Professional Development - Region XIX	255.13.6239.00.802.24	\$33,646.00
<b>Sub-Total</b>					<b>\$37,248.17</b>
<b>263: Title III, Part A English Language Acq.</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software/License	263.11.6268.01.805.25	\$45,421.00
1	5	2	Training	263.11.6411.01.805.25	\$3,470.00
<b>Sub-Total</b>					<b>\$48,891.00</b>

# San Elizario Independent School District

## San Elizario High School

### 2025-2026 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***

## Value Statement

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
Demographics .....	4
Student Achievement .....	7
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	11
Curriculum, Instruction, and Assessment .....	12
Family and Community Engagement .....	13
School Organization .....	14
Technology .....	15
Priority Problem Statements .....	16
Goals .....	17
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	17
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	24
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	27
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	29
Title I Personnel .....	32
Campus Funding Summary .....	33

# Comprehensive Needs Assessment

## 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 903 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 23-24 school year, four long-term guest teachers (permanent subs) were also employed, due to the shortage of certified educators.

### School Population: Student Total

#### Below Student Breakdown as of May 25'

School: San Elizario High School  
 Fiscal Year: 2025  
 Calendar: Traditional

### Student Enrollment

Date: 05/13/2025  
 Time: 9:53:24 AM  
 Page 1 of 4

Date: 05/06/2025 Tuesday

Grade	Membership			New Students			Withdrawn Students		
	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day
09	227.0	227.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	282.0	282.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11	220.0	220.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12	239.0	239.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	968.0	968.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

### Student Demographics

#### Gender

Female - 486

263

Male - 499

### Ethnicity

Hispanic-Latino - 979 (99.39%)

Black-African American - 3 (0.30%)

### **Students by Program**

Emergent Bilingual - 570 (57.97%)

English as a Second Language - 472 (47.92%)

Gifted and Talented - 83 (8.43%)

Special Education - 125 (12.69%)

Title 1 Participation -985 (100%)

Dyslexia-12 (1.22%)

Economic Disadvantage - 936 (95.03%)

Free Meals- 547 (55.53%)

Reduced Price Meals- 9 (.91%)

Other ECD- 380 (38.58%)

Homeless Total-19 (1.93%)

Doubled Up-15 (1.52)

Unsheltered- 0

Hotel/Motel- 0

### **Other Student Information**

At-Risk-780 (79.19%)

Immigrant- 33 (3.35%)

Migrant- 4 (0.41%)

Military Connected- 30 (3.5%)

Section 504- 66(6.70%)

### **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:** EB performance in reading and math has not exceeded on grade level percentages of 30% on grade level reading and or math in the last

**Root Cause:** Ineffective first teach, no instructional time delegated to supporting these students at an individual level, with no programming provided to address these two deficits.

# Student Achievement

## Student Achievement Summary

Preliminary Data 24-25 ALL	2024-2025			2023-2024 TAPR			Diff.		
	Approaches%	Meets%	Masters%	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	98%	89%	61%	0%	2%	12%
Algebra 1 SEHS	56%	17%	4%	65%	7%	1%	-9%	10%	3%
Biology	84%	47%	6%	84%	35%	5%	0%	12%	1%
English 1	45%	28%	4%	51%	35%	6%	-6%	-7%	-2%
English 2	52%	33%	1%	63%	38%	3%	-11%	-5%	-2%
US History	92.5%	49%	15%	93%	53%	18%	-0.5%	-4%	-3%

Preliminary Data 24-25 True Grade of Test	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	98%	89%	61%	0%	2%	12%
Algebra 1 SEHS	65%	21%	5%	65%	7%	1%	0%	14%	4%
Biology	87%	51%	6%	84%	35%	5%	3%	16%	1%
English 1	61%	41%	6%	51%	35%	6%	10%	6%	0%
English 2	62%	42%	2%	63%	38%	3%	-1%	4%	-1%
US History	93%	51%	16%	93%	53%	18%	0%	-2%	-2%

## Student Achievement Strengths

Campus rating data improved 5 points compared to the prior 3 years. In addition, given the alteration of standards in 22-23, the C rating would have also resulted in D score with a 65 as is shown below. In essence, this year was the first time the campus overall data has improved in the last 5 years.

## Change Over Time

School Year	Rating/Score
<a href="#">2024-25</a>	D / 69
<a href="#">2023-24</a>	D / 64
<a href="#">2022-23</a>	D / 64
2021-22 What If	D / 65
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
<a href="#">2021-22</a>	C / 78

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Addressing Algebra I performance that has not exceeded 30 % on grade level in the last 5 years.

**Root Cause:** Ineffective instructional coaching, reassigning critical personnel to tested areas, and broad use of materials that lacked coherence.

## School Culture and Climate

### School Culture and Climate Summary

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

### 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 stud

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Attendance has not exceeded 96% at the high school in the last 9 years.

**Root Cause:** Ensuring the building is performing at a rating that is acceptable by TEA and offering advanced academics.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

There are 4 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. 19.3% of teachers hold a MA degree or higher. 27.3% of teachers have less than 7 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 coordinated.

A four day has 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:** Offering consistent supports and incentive based performance.

**Root Cause:** National and statewide shortage.

## **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 alignment meetings with middle school teachers and administrators with the exception of this upcoming year. 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.

### **Curriculum, Instruction, and Assessment Strengths**

Our district continues to utilize the online TEKS Resource System (Social Studies) to establish appropriate timelines for instructional content and purchased curriculum for math, science and reading/writing. Teachers are well-versed in the system and consistency is evident in planning and feedback. 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:** Implementation of a new curriculum.

**Root Cause:** Ensuring internalization occurs and planning documents are submitted on time.

# Family and Community Engagement

## Family 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.

## Family 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 Family and Community Engagement Needs

**Problem Statement 1:** 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 Organization

## School Organization Summary

SEHS has positions as follows: 75, 1 at-risk teacher, 3 counselors and two assistant principals.

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 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.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Maintain counselor balance of Junior/Senior and Freshman/Sophomore.

**Root Cause:** Ensure counselor alignment and responsiveness to off cohort students.

# 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:** Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc.

**Root Cause:** Ensuring teachers are using effectively and consistently.

# Priority Problem Statements

# Goals

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.





**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Increased RLA and MAT scores at the state assessed 9th and 10th grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team:</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Addressing SPED performance</p> <p><b>Staff Responsible for Monitoring:</b> Co-teacher and instructional leadership team.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources





**Evaluation Data Sources:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources





**Evaluation Data Sources:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities





**Evaluation Data Sources:** CCMR Certification and scholarship access

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready


**Evaluation Data Sources:** CCMR final percentages

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 L PAC, 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)	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all





**Evaluation Data Sources:** Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	Formative			Summative
	Sept	Nov	Jan	Mar
				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

**Evaluation Data Sources:** Turnover percentages at end of each year


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.





**Evaluation Data Sources:** Number of formal complaints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Career and College Readiness Specialist, Librarian, Parent Liaison, District Social Worker and Supplemental Teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.001.30 - \$22,556, Campus Career and College Readiness Specialist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - \$80,790, Librarian-High School - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.001.30 - \$87,718, 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 - \$12,500, Supplemental Teacher-High School - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - \$65,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Funding Sources:</b> Professional Development - Region XIX - 211: Title I, Part A Improving Basic Programs - 211.13.6239.00.001.30 - \$3,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development opportunities for librarians and nurse.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: 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)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities	Formative			Summative
	Sept	Nov	Jan	Mar
				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armendariz, Xiomara	Teacher-High School	Title I, Part A	100%
Avila, Alejandra	Career and College Readiness Specialist	Title I, Part A	100%
Cortez Hernandez, Cesar	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Jacquez, Nancy	Librarian-High School	Title I, Part A	100%
Portillo, Jesusa	Parent Liaison	Title I, Part A	100%

# Campus Funding Summary

211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Aide-Title I	211.11.6129.00.001.30	\$22,556.00
2	2	1	Social Worker	211.32.6119.00.001.30	\$12,500.00
2	2	1	Parent Liaison	211.61.6129.00.001.30	\$25,943.00
2	2	1	Supplemental Teacher-High School	211.11.6119.00.001.30	\$65,000.00
2	2	1	Campus Career and College Readiness Specialist	211.11.6119.00.001.30	\$80,790.00
2	2	1	Librarian-High School	211.12.6119.00.001.30	\$87,718.00
2	2	3	Professional Development - Region XIX	211.13.6239.00.001.30	\$3,000.00
<b>Sub-Total</b>					<b>\$297,507.00</b>

**San Elizario Independent School District**  
**Ann M. Garcia-Enriquez Middle School**  
**2025-2026 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.

## Value Statement

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
Family and Community Engagement .....	11
School Organization .....	12
Technology .....	13
Priority Problem Statements .....	14
Goals .....	15
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	15
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	21
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	24
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	26
Title I Personnel .....	29
Campus Funding Summary .....	30

# Comprehensive Needs Assessment

Revised/Approved: May 29, 2026

## 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 395 students—192 in 7th grade and 203 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 49.11% female and 50.88% male students, with an attendance rate of 95.1%.

The school employs a dedicated team of 32 teachers, two administrators, one counselor, and two instructional specialists, supported by a full custodial and cafeteria staff as well as ten educational aides. Notably, 98% of the teaching staff are Hispanic, and 25% 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 395 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 fosters 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, inclusion, safety and unity among all stakeholders.

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. Each year we continue to build AVID elective classes with the goal of having 100% continue in the SEHS Early College program.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our community continues to experience a decline in enrollment as we are landlocked.

**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/ outflow of students and inconsistent attendance.

# Student Achievement

## Student Achievement Summary

Garcia-Enriquez Middle School STAAR scores for the 2024-2025 school year are as follows:

### 2025 STAAR Scores

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	43%	14%	2%	+1%	-7%	0%
Grade 8	72%	42%	9%	+21%	+33%	9%
Algebra 1	98%	91%	73%	0%	+2%	+12%

Reading	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	69%	36%	9%	+14%	+8%	0%
Grade 8	74%	42%	17%	0%	+3%	+9%

Science	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	64%	32%	9%	+8%	+9%	+4%

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	48%	13%	4%	+13%	+5%	+1%

### **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 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 Football, Basketball, Softball, Track, Cross Country, District, Band UIL competitions, Do the Write Thing winners in the city 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. Our focus in Intervention provided many opportunities for students to demonstrate academic growth in their learning and noted in various progress measures throughout the year.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Due to language barriers and inconsistent use of English in our border community, students do not develop a strong native english language.

**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 would report to be satisfied working at GEMS and genuinely concerned with student growth. We are a close-knit school 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, Professional Development sessions, monthly snacks and Friday morning music before the school day begins.

### School Culture and Climate Strengths

Schoolwide recognition is provided intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee and social media platforms, including weekly smores updates. 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. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality and self growth. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are also provided and rewarded with a variety of field trips to provide experiences they may not have experienced through the PBIS program and GT program.

Counselors conduct restorative circles, mediations, individual counseling sessions for students as well as large group guidance lessons for electives. Counselors provide techniques and strategies for all stakeholders to take care of their social and emotional needs. Counselors provide a Character Strong weekly lesson to be implemented during the GOLDEN HOUR Advisory class. While students are in DAEP for vaping, students complete the Stanford Vaping Prevention program as part of the national vape free awareness program.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Inconsistent implementation of PBIS and Student Code of Conduct.

**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, including while on social media.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2025-2026 school year, we were fully staffed and will maintain this status with no vacancies for the 2025-2026 school year. Since 2023-2024, San Elizario ISD has 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 six administrative staff, 32 teachers, ten instructional aides, one librarian, one counselor, one assistant principal, and one principal.

33% of our teachers have 1-5 years of experience

25% of our teachers have 6-10 years of experience

24% 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 AVID, PBIS and Fundamental Five. GEMS teachers feel confident in managing classroom behavior; support is offered to any educator that may show need or request support. The campus promotes a positive school-family based culture that enables the faculty and staff to work as a team. Vacancies continue to be filled through a fast turnaround that allows classes to be taught by a highly qualified teacher. All faculty and staff are encouraged and empowered to use a self-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.

# 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. In daily PLC and planning sessions, core content teachers regularly collaborate with Instructional Specialists, District Academic Support Specialists and Administrators. 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 benchmark measuring progress assessments.

This data—comprising results from the 4 and 8 week assessments, unit benchmarks, and previous STAAR scores—guides decisions on remediation and further classroom instruction. STAAR LAB classes continue to support students who need extra help, particularly those not meeting the STAAR standards or approaches. Data from the 2024-2025 school year indicate a decrease 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 struggling students who require additional support.

## Curriculum, Instruction, and Assessment Strengths

Teachers primarily focus to enhance instruction by incorporating technology, new instructional material, and strive to create engaging and relevant lessons. The Planning and Implementation (P&I) department, administrators, and the campus librarian offer continuous support and extended learning opportunities.

As an AVID (Advancement via Individual Determination) designated showcase campus in 25-26, GEMS has fostered a college-focused mindset and equipped students with instructional 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 in all student scheduled classes.

Due to reduced funding, we are limited in offering after-school/morning tutoring and Saturday camps. To address this, the campus continues to embed an Advisory class (Golden Hour) in the main master schedule, which all students are required to take. During Golden Hour, we use 4 and 8 week assessments and HB1416 data to provide targeted interventions. On a rotation basis, students will attend intervention for underperforming STAAR tested subjects.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Inconsistent student achievement for STAAR assessment in core content areas

**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:** Inconsistent Rigor and Relevance during instruction

**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

# Family and Community Engagement

## Family and Community Engagement Summary

Garcia-Enriquez MS commits to boosting family and parental involvement opportunities in 2025-2026 during monthly community meetings, parent/teacher conferences, volunteer programs, and additional parent-involved committee school programs and activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to the continued positive reception, these family engagement 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.

## Family 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, creates engaging parental district and campus family events, and helps parents navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple platforms, including Blackboard (text, email, and social media). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates and school activities and highlights a variation of positive campus events and student accomplishments.

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!" 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 and in teacher-led parent conferences.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Inconsistent and minimal parent participation

**Root Cause:** The misconception that secondary students do not require as much parent involvement effects students' academic success and overall well-being. Also, the prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement

**Problem Statement 2:** Parent and guardian awareness in student academic progress

**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. Caregivers are not as tech-savvy or familiar with digital tools and are unable to stay informed and engaged in their child's education and school activities.

# School Organization

## School Organization Summary

For the 2025-2026 school year, the Master Schedule at Garcia-Enriquez MS will continue to 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, also known as Golden Hour, will continue to allow 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 as Spanish I 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, Baseball, Softball, Track and Field, Wrestling, and Tennis. Additionally, for the 2025-2026 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 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. PLC for elective teachers will be available on a biweekly basis.

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. As a PBIS team member, the AVID Coordinator will co-teach during the GOLDEN HOUR Advisory class to support Teacher implementation of AVID strategies in 2025-2026.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Variation in time frame for tutoring, after school activities and community agencies support.

**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 utilize technology to students and staff members in various platforms. 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. Student use is monitored by district systems as well as student behaviors by campus cameras.

## 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 maximize student learning. Student use is monitored district wide by Linewize Monitoring systems and offer weekly feedback. Campus and office personnel have access to campus cameras to view student activity throughout the day, and especially in review of behavioral incidents during investigations..

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Problems with the maintenance of 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 attempt to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.

**Problem Statement 3:** Areas not viewable by camera access





**Root Cause:** We have no cameras present in the new gym, nor outside the bathroom areas in the gym as well as in the middle 200 hallway. Therefore, posing a need for camera view in these areas.

# Priority Problem Statements

# Goals





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity  <b>Funding Sources:</b> Instructional Material - 199: General, Basic - 199.11.6399.00.041.11	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 L PAC, 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)  <b>Funding Sources:</b> Software Programs SCE - 199: General, State Compensatory Education - 199.11.6396.00.041.30	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school  <b>Funding Sources:</b> Instructional Material - 199: General, Basic - 199.11.6399.00.041.11	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Librarian, Parent Liaison and District Social Worker.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.041.30 - \$29,768, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.041.30 - \$81,617, 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 - \$12,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administrator office(s) main office, PLC rooms, PBIS room, nurses office, 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)</p> <p><b>Funding Sources:</b> Nurse Toner - 199: General, Basic - 199.33.6399.53.041.99 - \$300, Nurse General Supplies - 199: General, Basic - 199.33.6399.00.041.99</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success. 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 1 Details	Reviews			
<p><b>Strategy 1:</b> Design &amp; standardize learning opportunities for parents/guardians at each school Continue monthly family sessions &amp; MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents</p> <p><b>Funding Sources:</b> Parent Engagement Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6399.04.041.30</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents</p> <p><b>Funding Sources:</b> Parent Engagement Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6399.04.041.30</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Natividad, Janet	Parent Liaison	Title I, Part A	100%
Perez, Andrew	Aide-Title I	Title I, Part A	100%
Rodarte, Idania	Librarian	Title I, Part A	100%

# Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Material	199.11.6399.00.041.11	\$0.00
1	5	4	Instructional Material	199.11.6399.00.041.11	\$0.00
2	2	5	Nurse Toner	199.33.6399.53.041.99	\$300.00
2	2	5	Nurse General Supplies	199.33.6399.00.041.99	\$0.00
<b>Sub-Total</b>					<b>\$300.00</b>
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software Programs SCE	199.11.6396.00.041.30	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Social Worker	211.32.6119.00.041.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.041.30	\$29,768.00
2	2	1	Parent Liaison	211.61.6129.00.041.30	\$25,943.00
2	2	1	Librarian	211.12.6119.00.041.30	\$81,617.00
3	1	1	Parent Engagement Materials	211.61.6399.04.041.30	\$0.00
3	1	3	Parent Engagement Materials	211.61.6399.04.041.30	\$0.00
<b>Sub-Total</b>					<b>\$149,828.00</b>

# San Elizario Independent School District

## Lorenzo G. Alarcon Elementary

### 2025-2026 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 .....	7
5th Grade Science Performance .....	7
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	13
Family and Community Engagement .....	14
School Organization .....	15
Technology .....	16
Priority Problem Statements .....	17
Goals .....	18
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	18
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	30
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	34
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	36
Title I Personnel .....	39
Campus Funding Summary .....	40

# Comprehensive Needs Assessment

## 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 serves a population of 297 students in grades 3 through 6 in the 2024-2025 school year. Reference to the data below for breakdown:

Student Total

297

100%

3rd Grade

69

23.23%

4th Grade

67

22.56%

5th Grade

80

26.94%

6th Grade

81

27.27%

Student Population:

Student Total--304 or 100%

3rd Grade--69 or 23.23%

326

4th Grade--67 or 22.56%

5th Grade--80 or 26.94%

6th Grade--81 or 27.27%

The student population is 98.99% Hispanic, 1.01% White, 87.21% economically disadvantaged, and 78.45% at-risk. The students at Alarcon are 66.33% Emergent Bilingual, 51.85% female and 48.15% male. The average daily attendance rate for students is 95.65%.

Students by Program:

Student by Program (2023-2024) Fall PEIMS Count

Emergent Bilingual 197 or 66.33%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Meals Participation 184 or 961.95%

Reduced Meals Participation 4 or 1.35%

Other Economically Disadvantaged 71 or 123.91%

Gifted and Talented 9 or 3.03%

Special Education (SPED) 54 or 118.18%

Title I Participation 297 or 100.00%

Dyslexia 19 or 6.40%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian Aide, 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 5 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 becoming 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 2024-2025 STAAR results showed growth in the areas of Math and Reading for 6th grade. In 3rd, 4th grade the STAAR results showed both growth and decreases in the areas of Math and Reading. 5th Grade Science showed growth compared to last year. The campus accountability rating was withheld for the 2024-2025 school year, pending state legislative outcomes.

Data reflects the overall average of the student for the Spring 2025 STAAR Assessment.

Grade	Reading - Approaches	Reading - Meets	Reading - Masters	Math - Approaches	Math - Meets	Math - Masters
3rd	72%	38%	15%	62%	28%	1%
4th	75%	35%	10%	56%	29%	7%
5th	58%	39%	14%	68%	30%	4%
6th	73%	38%	15%	84%	43%	11%

## 5th Grade Science Performance

- **Approaches:** 43%
- **Meets:** 8%
- **Masters:** 4%

## Student Achievement Strengths

The 2024-2025 STAAR results showed that in certain grade levels students made growth in the areas of Math and Reading. In addition, the STAAR results also showed that student performance decreased in the areas of Math and Reading. 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 and a deep focus on lesson internalization 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

A new Leadership team was created in the Fall of 2024. The campus welcomed a new Principal, a new Assistant Principal, a new Instructional Specialist, and a new Counselor. The new Instructional Specialist was a 5th grade teacher from the campus, leaving a vacancy in 5th grade for the remainder of the school year. In addition, two 3rd grade teachers were new this year with one of them beginning in September, after the start of the year. 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 iReady in Reading and Math as a reading and math resource to improve students' foundational skills.

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 will be introduced to Bluebonnet Math this year. 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 Interim data will be 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.

Our Parent Center will be located in the Annex this year, making it more welcoming for our parents. It will also allow for better recruitment of parent volunteers as parents frequent the Annex for various reasons.

Walkthroughs are done on a weekly basis and feedback is given to all teachers. The Region 19 Coaching Model will be implemented this year by administration and Instructional Specialist.

Expectations are well-defined to support campus and district initiatives.

330

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 the Tier 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 utilize in school on a daily basis. All teachers' laptops have been replaced, and all classrooms have ActivPanel boards to enhance instruction through technology.

We will continue with 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 2024-2025 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.

(Information from TAPR report 2023-2024)

### Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 16;90.8%

Masters- 2; 9.2%

Doctorate 0.0; 0.0%

### Teachers by Years of Experience

Beginning Teachers: 1-4.6%

1-5 Years Experience: 2-10.3%

6-10 Years Experience: 4-21.7%

11-20 Years Experience: 9-49.7%

21-30 Years Experience: 2-9.2%

Over 30 Years Experience: 1-4.6%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=4

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, 4th, and 5th grade Dual Language, Accelerated Reader program, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade), Benchmark Education

Science--McGraw Hill (3rd -5th ), SAVVAS (6th), STEMScopes Coding, Maker Space, TRS, iXL (5th Grade), i-Ready, Rosen Leveled Readers

Math--Sharon Wells (will change to Bluebonnet Math in 2025-2026), 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. Special Education teachers are included in these planning sessions and specials will be included this coming year.

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:** Collaboration and planning once per week for one hour limits the amount of time colleagues can collaborate.

**Root Cause:** Weekly schedule is limited.

335

# Family and Community Engagement

## Family and Community Engagement Summary

The addition of the Parent Liaison has brought in more parental involvement to the campus. The campus has seen a decrease 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.

## Family 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 Family 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 Organization

## School 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, and Principal's Advisory Committee for the students to enhance their social and leadership skills.

## School 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 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, 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:** Normal wear and tear along with student abuse of equipment.

# Priority Problem Statements

# Goals





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

**High Priority**

**Evaluation Data Sources:** 3rd grade BOY, Module Assessments, Interim Assessment, iReady Diagnostics, STAAR Growth Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build on their foundational skills via the concrete, pictorial, and abstract model to solve real world problems.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, Interventionist, Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Instructional Specialist, instructional aides and Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson internalization through annotating the lesson will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of program.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration, Instructional Officers.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> With the coaching model teacher reflection and growth will increase resulting in student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration and Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** BOY RLA assessment, 4 and 8 Week Assessments, Interim Assessment, iReady diagnostic, STAAR growth report,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> HQIM will be used for lesson planning and delivery aligned to state standards which will support student goal outcomes in RLA. HMH will be used with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Interventionist, Administration, and Teachers.</p> <p><b>Funding Sources:</b> Contracted Services - Training - 199: General, State Compensatory Education - 199.13.6299.101.30 - \$2,400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Instructional Specialist, instructional aides and Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLT planning meetings will ensure the use of HQIM.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, and Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> With the coaching model, teacher reflection and growth will increase, resulting in student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration and Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

**Evaluation Data Sources:** 4 and 8 Week Assessments, Interim Assessment, STAAR growth report, Lead4ward Science 3D ePLC and STEMSCOPES-Texas Pulse

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> HQIM will be used along with the lesson internalization protocol for lesson delivery aligned to the TEKS, which will support student goal outcomes in science.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Interventionist, Administration, and Teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, Instructional Specialist, Science instructional aides and Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson internalization through the use of a Note Taker will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of lesson deliver.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration, Instructional Officers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> With the coaching model, teacher reflection and growth will increase, resulting in student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist and Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, Interventionist, Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

**Evaluation Data Sources:** Participation data in college and career awareness activities, enrichment and advanced academic programs, STEM or robotics clubs, AVID Elementary, parent and student survey feedback on future readiness activities, and documentation from college and career days or guest speaker events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School</p> <p><b>Strategy's Expected Result/Impact:</b> Our students will be introduced to career and college readiness with campus presentations from EPCC, UTEP and community helpers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness and interest in future college and career pathways by introducing endorsement and CTE options early. This early exposure in PK3-6th grade will help students build aspirations and better align with middle and high school programs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators, IS, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins</p> <p><b>Strategy's Expected Result/Impact:</b> Campus instructional team will continue monitoring SLO data, incorporate students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for student growth according to the Student Learning Objective (SLO)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional specialist and administrators.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened student understanding of career pathways through real-world learning experiences provided by local employers. This collaboration will increase student engagement, build future-ready skills, and connect classroom learning to potential careers. Career Day will include a variety of career pathways to inspire students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, campus instructional specialist, all classroom teachers and administrators.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will continue with "Wear Purple" on Thursdays to support our military, continue support the military child throughout the month of April with presentations during family literacy sessions, adopting a Fort Bliss unit, collaboration with SEHS ROTC cadets and campus Veterans Day parade.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, district military liaison, counselor</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

**High Priority**

**Evaluation Data Sources:** All campus teachers and staff and administration will focus on emotional, cognitive, and social skills development by encouraging students to participate on panels, join a club/committee, and intramural sports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an opportunity to build on their reading skills through lessons during library time. Activities are centered around collaboration to enhance their social skills development.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Library Aide, teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 L PAC, 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Our library will be used to enhance students' use of software programs that support TEKS objectives. Students will improve in their reading comprehension skills as programs will be embedded in the lessons provided by the Library Instructional Aide.</p> <p><b>Staff Responsible for Monitoring:</b> Library Aide, classroom teachers, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, improved physical health and wellness, and enhanced creative expression through participation in Fine Arts and regular physical education. Students will develop discipline, teamwork, and self-confidence by participating in band and attending PE classes four times per week.</p> <p><b>Staff Responsible for Monitoring:</b> Music teacher, PE teacher, PE Instructional Aide, Instructional Specialist, and administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic achievement and increased college and career readiness through targeted support opportunities such as AVID, extended instructional time, Fall and Spring intersessions, and summer school. Students will strengthen their academic skills, close learning gaps, and build the habits necessary for long-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Specialist, and administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

**High Priority**

**Evaluation Data Sources:** Discipline referral data and incident reports

Campus safety audit results

Climate and culture survey results (staff, student, and parent surveys)

Attendance records (students and staff)

Counselor and mental health service logs

PBIS (Positive Behavioral Interventions and Supports) data





Emergency drill logs and evaluations

Bullying and harassment report data

Staff training completion records (e.g., safety protocols, SEL, crisis response)

Parent and community feedback (through meetings, surveys, or focus groups)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue with activities that promote students to attend school every day</p> <p><b>Strategy's Expected Result/Impact:</b> Increased daily student attendance rates and stronger family commitment to consistent school attendance. Students will develop positive attendance habits, and parents will be more engaged and supportive in ensuring their children are at school every day. Activities that will be implemented: Monthly attendance incentives such as "Perfect Attendance" certificates, small prizes, or recognition events.</p> <p>Classroom or grade-level attendance competitions with rewards like extra recess or a fun activity.</p> <p>Attendance awareness campaigns and informational sessions for parents highlighting the importance of daily attendance.</p> <p>Regular communication (calls, texts, newsletters) to parents celebrating strong attendance and emphasizing its impact on student success.</p> <p>"Attendance shout-outs" during morning announcements or assemblies.</p> <p>Parent-student attendance contracts to encourage shared responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty and staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive weekly lessons from campus counselor on behavior expectations and support them with SEL lesson in the counseling classroom as well as in their classrooms. Students will be able to practice behavior expectations in and out of the classroom and will receive monthly incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, PBIS Committee, and classroom teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.</p> <p><b>Strategy's Expected Result/Impact:</b> A cleaner, safer, and healthier campus environment that supports student and staff well-being, reduces the spread of illness, and promotes a positive school climate. Custodians and staff will be better equipped to maintain high standards of cleanliness throughout all school facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Head custodian, administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

**High Priority**

- Evaluation Data Sources:** Staff retention rates and turnover data  
 New hire and exit interview feedback  
 Staff climate and satisfaction survey results  
 Recruitment metrics (applicant pool data, offer acceptance rates)  
 Participation rates in staff recognition and support programs  
 Records of mentorship or induction program participation and feedback  
 Professional development attendance and evaluation data  
 Vacancy reports  
 Documentation of staff communication efforts (newsletters, meeting notes, feedback forms)  
 T-TESS, T-CESS, T-PESS and observation data (to help monitor quality and support needs)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved staff morale and job satisfaction through meaningful appreciation efforts, contributing to higher retention rates across all job families. Maintaining competitive salaries and stipends aligned with regional 4A districts will help attract and retain high-quality employees, ensuring a stable and effective workforce that supports student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Chief Financial Officer, School Board</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training &amp; SPED (AU) training.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved staff safety, well-being, and morale, leading to a more supportive work environment. Stronger partnerships with IHEs will help mentor and recruit highly qualified teachers, including those specializing in Early Childhood and Special Education, strengthening the future teacher pipeline.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, SEISD Curriculum &amp; Instruction Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Increased recruitment of highly qualified employees through targeted social media posts and communication efforts at strategically planned job fairs, helping ensure that all positions are filled with strong candidates to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal at the campus level and HR department for district wide and regionally.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

**High Priority**

**Evaluation Data Sources:** Evaluation of this objective will include staff performance appraisal data and staff satisfaction or climate surveys to gauge overall morale and support effectiveness. Additional data sources will include professional development attendance records and feedback, resource request and fulfillment logs, and employee input gathered through focus groups or staff meetings. Retention and turnover data, as well as documentation from staff support initiatives (including coaching and mentoring records), will help assess the impact of efforts to maintain high productivity and service quality.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.101.30 - \$21,089, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.101.30 - \$28,361, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.101.30 - \$10,383, 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 - \$12,500, Music Teacher-Elementary - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.101.30 - \$70,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p> <p><b>Strategy's Expected Result/Impact:</b> Improved consistency and effectiveness of staff support through a clearly defined coaching manual and training processes. This refinement will ensure that coaching expectations, approaches, and documentation are aligned and understood, leading to stronger employee performance and professional growth. Campus administrators and instructional specialist will commit to implementing and modeling these practices to support staff success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, C &amp; I Department</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced employee effectiveness, positive responsiveness, and culturally centered service through continuous coaching and targeted professional development. This will strengthen job-specific skills and support high-quality instruction and service delivery, including specialized training for Early Childhood Education and SPED (AU).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and District C &amp; I team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.</p> <p><b>Staff Responsible for Monitoring:</b> District Nurse, District Librarian, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Ensured daily operational efficiency and safety across administrative and support areas by maintaining essential supplies, equipment, and technology. This will enable staff to perform transactions and provide services effectively, supporting a smooth and safe school environment for students, staff, and families. Campus budget will be utilized accordingly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus secretary, Instructional Specialist, Assistant Principal, Principal, office staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning experiences by ensuring classrooms are equipped with necessary supplies and furniture to support daily activities. Budget resources will be used appropriately and efficiently to maintain a well-prepared and engaging learning environment to include purchasing instructional materials.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Instructional Specialist, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

**High Priority**





**Evaluation Data Sources:** Evaluation will include parent and community survey results, participation rates in events, and feedback from meetings and focus groups. Additional sources include parent-teacher conference attendance records, volunteer logs, community partnership documentation, and communication analytics to measure outreach and engagement effectiveness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design &amp; standardize learning opportunities for parents/guardians at each school Continue monthly family sessions &amp; MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents</p> <p><b>Strategy's Expected Result/Impact:</b> Greater parent and community engagement, leading to stronger support for student success. Parents will gain valuable skills, improved access to district information, and increased awareness of post-secondary options, empowering them to actively participate in their children's educational journey. Parents will be invited to serve on the following committees: LPAC, SHAC, and SBDM. Fathers will be recruited for our NEW Eagle Eye Dads program.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, District Parent Liaison, Campus Liaison, Counselor, Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community participation, leading to higher satisfaction and stronger partnerships that support student success. Improved communication and engagement efforts will help families feel more connected, informed, and empowered to actively contribute to their children's education. A climate survey will be shared with guardians to receive and reflect on feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

**Evaluation Data Sources:** Evaluation will include records of partnerships and collaborations with external organizations and businesses, documentation of joint events or initiatives, feedback from community partners, and participation data. Additional sources may include meeting notes, memorandums of understanding (MOUs), and surveys measuring the impact on home/school connections.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened community and business partnerships that support the district's mission and vision while providing additional resources and opportunities for students and staff. Increased financial support through partnerships and grants will help reduce district expenses and enhance educational programs. Partnerships will continue with Project Vida, EPCSO, and local businesses.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker, and administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support and positive outcomes for high-risk students through strong, community-based mentoring relationships. Students will benefit from enhanced guidance, connection, and encouragement, leading to improved academic performance, attendance, and overall well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker, and administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

**High Priority**

**Evaluation Data Sources:** Financial audit reports, budget and expenditure records, fund balance data, finance committee minutes, stakeholder feedback, and availability of the CIP to stakeholders. All data sources will ensure that the campus budget is used toward improving student outcomes, while supporting sub populations, faculty, and staff.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use</p> <p><b>Strategy's Expected Result/Impact:</b> Improved financial planning and resource allocation to ensure the district and campuses can meet operational and instructional needs. Enhanced access to up-to-date technology devices for students and staff will support teaching, learning, and overall efficiency. Technology will be purchased as needed for staff and students to ensure high level of instruction is delivered.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Technology Aide, CFO for proper handling of monies</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action</p> <p><b>Strategy's Expected Result/Impact:</b> Improved financial stability and alignment of resources with district needs by proactively responding to enrollment trends, staffing changes, and legislative funding updates. Timely data presentation and budget revisions through Board action will ensure effective, transparent financial management. Campus registrar and principal will keep HR and upper management informed of class roster sizes affecting enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, HR Director, CFO</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

**High Priority**





**Evaluation Data Sources:** Financial audit reports, budget and expenditure analyses, cost-efficiency reviews, fund balance reports, and documentation of resource allocation decisions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Alignment of budget sources with campus &amp; department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities &amp; maintenance needs plan</p> <p><b>Strategy's Expected Result/Impact:</b> Better alignment of resources with campus and departmental needs, supporting instruction and operations. Proactive equipment and facilities plans will ensure efficient resource use and safe, well-maintained learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IS, and Secretary</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

**Evaluation Data Sources:** Principal will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit</p> <p><b>Strategy's Expected Result/Impact:</b> Improved staffing efficiency, competitive and equitable pay structures, and overall operational effectiveness. Findings from the efficiency audit will guide data-informed decisions to optimize resources and support district goals. Campus will continue to communicate staffing needs to HR department.</p> <p><b>Staff Responsible for Monitoring:</b> District HR department, CFO and upper management.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Nancy	Parent Liaison	Title I, Part A	100%
Estrada, Brenda	Aide-Library Elementary	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Hidalgo, Daniel	Aide-Title I	Title I, Part A	100%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Padilla, Christopher	Teacher-Elementary	Title I, Part A	100%

# Campus Funding Summary

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.6299.101.30	\$2,400.00
<b>Sub-Total</b>					<b>\$2,400.00</b>
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Librarian	211.12.6119.00.101.30	\$10,383.00
2	2	1	Aide-Title I	211.11.6129.00.101.30	\$28,361.00
2	2	1	Music Teacher-Elementary	211.11.6119.00.101.30	\$70,000.00
2	2	1	Aide-Library Elementary	211.12.6129.00.101.30	\$21,089.00
2	2	1	Parent Liaison	211.61.6129.00.101.30	\$13,078.00
2	2	1	Social Worker	211.32.6119.00.101.30	\$12,500.00
<b>Sub-Total</b>					<b>\$155,411.00</b>

# San Elizario Independent School District

## Borrego Elementary School

### 2025-2026 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
Student Achievement .....	6
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	9
Curriculum, Instruction, and Assessment .....	11
Family and Community Engagement .....	12
School Organization .....	13
Technology .....	14
Priority Problem Statements .....	15
Goals .....	16
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	16
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	22
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	25
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	27
Title I Personnel .....	30
Campus Funding Summary .....	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alfonso Borrego Sr. Elementary is one of six campuses within the San Elizario Independent School District. Established in 2001, the campus currently serves students in grades 3 through 6 for the 2025–2026 school year. Borrego Elementary has an enrollment of approximately 502 students. The average daily attendance rate for students is 94.2%.

The breakdown by grade level is as follows:

- Grade 3--136
- Grade 4--133
- Grade 5--125
- Grade 6--116
- \*numbers include students in SPED units

The student body is composed of:

- 53.92% males
- 46.08% females
- 99.22% Hispanic students
- 0.59% White
- 0.20% Black
- 88.43% identified as economically disadvantaged
- 79.41% classified as at-risk
- 61.96% as Emergent Bilingual
- 53.53% participating in a Bilingual program
- 21.57% of students are identified SPED

\*This data was retrieved from PEIMS 2024-2025.

### Demographics Strengths

#### Campus Demographic Strengths

Alfonso Borrego Sr. Elementary benefits from a strong and engaged student population, as reflected by its increasing average daily attendance rate of 94.2%. This demonstrates a commitment to student participation and learning. The campus maintains a balanced enrollment across grades 3 through 6, which supports effective resource allocation and program continuity throughout these critical upper elementary years.

The student body is predominantly Hispanic (99.22%), with a rich cultural and linguistic diversity. Notably, 61.96% of students are identified as Emergent Bilingual, and over half (53.53%) participate in the Bilingual program, providing a unique opportunity to leverage bilingualism as an asset in both academic achievement and cultural identity development. Students in third through fifth grade participate in dual language classes, further supporting bilingualism

and biliteracy through instruction in both English and Spanish.

Additionally, Alfonso Borrego Sr. Elementary serves a high percentage of students facing economic challenges, with 88.43% identified as economically disadvantaged, and 79.41% classified as at-risk. This highlights the campus's dedication to implementing targeted support systems and interventions tailored to meet the diverse needs of its learners.

The campus also enjoys a balanced gender distribution, fostering an inclusive environment that promotes equitable opportunities for all students. These demographic strengths position Alfonso Borrego Sr. Elementary to continue advancing its mission of academic excellence and student success within a supportive and culturally responsive community.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Alfonso Borrego Sr. Elementary serves a student population in which 88.43% are economically disadvantaged and 79.41% are classified as at-risk. When combined with an average daily attendance rate of 94.2%, this data suggests that many students may not be consistently accessing high-quality instructional time, potentially hindering their academic growth and overall progress.

**Root Cause:** Many students face external challenges such as limited access to academic support at home. Additionally, some families may not prioritize daily attendance in school (all day). These factors contribute to lower attendance rates and reduced engagement in instruction, especially for students requiring bilingual or Special Education supports/interventions, thereby limiting their academic growth.

# Student Achievement

## Student Achievement Summary

The following are the 2024-2025 RLA STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
3rd Grade	60%	31%	6%
4th Grade	66%	33%	7%
5th Grade	69%	52%	18%
6th Grade	64%	38%	14%

The following are the 2024-2025 Math STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
3rd Grade	50%	21%	4%
4th Grade	52%	28%	11%
5th Grade	57%	26%	8%
6th Grade	80%	50%	19%

The following are the 2024-2025 Math STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
5th Grade	49%	12%	3%

## Student Achievement Strengths

There were gains on STAAR 2025 in several areas including:

- increase in "meets" in 5th grade RLA by 20%
- increase in "masters" in 5th grade RLA by 8%
- increase in "meets" by 6% in 6th grade Math
- increase in "masters" by 6% in 6th grade Math
- 6th grade monolingual RLA scores: approaches: 91.3% meets: 63.04% masters: 28.26%
- 6th grade Math monolingual: approaches: 89.13% meets: 60.87% masters: 28.26%
- 6th grade Math bilingual, all students tested in English: approaches: 77.78% meets: 44.44%

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Performance data for 2024-2025 reveals a significant gap in student achievement across grades 3-6. While 60-69% of students are expected to reach the "Approaches" level, far fewer meet or exceed grade-level standards, with "Masters" performance ranging from just 6% to 18%. The data indicates a need to strengthen instructional strategies to increase the number of students achieving at the "Meets" a

**Root Cause:** Instructional practices may not be sufficiently differentiated or rigorous to move students beyond basic proficiency. Limited focus on higher-order thinking skills, lack of targeted interventions for students nearing the "Meets" and "Masters" levels, and inconsistent alignment between curriculum, instruction, and assessment are contributing to low performance at the higher achievement levels.

# School Culture and Climate

## School Culture and Climate Summary

Alfonso Borrego Sr. Elementary is committed to fostering a school culture that supports both academic success and the social-emotional well-being of all students and staff. We strive to provide a safe, nurturing environment where learning thrives. Our dedicated teachers collaborate, plan, and are empowered to meet the unique needs of every student, working tirelessly to ensure academic success. As a faculty and staff, we work to ensure: inclusivity, respect, academic rigor, and the safety of our learning community.

To support positive behavior, the campus is building a strong and consistent Positive Behavior Interventions and Supports (PBIS) program, emphasizing prevention and reinforcement rather than punishment. School-wide expectations are clearly taught at the start of the year and reinforced regularly, guiding students to be Responsible, Respectful, and Safe.

Under the leadership of Ms. Martha Santana-Garcia, Principal and Ms. Lorena Robles, Assistant Principal, and the entire school community—including students, families, staff, and community partners—we aim to develop students who are confident, resilient, and lifelong learners; committed to academic excellence and personal growth; responsible and respectful citizens; and empowered contributors who positively impact their communities and society as a whole.

## School Culture and Climate Strengths

Our strengths include the following:

- Our school promotes respect, kindness, responsibility, inclusivity and making good choices among all members of the school community.
- Teachers and staff work together consistently and collaboratively to support student success and share best practices.
- At Borrego, we are investing in our efforts to strengthen and consistently implement programs like PBIS that encourage responsible and respectful behavior.
- We prioritize SEL (Social-Emotional Learning) and support students' mental health and interpersonal skills.
- We prioritize student, faculty and staff safety, both physically and emotionally.
- We work to build strong partnerships that enhance learning opportunities and support student needs.
- We are intentional about recognizing and providing positive experiences for students throughout the year. Whenever appropriate, we include parents, different organizations, and the community. Recognition examples are:
  - Perfect Attendance and Faithful Attendance
    - A and AB honor roll
    - Accelerated Reader Awards
    - Remarkable Ram
    - Gifted and Talented
    - PBIS incentives
    - 6th grade end of year celebrations
    - Special Person/Mothers' Day programs
    - Christmas Programs
    - Career Week

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

<b>3rd Grade:</b>	<b>3 Monolingual</b> <b>3 Bilingual</b>
4th Grade:	2 Monolingual 5 Bilingual
5th Grade:	2 Monolingual 3 bilingual
6 <sup>th</sup> grade	2 monolingual 3 bilingual
ASC	2 bilingual
SLC	1 monolingual
Life Skills	1 bilingual
Resource	2 monolingual 1 bilingual
Physical Ed.	1 bilingual
Music	1 monolingual

## Staff Quality, Recruitment, and Retention Strengths

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### 1. A Strong Start for Every New Hire

At Borrego Elementary, we are committed to ensuring every new employee is set up for success from day one. New teachers attend the district’s “New Teacher Orientation” and are paired with a mentor who supports their transition through the “Mentor Academy.” These experienced mentors provide valuable guidance, share resources, and help new teachers integrate into the school culture. Our Instructional Support Team also plays a vital role by modeling lessons or co-teaching to support instructional development.

### 2. Clear Communication and Collaborative Planning

371

We prioritize transparent and timely communication so that teachers are always informed. Weekly Professional Learning Community (PLC) meetings allow teachers to collaborate with their grade-level peers, while separate weekly meetings with the Leadership Team focus on data analysis and instructional strategies. This ensures our staff can build on strengths and address instructional challenges. Continuous professional development is offered through sessions led by Borrego's Instructional Specialist, District Instructional Officers, external consultants, and campus administrators, all aimed at supporting ongoing teacher growth.

### **3. Focused Professional Development for Impactful Instruction**

Our professional development efforts are aligned to enhance student outcomes and ensure vertical alignment across all grade levels. Since the start of the year, teachers have received targeted training in key areas including campus expectations, Dual Language/Time and Treatment models, Eduphoria, Strive, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiatives/GLAD Implementation, Ethics, Depth of Knowledge (DOK), and best practices for all TELPAS domains (Listening, Speaking, Reading, and Writing).

### **4. Content-Specific Training to Build Expertise**

Teachers also engage in essential, non-negotiable trainings across content areas. These include Reader's Workshop, Guided Reading, Sharon Wells Math Training for grades 3–5, and engaging, hands-on experiences like Engineering Labs that promote inquiry-based learning.

### **5. Resources That Support Teaching Excellence**

In addition to professional growth, we ensure our teachers have the tools they need to succeed. Each classroom is equipped with an ActivePanel, and every teacher receives a laptop. Instructional materials and resources are ordered at the beginning of the school year based on teacher requests, ensuring they have what they need to meet student needs.

### **6. A Culture of Trust, Support, and Collaboration**

At Borrego Elementary, we cultivate a culture rooted in trust, collaboration, and open communication. We prioritize strong relationships among staff and foster a supportive environment where every team member is willing to lend a helping hand. This culture strengthens our commitment to excellence and shared success.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Across all content areas, we will:

- Dedicate a minimum of 90 for this block
- Ensure that planning, assessment, and instruction are aligned
- Unpack standards to ensure we meet the specificity of TEKS
- Use data, both summative and formative, to make instructional decisions
- Ensure that we meet the needs of all students by differentiating instructions and providing students with identified accommodations
- Utilize core programs/adoptions to teach
- Provide instructions that is hands-on and engaging
- Build positive relationships with kids so that they want to come to school to learn
- Provide professional development to teachers in best practices that support the complete lesson cycle and RTI
- Meet vertically
- Provide intervention that is intentional and meets the needs of students
- Support district initiatives with fidelity and consistency

## Curriculum, Instruction, and Assessment Strengths

- A dedicated 90-minute block for instruction reflects a strong commitment to deep, uninterrupted learning across content areas.
  - Ensuring alignment ensures coherence and consistency, which enhances student learning outcomes and allows teachers to stay focused on objectives.
  - Unpacking TEKS standards shows a deliberate focus on meeting grade-level expectations with clarity and specificity.
  - Using both summative and formative data shows a responsive and reflective instructional culture, targeting instruction to actual student needs.
  - A clear emphasis on differentiation and accommodations indicates a commitment to equity and inclusivity, addressing a wide range of learner needs.
  - Utilizing adopted core programs ensures consistency, fidelity to curriculum, and access to vetted materials.
  - Prioritizing hands-on and engaging instruction promotes active learning and increases student motivation and retention.
  - Building positive relationships is foundational to classroom culture and directly impacts student attendance, motivation, and behavior.
  - Providing PD on best practices, RTI, and the lesson cycle ensures that teachers are continuously growing and improving instruction.
  - Vertical meetings promote instructional alignment across grade levels, preventing gaps and overlaps in student learning progression.
- 
- Intervention that is data-informed and intentional supports early remediation and improves outcomes for struggling learners.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Student performance in Math, Reading Language Arts (RLA), and Science has not demonstrated sufficient growth on both local and STAAR assessments in all areas but particularly in the "Meets" and "Masters" performance levels.

**Root Cause:** There is a need to enhance instructional practices across classrooms that lack consistent alignment to the rigor and cognitive complexity required by the TEKS, particularly at the "Meets" and "Masters" performance levels.

# Family and Community Engagement

## Family and Community Engagement Summary

Borrego Elementary recognizes the critical role that families and the community play in supporting student learning and overall school success. While current relationships are positive, there is a continued need to increase parental involvement, particularly in volunteering and participation in school events. Additionally, consistent and effective communication remains an area for growth, especially in maintaining accurate contact information to ensure families are informed and engaged.

## Family and Community Engagement Strengths

Alfonso Borrego Sr. Elementary is committed to maintaining strong, consistent communication with families through multiple channels, including monthly newsletters, marquee announcements, printed flyers, and updates on the school website. Our front office staff exemplifies exceptional customer service by creating a welcoming, friendly environment where families feel valued and supported. Additionally, we encourage teachers to maintain regular communication with parents via ClassDojo, phone calls, face-to-face meetings, fostering a positive and collaborative learning community.

To further support family engagement, Borrego Elementary offers a variety of opportunities for parents and guardians to participate in school life such as monthly meetings with our parent liaison, Coffee with the Principal, Literacy Night, Math Night, GT Family Nights, Parent/Teacher conferences, etc.

Student achievement is celebrated regularly, with recognition events held every nine weeks for **A/AB** Honor Roll, Perfect Attendance, and Remarkable Ram. These celebrations reinforce a culture of excellence, motivation, and pride among our students.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Strengthening parent and guardian engagement in both academic and social-emotional aspects of their child's education remains a critical area of focus.  
**Root Cause:** Many parents and guardians face barriers such as limited time, lack of awareness of how to and the importance of effectively supporting their child's academic and social-emotional needs

# School Organization

## School Organization Summary

Borrego Elementary is structured to support student achievement. Core instructional time is protected through a dedicated (approximate) 90-minute block for all content areas, providing students with consistent, uninterrupted learning. Weekly Professional Learning Communities (PLCs) serve as the foundation for teacher collaboration, allowing teams to unpack TEKS, analyze student data, and align instructional practices across classrooms. Vertical alignment meetings are held regularly to ensure continuity and coherence across grade levels.

The campus implements Response to Intervention (RTI) and intervention blocks that are built into the master schedule to provide targeted, data-driven support for students who require academic or behavioral interventions. Progress is closely monitored, and instructional adjustments are made based on individual student needs.

Positive Behavior Interventions and Supports (PBIS) is fully integrated into campus routines to promote a safe, respectful, and positive learning environment. Expectations are clearly communicated and reinforced schoolwide, contributing to a strong campus culture.

A shared leadership model is in place, with campus leadership teams—including grade-level leads, instructional coaches, and administrative staff—collaborating on decision-making related to instruction, climate, and resource allocation. Continuous professional development supports staff in implementing best practices aligned to the full lesson cycle and the academic needs of all learners.

Borrego Elementary's organizational structure is intentionally designed to support student growth, instructional quality, and a positive school climate through aligned systems and clear expectations.

## School Organization Strengths

- A dedicated 90-minute instructional block for all content areas ensures focused, uninterrupted instruction aligned to academic goals.
- Weekly PLCs provide structured time for teachers to unpack TEKS, analyze data, and plan aligned instruction collaboratively.
- A clearly defined Response to Intervention (RTI) framework allows for early identification of student needs and targeted, data-informed support during scheduled intervention blocks.
- PBIS is embedded into campus routines, promoting a consistent, positive behavior framework that supports school climate and student well-being.
- The campus utilizes a collaborative leadership structure that empowers teacher leaders, instructional coaches, and administrators to make informed, student-centered decisions.
- Instructional decisions are informed by regular data analysis cycles, allowing for timely adjustments to meet student needs and drive academic growth.
- Campus systems and expectations are clearly communicated and consistently followed, promoting a safe, structured learning environment.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** A significant number of students are not demonstrating consistent academic growth in mathematics and reading, as evidenced by assessment data, indicating a need for more targeted, differentiated, and data-driven instructional practices.

**Root Cause:** Instructional practices are not consistently aligned to the rigor and depth of the standards and lack engagement.

# Technology

## Technology Summary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

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# Priority Problem Statements

# Goals





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Funding Sources:</b> Contracted Services - Training - 199: General, State Compensatory Education - 199.13.6299.00.104.30 - \$2,400</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 L PAC, 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)	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.104.30 - \$21,804, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104.30 - \$20,861, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.104.30 - \$10,383, 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 - \$12,500, Music Teacher-Elementary - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.104.30 - \$70,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dominguez, Nallely	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Gutierrez, Richard	Aide-Library Elementary	Title I, Part A	100%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Jauregui, Rebecca	Parent Liaison	Title I, Part A	100%
Montano, Tawnya	Teacher-Elementary	Title I, Part A	100%

# Campus Funding Summary

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.6299.00.104.30	\$2,400.00
<b>Sub-Total</b>					<b>\$2,400.00</b>
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Parent Liaison	211.61.6129.00.104.30	\$26,000.00
2	2	1	Aide-Library Elementary	211.12.6129.00.104.30	\$21,804.00
2	2	1	Social Worker	211.32.6119.00.104.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.104.30	\$20,861.00
2	2	1	Music Teacher-Elementary	211.11.6119.00.104.30	\$70,000.00
2	2	1	Librarian	211.12.6119.00.104.30	\$10,383.00
<b>Sub-Total</b>					<b>\$161,548.00</b>

# San Elizario Independent School District

## Josefa L. Sambrano Elementary

### 2025-2026 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 .....	7
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Engagement .....	12
School Organization .....	13
Technology .....	14
Priority Problem Statements .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	17
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	17
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	27
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	32
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	34
State Compensatory .....	37
Budget for Josefa L. Sambrano Elementary .....	37
Personnel for Josefa L. Sambrano Elementary .....	37
Title I Personnel .....	38
Campus Funding Summary .....	39

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Sambrano Elementary needs to work on increasing student reading levels. Additionally, working with parents on absenteeism will benefit students and their learning greatly.

# Demographics

## Demographics Summary

### Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of the demographic makeup for Josefa L. Sambrano for the 2024-2025 school year. The campus is one of three elementary schools in the San Elizario Independent School District.

### Student Demographics for 2024-2025:

#### Count Percent Gender

Female 261; 47.1%

Male 288; 52%

#### Ethnicity

Hispanic-Latino 549; 99.10%

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%

American Indian or Alaska Native - 1; 0.18%

White 3; .54%

Two-or-More 1; 0.18%

#### Attendance

Average daily attendance - 92.87%

#### Students by Program:

Student Count by Program  
Josefa L. Sambrano Elementary  
Generated by Plan4Learning.com

398

5 of 39

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Bilingual 322; 50%

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 15; 1.03%

Special Education (SPED) 103;18.59%

Title I Participation 554; 100.00%

Dyslexia 3; .050%

### **Economic Disadvantage Breakdown:**

Economic Disadvantage Total 483; 87.18%

Homeless Statuses Homeless Status Total 14; 2.5%

At-Risk 461; 83.21%

### **Demographics Strengths**

1. Sambrano Elementary has increased the number of students identified as Gifted and Talented. 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.
2. The number of students identified as needing special education services has increased, which means our identification process is effective. The use of the dyslexia screeners is helping to identify more students in need of support and services.
3. Classrooms are supported by 30 fully certified classroom teachers, 12 educational aides, and 6 administrative support staff. The campus has two Reading Interventionists (At-Risk teachers) who support students struggling with reading skills.

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 attended professional development in the area of Dual Language. The staff was trained in several Professional Development activities, which were available to use throughout the year.

4. 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.
5. The district parent liaison, in collaboration with the librarian, counselor, and instructional specialists, continues 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 relevant and important school topics.

# Student Achievement

## Student Achievement Summary

During the 2024-2025 academic year, teachers utilized MAP reading/math diagnostic instruments to assess student skills. The average percentage of students using MAP 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 these grade levels 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 continued to take district benchmarks, unit assessments (TRS), teacher assessments in all subjects, and weekly math assessments in 2nd grade, as we continued following the Sharon Wells Math curriculum timelines.

This year, we continue the implementation of the Dual Language Program (50/50 model) for bilingual students. The focus continues to be on increasing English language acquisition and on biliteracy for all our bilingual students. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Improving reading and listening comprehension skills continued to be a focus as Sambrano implemented 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 2024-2025 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

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 used by teachers daily for continued support. Staff development continues to be driven by student academic needs.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students at Sambrano Elementary are supported to try to close learning gaps and increase reading levels, especially in the area of reading.

**Root Cause:** Many students are lacking foundational skills due to high absenteeism, which prevents them from establishing a true and solid foundation, especially in the area of reading.

# School Culture and Climate

## School Culture and Climate Summary

For the 2025-2026 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 with the 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 all students through engaging and interactive 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 with all campuses to which our students will move on 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 an Awards Ceremony, where students receive recognition for their efforts; parents are invited to attend the ceremony. 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 30 teachers, 2 Instructional Specialists, 12 Instructional Aides, and 1 parent liaison. We also have support service staff who 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 (several staff members 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 cooperative learning strategies, AVID, small and large group instruction, and differentiated instruction. Formative assessments are aligned to the standards and grade level expectations. We will continue to implement reading and math assessment benchmarks for BOY, MOY, and EOY.

There is one Principal, one Assistant Principal, and one Counselor who 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 two Reading Interventionists who 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.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Josefa L. Sambrano will continue to implement TRS as the scope and sequence guide, along with the scope and sequence from the new math adoption. Various resources, such as Estrellitas, Foundations, 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 where 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 will be monitored. Teachers incorporate guided reading as a means to work on increasing students' 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 collaborate, plan, review data, and learn new strategies. The content and language objectives will be evident within classrooms for students to be prepared for the purpose of the daily lesson in every subject. The utilization of graphic organizers, interactive student notebooks, ELPS strategies, guided reading, HMH, and new science-adopted materials has 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 interventions. Teachers are very positive in regards to the 50/50 Dual Language Model currently in place at the campus. They are following the protocols and schedules in place for the program.

# Family and Community Engagement

## Family 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 in 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, Student of the Month, Award Celebrations, and literacy sessions combined with guest speakers. We will continue to seek out more opportunities for parent participation.

## Family and Community Engagement Strengths

Josefa L. Sambrano Elementary communicates with families through the use of Class Dojo, Google Classroom, automated calling, the school website, Smore parent newsletter, the 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, Math Bee, and various conferences. We had a slight increase in parent volunteers.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Problem Statement 1: Student absenteeism is high.

**Root Cause:** Root Cause: Increased Parent and Student Engagement. Educating parents on attendance benefits.

# School Organization

## School 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 a built-in intervention block to have small group intervention for students needing academic support. Weekly PLCs are conducted to allow for lesson planning, data review, and professional development. The At-Risk Interventionists work with K-2nd-grade students on building reading skills. Instructional aides support reading and math for K-2nd-grade students. Fall and Spring intersession intervention is held 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).

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 Organization Strengths

Josefa L. Sambrano Elementary School provides in-school intervention for students throughout the regular school instructional day 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 are 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 with student devices in each grade level. Students navigate through a variety of websites 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 become more proficient with the integration of technology apps in their daily lessons. Sambrano has three computer labs complete with up-to-date desktops, smartboards, etc. Currently, the computer labs on campus have 75 desktops (25 per computer lab) in place. We have a computer lab aide on-site to assist with class lessons in the computer labs.

## Technology Strengths

Josefa L. Sambrano ensures that there are 1:1 student devices. All students have access to technology for daily 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

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- 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
- Local diagnostic reading 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

## **Student Data: Behavior and Other Indicators**

- Attendance data





# Goals

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

**Evaluation Data Sources:** District and program assessment results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment results will reflect a 1% increase in mathematics assessment results per Bluebonnet Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus Instructional Specialists, District Instructional Officers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, District (bilingual) Instructional Officer</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** HMH assessment data, DRA/EDL reading assessment levels, guided reading binders,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement through the use of high-quality instructional materials, such as HMH, that will lead to student mastery in unit and campus assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, District C &amp; I staff, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Contracted Services - Training - 199: General, State Compensatory Education - 199.13.6299.104.30 - \$2,400, Subscription - 199: General, State Compensatory Education - 199.11.6268.00.103.30 - \$7,498, Capstone - 199: General, State Compensatory Education - 199.11.6396.00.103.30 - \$3,149</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus Instructional Specialists, District Instructional Officers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, District (bilingual) Instructional Officer</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources





**Evaluation Data Sources:** HQIM, such as the McGraw-Hill curriculum

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> HQIM, such as the McGraw-Hill curriculum, will help increase performance in content areas on unit and campus assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, teachers, District Instructional Officers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus Instructional Specialists, District Instructional Officers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, District (bilingual) Instructional Officer</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels <b>Strategy's Expected Result/Impact:</b> Students will be exposed to career options that may align with CTE endorsements at GEMS or SEHS. <b>Staff Responsible for Monitoring:</b> Campus counselors, teachers  <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways <b>Strategy's Expected Result/Impact:</b> Students will be exposed to real-world careers. <b>Staff Responsible for Monitoring:</b> Campus counselors, teachers	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

**Evaluation Data Sources:** Walk-through data and information, librarian input, Fitness Gram data, program participation rosters





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic areas in reading and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Campus librarian, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 through LPAC, 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in all academic areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, Librarian, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education</p> <p><b>Strategy's Expected Result/Impact:</b> Increase physical movement and activity.</p> <p><b>Staff Responsible for Monitoring:</b> Physical education campus staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school</p> <p><b>Strategy's Expected Result/Impact:</b> Acquisition of skills, targeted interventions, and an increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

**Evaluation Data Sources:** Discipline referral data, threat assessment data, and attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue with activities that promote students to attend school every day  <b>Strategy's Expected Result/Impact:</b> Increase in attendance percentage at each grade level.  <b>Staff Responsible for Monitoring:</b> Campus administration, attendance clerk, teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, access to student interventions and services.  <b>Staff Responsible for Monitoring:</b> Campus counselors, Campus Administration, teachers, PBIS committee</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.  <b>Strategy's Expected Result/Impact:</b> Safe, clean, and healthy school atmosphere.  <b>Staff Responsible for Monitoring:</b> Campus custodians, Campus Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				


**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment


**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

**Evaluation Data Sources:** Employee EOY climate survey, weekly employee newsletter

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will be recognized and celebrated throughout the year to help build a positive school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training &amp; SPED (AU) training.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong relationships will help foster safety and well-being, encouraging staff to stay, avoiding a high turnover rate while keeping staff well-informed and knowledgeable.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment


**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.


**Evaluation Data Sources:** Increase in student achievement per state assessments and decrease in teacher turnover per yearly PEIMS employee data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - \$31,229, Campus Instructional Specialist-Elementary - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - \$92,778, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.103.30 - \$51,915, 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 - \$12,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher support and effectiveness, student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, Instructional Officers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Strategy's Expected Result/Impact:</b> Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, C&amp;I staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Specialists, C&amp;I staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will receive the necessary materials to establish effective communication and remain safe at all times.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus secretary, SRO, ISs, counselor, librarian</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities</p> <p><b>Strategy's Expected Result/Impact:</b> An effective teaching setting that is conducive to learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, head custodian, campus secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success





**Evaluation Data Sources:** Parent session sign-in sheets, survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design &amp; standardize learning opportunities for parents/guardians at each school. Continue monthly family sessions &amp; MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie, health fairs, movie nights, collaboration with influential community/city/state representatives, etc), parent committees (i.e., SBDM, SHAC, LPAC). Provide post-secondary information for parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' social/emotional well-being, increase home/school connection to inform parents on strategies to support students at home for academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, school counselors, campus parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies, which encourage a strong volunteer program.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive school culture and build a strong volunteer program.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection





**Evaluation Data Sources:** Meeting sign-in sheets, parent session sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the diverse needs of all students and empower them to become successful members of a global community.</p> <p><b>Staff Responsible for Monitoring:</b> District staff, campus administrators, school counselors, parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Support student mentees navigate academic, social, and personal challenges, fostering a sense of belonging and promoting success in their educational journey.</p> <p><b>Staff Responsible for Monitoring:</b> School counselors, campus administration, district staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances





**Evaluation Data Sources:** Budget spending recap, budget spending data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs, to include technology devices for student and staff use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance by teachers and students through mastery across all content areas as measured by district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, district staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action</p> <p><b>Strategy's Expected Result/Impact:</b> Promote fiscal responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> District staff, campus administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources





**Evaluation Data Sources:** Budget spending recap, budget spending data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, development of an equipment replacement plan (ERP), development of a long-range facilities & maintenance needs plan <b>Strategy's Expected Result/Impact:</b> Promote fiscal responsibility and a safe facility <b>Staff Responsible for Monitoring:</b> District staff, campus administration	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

**Evaluation Data Sources:** HR data and campus staff information

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit <b>Strategy's Expected Result/Impact:</b> To promote long-term fiscal responsibility for the campus and district. <b>Staff Responsible for Monitoring:</b> District staff, campus administration	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Josefa L. Sambrano Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

## Personnel for Josefa L. Sambrano Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alyssa Padilla	Instructional Specialist	1
Corina Garcia	Teacher- At-Risk Services	1
Miguel Tapia	Aide-Computer Lab	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cortez, Patricia	Aide-Title I	Title I, Part A	100%
Duran, Cesar	Campus Instructional Specialist	Title I, Part A	100%
Garcia, Ashley	Parent Liaison	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Jasso, Mercedes	Librarian	Title I, Part A	62.5%

# Campus Funding Summary

<b>199: General, State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Capstone	199.11.6396.00.103.30	\$3,149.00
1	2	1	Subscription	199.11.6268.00.103.30	\$7,498.00
1	2	1	Contracted Services - Training	199.13.6299.104.30	\$2,400.00
<b>Sub-Total</b>					<b>\$13,047.00</b>
<b>211: Title I, Part A Improving Basic Programs</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Campus Instructional Specialist-Elementary	211.13.6119.00.103.30	\$92,778.00
2	2	1	Librarian	211.12.6119.00.103.30	\$51,915.00
2	2	1	Parent Liaison	211.61.6129.00.103.30	\$26,000.00
2	2	1	Aide-Title I	211.11.6129.00.103.30	\$31,229.00
2	2	1	Social Worker	211.32.6119.00.103.30	\$12,500.00
<b>Sub-Total</b>					<b>\$214,422.00</b>

# San Elizario Independent School District

## Lorenzo Loya Primary School

### 2025-2026 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 .....	14
Staff Quality, Recruitment, and Retention .....	16
Curriculum, Instruction, and Assessment .....	17
Family and Community Engagement .....	18
School Organization .....	20
Technology .....	21
Priority Problem Statements .....	22
Comprehensive Needs Assessment Data Documentation .....	23
Goals .....	24
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	24
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	35
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	39
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	41
Title I Personnel .....	44
Campus Funding Summary .....	45
Addendums .....	46

# Comprehensive Needs Assessment

Revised/Approved: July 11, 2025

## Demographics

### Demographics Summary

#### Loya Primary Student Demographics:

The information below provide a snapshot of the demographic makeup for Loya Primary, data provided for the 2024-2025 school year. In the 2025-2026 school year, Loya Primary will continue serving students in grades PK-3 and PK-4 in a full-day program, providing monolingual and dual language classrooms and special education services. Campus also has 2 ECSE (Early childhood Special Education) units that service students with IEP goals.

*Student Demographics 2024 - 2025 PEIMS Fall snap shot*

*Enrollment:*

*173 students*

*Count Percent Gender:*

*Female: 88= 50.87%*

*Male: 85= 49.13%*

*Ethnicity Hispanic-Latino: 168= 97.69%*

*Race American Indian - Alaskan Native:*

*Asian 0= 0.00%*

*Black - African American 0= 0.00%*

*Native Hawaiian - Pacific Islander 0= 0.00%*

*White:3= 1.73%*

*Two-or-More:1= 0.58%*

We served a total of 173 students as per the 2024-2025 school year in grades PK-3 and PK-4.

Bilingual/ESL Emergent Bilingual (EB) 113= 65.32.%

**Student by Program: (2024-2025)**

**Count Percent:**

436

Bilingual/ESL Emergent Bilingual (EB) 113= 65.32.%

Special Education (SPED): 22 =12.72%

Economic Disadvantage Total: 150=86.71%

Free Meals: 120= 69.36%

Reduced-Price Meals: 4=2.31%

Other Economic Disadvantage: 26= 15.03%

### **Demographics Strengths**

At Loya Primary all classrooms are supported by a certified classroom teacher and an 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 and intervention.

The campus will begin to implement a new dual language program 70/30 program model in PK-4 as well as in our PK-3 classrooms. Mathematics will be taught in English only for all dual language classrooms, this will align with other SEISD campuses.

Award Assemblies were held every 9 weeks for the students in which they were recognized for their perfect and faithful attendance, reading champion 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 young children pre-reading strategies they can also practice 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 will be adding the following sessions to inform our families on PBIS/MTSS, early language development and any other request our families may have throughout the school year.

We were very happy to share once again our amazing turnout with our family literacy sessions. Our numbers ranged from 75-90 family members attending for each session, this past year we saw an increase with both parents attending the sessions. It truly was amazing 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. At the end of each session, parents filled out an event evaluation, many of them made suggestions for other presentations, praising Ms. Montoya our librarian aide for the remarkable job she did all year long.

# Student Achievement

## Student Achievement Summary

Our PK-4 students were assessed with CIRCLE at the BOY, MOY & EOY . In reviewing each waves, the students data showed progress at each one. There was a slight drop in the MOY score from 92% to EOY 85% in our dual language sections. In digging in deeper, into data results the concept "**Operations**" is taught until the 4th 9 weeks. The instructional team along with teachers will revisit to see how the concept can be introduce in the middle of the 3rd 9 weeks to ensure they have a strong introduction of the concept.

<b>English: Math CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	67%	97%	100%
Need Monitoring	0%	3%	0%
Needing Support	33%	3%	0%

(2 monolingual sections)

<b>Spanish: Math CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	84%	92%	85%
Need Monitoring	0%	0%	0%
Needing Support	16%	8%	15%

(4 dual language sections)

In reading, gains were also made in phonological awareness with letter and sound recognition, along with amazing growth in syllabication and alliteration. Rhyming was a focus goal for the 24-25 school year to continue the upward growth. Our scores averaged out to 82% in both monolingual and our dual language classrooms, an increase from last years scores of 76.5%. We are very proud of the EOY scores, students were able to retain their learning throughout the school year.

## English: Reading CIRCLE Assessment

Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	14%	91%	97%
Need Monitoring	3%	0%	0%
Needing Support	83%	9%	3%

(2 monolingual sections)

## Spanish: Reading CIRCLE Assessment

Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	13%	85%	87%
Need Monitoring	0%	0%	0%
Needing Support	87%	15%	13%

(4 dual language sections)

Our PK-3 teachers assessed students with a teacher created test to identify their shapes, colors and numbers in January 2025. Each classroom is on target according to the Student Learning Objective (SLO), 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 2025. Our EOY scores show the growth our students made.

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	94%	6%	99%	1%
Shapes	73%	27%	100%	0%

439

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Rote counting numbers	93%	7%	95%	5%
Spanish Teacher	100%	0%	95%	5%
Assessment			Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	92%	8%	98%	2%
Shapes	65%	35%	96%	4%
Rote counting numbers	83%	17%	92%	8%
Number concept	82%	18%	96%	4%

Our ECSE units students are also tested with the same concepts as the PK-3 classrooms. Out of the 11 students, 9 students are non-verbal, but can distinguish the concepts by using visual aides. Teachers goal is for them to utter words to communicate what they are learning, according to a language development rubric used with the students.

<b>CSE: MOY Teacher Created Assessment</b>			<b>ECSE: EOY Teacher Created Assessment</b>	
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	51%	49%	47%	53%
Shapes	43%	57%	42%	58%
Rote counting numbers	41%	59%	41%	59%
<b>Number concept</b>	<b>62%</b>	<b>38%</b>	<b>61%</b>	<b>39%</b>

*(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)*

Student data results were reviewed and discussed during the data PLC's, teachers then planned for intervention lessons where the students needed more support. 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. The first data meeting was on the 5th week and not the 4th as in the SEISD rollout plan. As part of our data PLC meetings we also spent time to review the students growth with SLO's. This assisted the principal with monitoring students growth and timeline check-ins to ensure teachers assessed the students in a timely manner.

# Loya PK4 SLO 2024-2025

PK-4 SLO Data BOY August 20, 2024				October 22, 2024			December 17, 2024			February 18, 2025			March 25, 2025			April 30, 2025		
Teacher	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound
Ballesteros	2.12%	1.41%	0.94%	15.43%	14.86%	15.43%	38.40%	42.40%	37.07%	58.25%	41.50%	48.80%	74.75%	73.50%	73.33%	77.25%	75.50%	75.00%
Benavidez	33.65%	21.73%	7.50%	55.34%	40.38%	39.96%	78.51%	59.28%	66.29%	82.81%	64.93%	75.34%	87.18%	73.08%	84.86%	92.31%	81.97%	90.14%
Berumen	4.94%	3.53%	0%	38.00%	18.67%	19.56%	59.53%	43.53%	58.35%	64.71%	50.82%	60.71%	74.35%	73.88%	71.76%	74.35%	73.88%	71.76%
Mendoza	7.12%	2.31%	0.58%	28.74%	17.00%	19.23%	57.69%	38.46%	44.42%	74.70%	53.63%	60.47%	79.70%	61.11%	72.22%	81.84%	61.75%	74.36%
Montoya	5.65%	2.82%	2.35%	14.53%	12.42%	15.37%	53.50%	44.25%	42.00%	44.71%	33.88%	55.76%	66.12%	67.06%	66.35%	66.12%	67.06%	66.35%
Ortega	10.12%	5.88%	0%	39.29%	21.65%	16.00%	57.18%	44.47%	37.18%	74.40%	62.25%	55.75%	85.50%	73.00%	71.50%	89.00%	80.50%	78.25%
<b>Total PK4</b>	<b>10.6%</b>	<b>6.26%</b>	<b>1.89%</b>	<b>31.88%</b>	<b>20.83%</b>	<b>20.93%</b>	<b>57.46%</b>	<b>45.39%</b>	<b>47.55%</b>	<b>66.59%</b>	<b>51.16%</b>	<b>59.47%</b>	<b>77.93%</b>	<b>70.27%</b>	<b>73.34%</b>	<b>80.15%</b>	<b>73.44%</b>	<b>75.98%</b>

# Loya PK3 SLO 2024-2025

PK-3 SLO Data BOY August 20, 2024			October 22, 2024		December 17, 2024		February 18, 2025		March 25, 2025		April 30, 2025	
Teacher	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes
Barba	51.67%	Not assessed	73.33%	12.96%	89.50%	49.17%	92.38%	55.56%	98.50%	85%	100%	96.67%
Delgado	69.05%	Not assessed	78.57%	64.29%	92.00%	72.50%	97.00%	88.33%	99.09%	97.73%	99.09%	99.24%
Rodriguez	70.0%	Not assessed	88.89%	Not assessed	91.58%	Not assessed	97.78%	75.00%	100%	95%	100%	95%
<b>Total PK3</b>	<b>63.57%</b>	<b>Not assessed</b>	<b>80.26%</b>	<b>25.75%</b>	<b>91.03%</b>	<b>60.83%</b>	<b>95.72%</b>	<b>72.96%</b>	<b>99.20%</b>	<b>92.58%</b>	<b>99.70%</b>	<b>96.97%</b>

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 at the 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. In the new school year 2025-2026, PK-3 teachers will assess their students for the first time with CIRCLE. Due to the young age of our PK-3 students, they will not be assessed in all areas as they are in PK-4. (See CIRCLE Progress Monitoring-Tx PKG alignment in addendum)

Our dual language program used the 90/10 model for PK-4 students. This allowed 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. This coming school year we will begin using the 70/30 model for all PK3 & PK4 dual language classrooms, with reading in Spanish and mathematics in English.

Improving vocabulary development, pre-reading and listening comprehension skills will continue to be a focus for the 2025-2026 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.

An area of need for the campus is to improve our attendance rate. This year we had a higher attendance rate from previous years, but we are still below the state percentage goal of 96%. Our teachers, counselor and registrar/attendance will continue to oversee the attendance to ensure those students that have chronic absents are contacted after 3 absences. A follow up call will be

made by campus principal as well as informing parents about the attendance rate through the monthly parent newsletter.

To improve attendance and meet the state goal of 96%, we will continue monitoring absences closely with early intervention for students with chronic absences. Personalized outreach from the principal and teachers, along with clear communication through newsletters and communication app Class Dojo, will emphasize the importance of regular attendance.

## 2024-2025 Attendance

### 2.1 - Attendance Rate Analysis

Filters Export PDF Bookmark Dashboard Apply Selected Filters Reset Filters

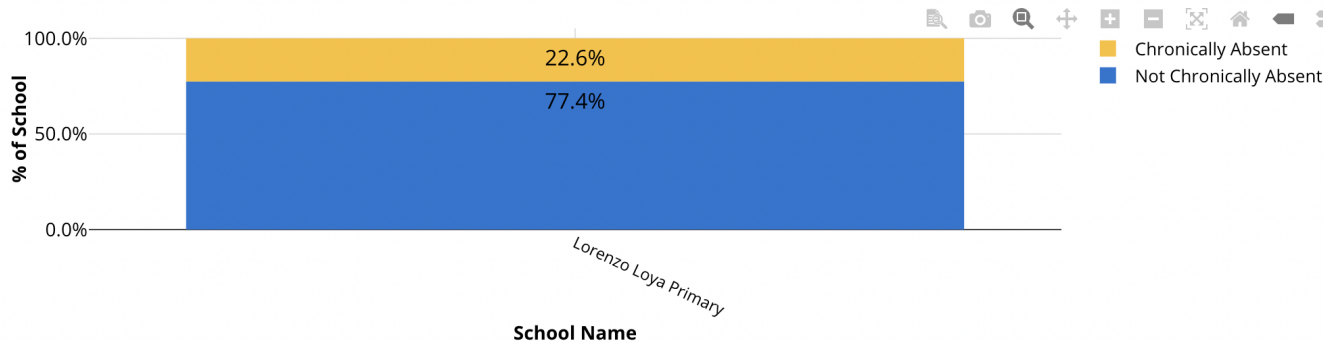
Attendance Rate Analysis - Current Year Trend Analysis Student List

#### Chronically Absent

What % Of Students Are Chronically Absent?  
**22.6%**

What Is The District Average  
Attendance Rate?  
**92.69%**

#### What Is The Chronic Absenteeism Rate By Building?

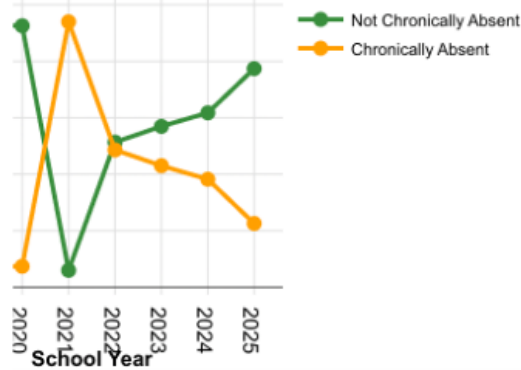


## 2.1 - Attendance Rate Analysis

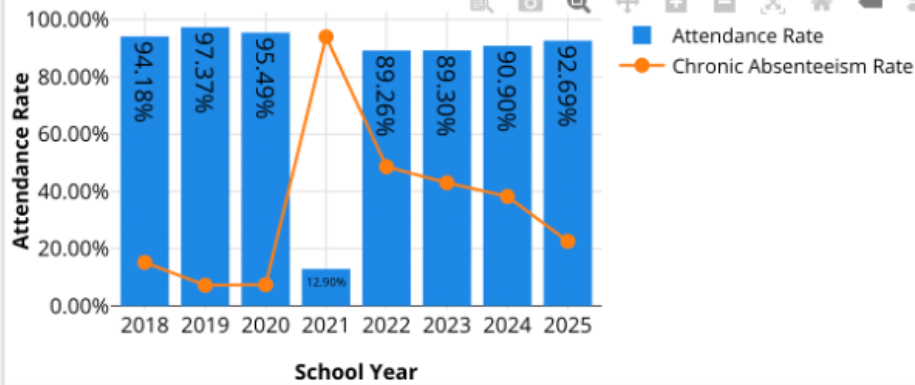
Filters Export PDF Bookmark Dashboard Apply Selected Filters Reset Filters

Attendance Rate Analysis - Current Year Trend Analysis Student List

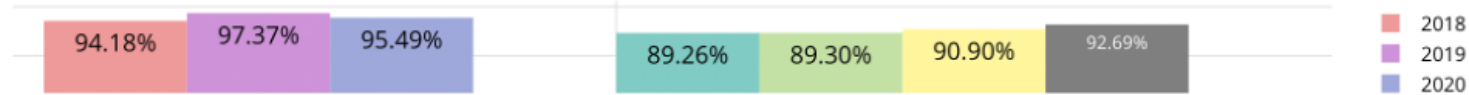
### ism Trend



### District Attendance Rate vs Chronic Absenteeism Trend



### Trend By Building



## Student Achievement Strengths

As indicated PK-4 data reflects gains in the area of mathematics and reading. The result of having the daily calendar in both reading and math continues to be 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 received support with their language development from our campus intervention teacher. The students who were under RTI had been evaluated earlier in the school year for speech and were being served to assist in their area of need. We witnessed an increase with communication skills with those students receiving speech therapy, especially with our PK-3 students.

Teachers were provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to disaggregate data, to 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. Many parents have shared with us, they are amazed to see how far their child has come in both academic and social needs.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Attendance has been a concern for our campus. We averaged a 92.69% for both grade levels. We did see an improvement from previous years, but having difficulty reaching the state goal of 96%.

**Root Cause:** Attendance is impacted by our students getting ill during the colder months of school as well as parents not bringing them to school consistently.

# School Culture and Climate

## School Culture and Climate Summary

Our PK-3 program has been successful with student growth development progress in both academic and social skills, the three sections kept a steady number of 20-22 students throughout the school year. They continue to do very well!

We had to close one section of PK-4 monolingual and add a PK4 dual language classroom in order to serve students in the program. 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 families. A common vision for the instructional 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, having a full time SRO on campus has been well received by all. We are truly grateful for this state initiative.

Campus committees consisted of the following: SBDM, LPAC, Safety, PBIS and attendance, 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.

## 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 gift 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 continue with 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 parade 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. A college presentation was done from EPCC students to be exposed to careers paths and secondary learning and "what they want to be when they grow up". For career day, invited guests from Border Patrol, SEISD transportation, San Elizario Marshals, EP county Sheriffs, Clint fire department along with a local transportation company, came for an outdoor presentation to our students. The students were thrilled to have so many community members visit with them!

Our counselor oversees the PBIS committee, they continue to establish ideas for the PBIS core values for our students. Classroom visits with lessons were conducted in all classrooms by the counselor. The committee planned and followed through with several fundraisers and concessions sales throughout the school year for our students. Enough funds were raised to purchase a water slide for the campus to use for the end of year activities. We continued to recognize students for the monthly PBIS kid award, who are nominated by their teachers and recognized during a ceremony with a certificate and medal to wear with pride. They join the hallway of champions bulletin boards where their peers get to view their individual pictures and get inspired to become a champion too!

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 kids with dedicating the month of April to celebrate with special guests and activities. This year our PK4 military graduates were recognized and honored with a purple sash to wear with their cap and gowns, their families beamed with pride!

We continued to honor our teachers (TOM), staff (EOM) and our little Eagle award to be recognized by their colleagues who were given with a certificate along with a sweet treat to enjoy. 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 cards 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 Smore's parent newsletter is also shared with the faculty and staff to communicate with our families. I really appreciate the feedback from our parents on how they

appreciate the communication from our campus, it allows them to plan accordingly to attend both campus and district events.

# 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. There are 3 teachers who have alternative certification on campus: M. Benavidez, I. Ballesteros and X. Gentry, throughout the year they must maintain 30 hours of professional development, totaling 150 for every 5 years.

New teachers were 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 24/25 CIP goals and objectives.

During the 2025-2026 academic school year, we will continue the PLC process planning and the assessment checklist. We will continue to request 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). As part of the professional development, the campus will focus on strategies to work with students with emotional needs, as well as those with reluctant behaviors. The district Curriculum & Instructional department will support the campus with training from the region service center 19.

## 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 8 years.

As of June 2025, we had to close section of PK-4 dual language due to the low enrollment. With this request being made, a teacher in PK-3 was reassigned to another campus while the section that was closed, teacher was moved to a monolingual PK-3 position.

This past school year, we had 3 teachers who were rewarded for the TIA award for the 2nd year in a row, additionally another teacher was awarded her first TIA designation. We are very proud of their dedication to our students, serving excellence in their classrooms.

Our PK-3 teachers will have an opportunity to be included in the TIA award, according to the outcome of students results, their evaluations and other TIA rubric requirements.

# 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.

This coming school year, PK-3 students will also be assessed with the CIRCLE assessment: BOY, MOY and EOY to track the progress the students are making throughout the school year. The BOY and EOY is reported to the state to compare to other PK students statewide.

## 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.

# Family and Community Engagement

## Family and Community Engagement Summary

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 Counselor in the fall and spring
- Veterans Day parade
- Thanksgiving Luncheon in November for families to join their children
- 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.
- Literacy float parade
- Dia del nino in April PE field day activities.
- Mothers Day celebration
- Monthly PBIS kids awards

## Family 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.

Principal continues 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 keep 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, the monthly Smore's Parent newsletter, social media, campus website, flyers, and through the SEISD communication announcement system.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Our parent participation with campus events has increased over the ~~4~~<sup>5</sup> years, but we would like for the percentage of registered parent volunteers to increase as

well.

**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 Organization

## School 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 social and emotional need of our students as well as academic excellence. This past school year, a full time SRO was placed on our campus from the local San Elizario Marshal department. Having an armed officer has brought a sense of security for all those on campus, as well as comfort to our families. 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 enhanced targeted interventions ensuring our students needs are meet on a daily basis.

## School Organization Strengths

Loya Primary operates as a campus-wide professional learning community. Teachers and staff are involved in the decision-making process. Our teachers, instructional specialist and campus principal 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 following a timeline. The CIP, Parent Newsletter, calendar of events, and other resources are posted on the campus website as well as on the class dojo app 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 rotation schedule for the following enrichment classes: science maker-space classroom, computer lab, counseling weekly sessions and weekly library visits. As an addition to the enrichment classes, the Eagle Learning Classrooms: fine arts art and music, STEAM room and dramatic play, may be used throughout the day to enhance learning through discovery, exploring, creating and play.

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 and ABC mouse" both are technology apps to practice pre-reading and pre-math skills with our students. We are looking into purchasing Numbers and Letters ALIVE for the computer lab and the library to enhance number and letter recognition for our students.

We will continue to replace technology on an as-needed basis for faculty and staff use with the new budget 2025-2026 allotment.

## Technology Strengths

Every classroom is equipped with:

- 1 Active Panel
- i-Pad for every student
- 2 laptop computers: Teacher and T-2
- 1 portable document camera for home use (I-Pevo)
- Wireless listening station

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** With low enrollment comes a smaller budget to purchase updated technology for our classrooms. Many of the older panel boards tend to freeze up throughout the day

**Root Cause:** Panel boards have not been purchased in over 8 years.

# 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

## **Student Data: Assessments**

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Behavior and Other Indicators**

- Attendance data

# Goals





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

**High Priority**

**Evaluation Data Sources:** BOY, MOY & EOY CIRCLE Progress Monitoring School Benchmark Growth Report for both PK-3 and PK-4 and teacher created checklist assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Set a strong foundation in pre-math skills with the use of manipulatives.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides and principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Continue with strong vertical and horizontal alignment between the grade levels, intentional lesson planning and interventions support for students following Pre-k guidelines. The various student data results will reviewed to plan for interventions and differentiation.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides and principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be submitted and reviewed on a weekly basis from all classrooms teachers, with feedback and suggestions. Learning centers will be aligned among the grade levels to ensure equity of materials and manipulatives for student use.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides, counselor and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional specialist will model the coaching model to all classroom teachers and offer support to those needing more practice. Discussions will be held during PLC and one-to-one conferences with principal.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialist and principal.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> We will monitor students language, listening and speaking skills, through informal and formal teacher observations, assessment checklists, SLO goals, CIRCLE assessments and Pre-las testing at the BOY and EOY. Student growth progress will be discussed throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides, counselor and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** Student learning objective (SLO) & students growth chart, checklist assessments, teacher created checklist assessments and CIRCLE BOY, MOY & EOY assessment results for both PK-3 and PK-4.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional materials will be used for lesson planning and delivery in all classrooms aligned to the state PK guidelines, which will support student goal outcomes in ELAR. PK-3: Frog Street and in PK-4: Pre-k On Our Way along with teacher created materials for literacy stations. Estrellita, "fun"dations and learning dynamics to support phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.</p> <p><b>Funding Sources:</b> SBITA - 199: General, State Compensatory Education - 199.11.6268.00.102.30 - \$425, GENERAL SUPPLIES - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - \$13,775</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Continue with strong alignment both vertical and horizontal in both PK-3 &amp; PK-4 grade levels, and both our ECSE units too support the individual needs of our students with IEP's. With having strong alignment and instructional delivery will impact a positive and a strong learning foundation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong alignment among the grade levels to give our students the same opportunities in their learning, which will include classrooms learning stations.</p> <p><b>Staff Responsible for Monitoring:</b> Lessons will be viewed by principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Coaching model will support teachers with researched based best instructional practices to deliver lessons that are age appropriate following the state PK guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist, and central office C &amp; I department.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will use the model of 70/30 in all dual language classrooms to support students with their L1 and L2. Summit K-12 is not used at the primary campus, campus will use AVID strategies and teacher modeling to develop the listening and speaking skills of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** Teachers informal and formal classroom observations, student engagement and results for CIRCLE BOY, MOY and EOY in both subjects.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will continue to use Frog Street and Scholastic Pre-k On Our Way and learning stations to incorporate in activities in science and social studies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p> <p><b>Strategy's Expected Result/Impact:</b> Continue with strong alignment both vertical and horizontal in both PK-3 &amp; PK-4 grade levels, and both our ECSE units too support the individual needs of our students with IEP's. With having strong alignment and instructional delivery will impact a positive and a strong learning foundation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be submitted and reviewed on a weekly basis from all classrooms teachers, with feedback and suggestions. Learning centers will be aligned among the grade levels to ensure equity of materials and manipulatives for student use.</p> <p><b>Staff Responsible for Monitoring:</b> Lessons will be viewed by principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Coaching model will support teachers with researched based best instructional practices to deliver lessons that are age appropriate following the state PK guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist, and central office C &amp; I department.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will use the model of 70/30 in all dual language classrooms to support students with their L1 and L2. Summit K-12 is not used at the primary campus, campus will use AVID strategies and teacher modeling to develop the listening and speaking skills of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

**Evaluation Data Sources:** Increase STEAM, College and Career Readiness opportunities for our students to be exposed and introduced too. Counselor will reach out for UTEP, EPCC to present age appropriate presentations to our students, also to include community helpers during career day.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School</p> <p><b>Strategy's Expected Result/Impact:</b> Our young students will be introduced to career and college readiness with campus presentations from EPCC, UTEP and community helpers.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, instructional specialist and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn about the various careers options through community helper curriculum units in social studies and science , classroom learning centers and eagle learning centers, which includes the remodeled dramatic play classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins</p> <p><b>Strategy's Expected Result/Impact:</b> Campus instructional team will continue monitoring SLO data , incorporate students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for student growth according to the Student Learning Objective (SLO)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional specialist and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom presentations will align with thematic units of study for students, to include:dental presentations, veterinary services, various community helpers and our SEISD transportation department.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, campus instructional specialist, all classroom teachers and princiapl.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will continue with bi-monthly dress activities for military, making the month of April "celebrating military kid" all month long with presentations during family literacy sessions, little eagle boot camp in P.E. , collaboration with SEHS ROTC cadets and campus Veterans Day parade.</p> <p><b>Staff Responsible for Monitoring:</b> Campus military liaison, counselor and principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 5:** Ensure students are well rounded and 21st century ready

**High Priority**

**Evaluation Data Sources:** Teachers and administration will focus on emotional, cognitive, and social development for future readiness with appropriate activities in and out of the classroom

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to learn the process of checking in/out books, learn to be responsible with care of books, the use of I-pads for on-line literacy skills and classroom lessons are reinforced in the library.</p> <p><b>Staff Responsible for Monitoring:</b> Classrooms teachers, librarian aide and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 L PAC, 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Our library will also be used as a learning environment where students develop their fine motor skills, listening and speaking skills as well as social and emotional skills.</p> <p><b>Staff Responsible for Monitoring:</b> Classrooms teachers, librarian aide and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education</p> <p><b>Strategy's Expected Result/Impact:</b> Students will enhance their gross and fine motors skills in PE to develop their coordination skills as well as their listening skills. Fine arts skills are embedded in the daily lessons and also during speciality classes in maker-space, library and computer lab.</p> <p><b>Staff Responsible for Monitoring:</b> PE teacher, PE aide, classroom instructional aides and principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will offer intersession during the fall, spring and summer to students in PK-4 who are needing the extra support in pre-reading and pre-math skills. Classroom teachers will model the use AVID strategies that are age appropriate for our young students.</p> <p><b>Staff Responsible for Monitoring:</b> Classrooms teachers, instructional specialist and principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

**High Priority**

**Evaluation Data Sources:** Teachers and administration will ensure our students will have a learning environment that is supportive with emotional, physical, and mental safety. With a priority of setting a foundation for them to explore, learn, and grow confidently.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue with activities that promote students to attend school every day</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to come to school everyday as well with our parents in bringing their child to school. Parents will be notified and receive communication through campus website, monthly Parent Newsletter and through the Class dojo application. They will be acknowledge for having perfect and near perfect attendance during the each award assemblies.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty and staff will be responsible for monitoring student attendance.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive weekly lessons from campus counselor on behavior expectations (MTSS) and support them with SEL lessons in her class as well as in their regular classroom. Students will be able to practice behavior expectations in and out of the classroom and will be awarded with monthly incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Campus counselor, campus MTSS committee and classroom teachers.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.</p> <p><b>Strategy's Expected Result/Impact:</b> Custodians will ensure the campus is clean on a daily basis to ensure a sanitized and healthy learning environment for our students, faculty and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Head custodian and principal</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment


**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms


**High Priority**

**Evaluation Data Sources:** T-TESS Walkthroughs, T-CESS for counselor, formal observations, summative evaluations, and SLO check-in's. Each wave of the CIRCLE assessment results will be viewed and discuss with teachers during data PLC's, along with SLO data and 4 & 8 week assessment checklist.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will continue to celebrate employees to acknowledge them for their work. The only funds that will be used are those set aside for teacher appreciation within the campus budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Chief Financial Officer (CFO)</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training &amp; SPED (AU) training.</p> <p><b>Strategy's Expected Result/Impact:</b> Seek professional development for teachers and aides focused on research-based strategies in early childhood education, including differentiated instruction, social-emotional learning, literacy, and technology integration to serve our students. Encourage ongoing learning through coaching and collaboration at both the campus and district level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and the district curriculum and instruction department officers.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Communicate through social media venues to advertise the district and any openings that are available for employment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal at the campus level and HR department for district wide and regionally.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

**High Priority**

**Evaluation Data Sources:** Our faculty and staff will ensure we are fulfilling the campus vision and mission for our students and families by working collaboratively and communicating with one another. Principal will communicate expectations of both campus and districts goals, will also provide on-going support and guidance to meet the needs of the campus. On-going PLC's, monthly faculty meetings, communicate bi-weekly through "Eagle News" and Parent monthly newsletter.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Aide-Library Elementary, Title I Aide, and District Social Worker.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.102.30 - \$22,340, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.102.30 - \$34,047, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.102.30 - \$10,383, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.102.30 - \$12,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p> <p><b>Strategy's Expected Result/Impact:</b> Campus instructional specialist will commit and support all classrooms teachers with modeling of lessons as needed, document evidence of classroom learning walks with immediate feedback to teachers. She will support them suggested learning activities, resources and materials to enhance lessons for our students during PLC planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and district C &amp;I department.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development in the area of meeting the social emotional needs and specialization in autism will enhance our craft in reaching students who are struggling with daily expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Collaboration with SPED and C &amp; I departments, Region 19 service center and principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p> <p><b>Strategy's Expected Result/Impact:</b> Our librarian aide will attend PD with teachers as needed, so she may use best practices and strategies with our students in her daily rotation schedule. Our campus nurse will also attend PD when opportunities are available to enhance her craft for the needs of our students. Communication will be on-going with the lead SEISD librarian and lead nurse regarding opportunities for PD.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, lead SEISD librarian and our SEISD lead nurse</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> With the allotted campus budget resources will be purchased to ensure supplies are available for daily use and as needed basis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus secretary, instructional specialist, classroom teachers and principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities</p> <p><b>Strategy's Expected Result/Impact:</b> With the allotted campus budget, monies have been assigned to purchase the instructional materials needed for the students and teachers, to included consumables instructional supplies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus secretary, instructional specialist, and principal</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success





**Evaluation Data Sources:** Feedback from event evaluations and parent meetings. Input from parents during family literacy sessions and conversations held during school year hours.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design &amp; standardize learning opportunities for parents/guardians at each school Continue monthly family sessions &amp; MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be invited to participate on campus committees: LPAC,SHAC, SBDM , monthly family literacy sessions, Title I meetings, coffee with counselor/principal, tech parent meeting and district parent meetings. They will also be invited to special celebrations throughout the school year to support their child's learning. This allows for campus transparency to build relational capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, librarian aide, district parent liaison, counselor, MTSS committee and principal.</p> <p><b>Funding Sources:</b> Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.04.102.30 - \$300</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will send out a parent climate survey to receive feedback from families on campus improvement or acknowledgment to enhance the learning community for their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

**Evaluation Data Sources:** We will continue with our community outreach to organizations who have been dedicated and involved with the campus: San Elizario Marshal office, San Antonio Home Healthcare (Nunez family), Project Vida and the various student organization from SEHS.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will continue to partner up with the San Elizario Marshal office, San Anotiono Home Healthcare and Project Vida. We will look to expand our list of Partners in Education to benefit the campus mission and vision.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker and Principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> We will continue working with SEHS students organizations and the San Elizario Marshals to mentor our young students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker and Principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

**High Priority**

**Evaluation Data Sources:** Campus Improvement Plan (CIP) will be available on-line for families to view. Title I meetings will be held twice a year to share funding information and principal will ensure the campus budget is used towards improving student outcomes, while supporting sub populations and faculty and staff.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use</p> <p><b>Strategy's Expected Result/Impact:</b> Technology will be purchased as a needed basis for students and staff to ensure equipment is functioning for instruction purposes for each classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and technology aide at campus level will keep track of inventory and quality of equipment. The budget will be overseen by district CFO to ensure proper handling of monies.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action</p> <p><b>Strategy's Expected Result/Impact:</b> Campus registrar and principal will keep HR and upper management informed of class roster sizes affecting enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal will keep track of student enrollment and teacher ratio. While the district CFO will oversee the budget.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

**High Priority**

**Evaluation Data Sources:** Adhere to budget timeline throughout the year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Alignment of budget sources with campus &amp; department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities &amp; maintenance needs plan</p> <p><b>Strategy's Expected Result/Impact:</b> Campus budget will be aligned to the Campus Improvement Plan (CIP) to ensure adequate spending of the needs of the campus. A priority focus is to ensure instructional materials needed for our students and teachers are being purchased in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and secretary.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

**High Priority**

**Evaluation Data Sources:** Principal will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborate and communicate the needs of the campus with the district HR department to ensure staffing ratios are aligned with the TEA expectations.</p> <p><b>Staff Responsible for Monitoring:</b> District HR department, CFO and upper management.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baca, Rita	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.65%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Montoya, Erika	Aide-Library Elementary	Title I, Part A	100%

# Campus Funding Summary

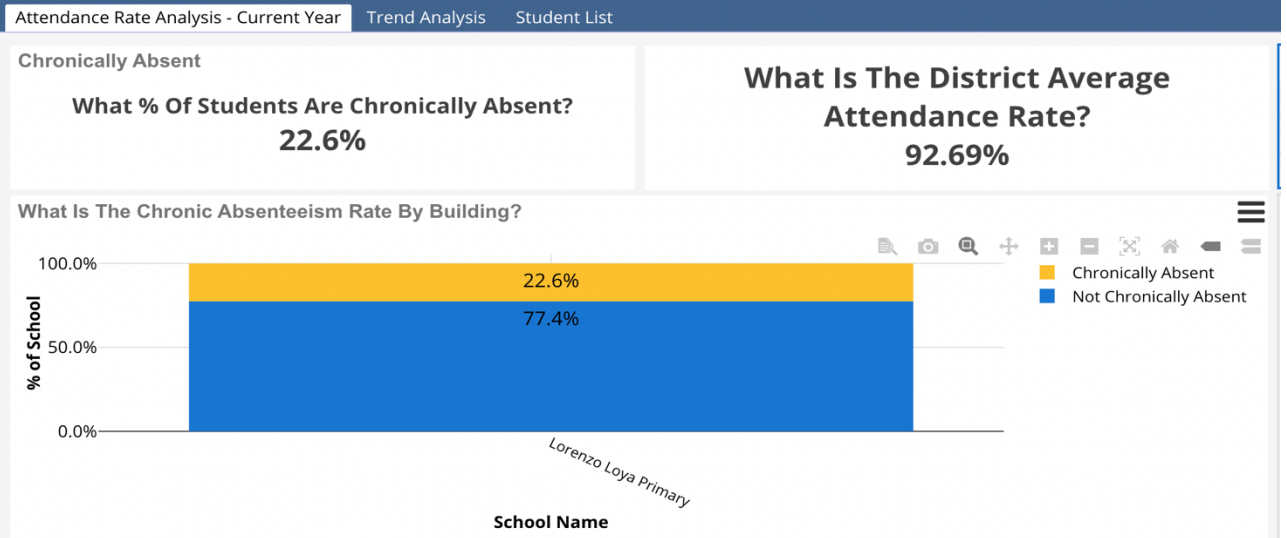
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SBITA	199.11.6268.00.102.30	\$425.00
1	2	1	GENERAL SUPPLIES	199.11.6399.00.102.30	\$13,775.00
<b>Sub-Total</b>					<b>\$14,200.00</b>
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Librarian	211.12.6119.00.102.30	\$10,383.00
2	2	1	Social Worker	211.32.6119.00.102.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.102.30	\$34,047.00
2	2	1	Aide-Library Elementary	211.12.6129.00.102.30	\$22,340.00
3	1	1	Food Purchases	211.61.6497.04.102.30	\$300.00
<b>Sub-Total</b>					<b>\$79,570.00</b>

# Addendums

# 2024-2025 Attendance

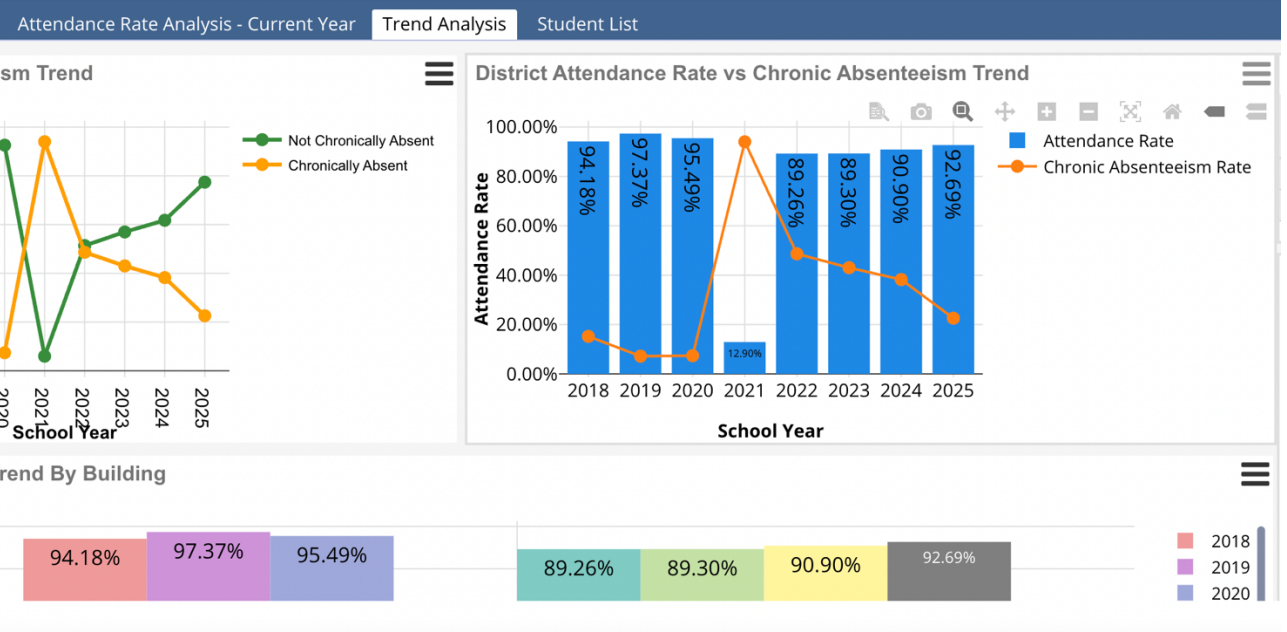
## 2.1 - Attendance Rate Analysis

Filters Export PDF Bookmark Dashboard Apply Selected Filters Reset Filters



## 2.1 - Attendance Rate Analysis

Filters Export PDF Bookmark Dashboard Apply Selected Filters Reset Filters



# Campus Annual Update

## Lorenzo G. Loya Primary

School Year: 2024–2025

### 1. Introduction

- **Overview of the Campus**
    - Lorenzo G. Loya Primary offers a full-day program for Pre-Kindergarten students ages 3 and 4. We provide families with a range of options and services, including dual language classrooms using a 90/10 model, monolingual classrooms, and special education services for qualifying students—such as speech therapy and ECSE self-contained units. Students also benefit from enrichment classes in technology, library, social-emotional learning (SEL), and access to our STEAM Maker Space Lab.
  - **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 Statement:**
    - 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 which are confident, competent and contributing member of society.
  - **Purpose of the Annual Update**
    - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
-

## 2. Campus Performance Overview

- Academic Achievement
  - Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

<b>English: Math CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	67%	97%	100%
Need Monitoring	0%	3%	0%
Needing Support	33%	3%	0%

(2 monolingual sections)

<b>Spanish: Math CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	84%	92%	85%
Need Monitoring	0%	0%	0%
Needing Support	16%	8%	15%

(4 dual language sections)

- Drop in scores due to students taking the assessment in 2 languages and new students arriving after the MOY testing window, loss of instruction due to not attending school.

<b>English: Reading CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	14%	91%	97%
Need Monitoring	3%	0%	0%
Needing Support	83%	9%	3%

(2 monolingual sections)

<b>Spanish: Reading CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	13%	85%	87%
Need Monitoring	0%	0%	0%
Needing Support	87%	15%	13%

(4 dual language sections)

- **Academic Achievement**
  - **Assessment Results 2024-2025:** PK3 MOY and EOY teacher created assessment, tied to teachers SLO (Student Learning Objective)

<b>English: MOY Teacher Created Assessment</b>			<b>English: EOY Teacher Created Assessment</b>	
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	94%	6%	99%	1%
Shapes	73%	27%	100%	0%
Rote counting numbers	93%	7%	95%	5%
Number concept	100%	0%	95%	5%

(1 monolingual section)

<b>Spanish: MOY Teacher Created Assessment</b>			<b>Spanish: EOY Teacher Created Assessment</b>	
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	92%	8%	98%	2%
Shapes	65%	35%	96%	4%
Rote counting numbers	83%	17%	92%	8%
Number concept	82%	18%	96%	4%

(2 dual-language sections)

ECSE: MOY Teacher Created Assessment			ECSE: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	51%	49%	47%	53%
Shapes	43%	57%	42%	58%
Rote counting numbers	41%	59%	41%	59%
<b>Number concept</b>	<b>62%</b>	<b>38%</b>	<b>61%</b>	<b>39%</b>

(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)

- **Academic Achievement**
  - Data over 5-year span for PK4 CIRCLE assessment using TIP (Target Improvement Plan) excel spreadsheet

Year to Year Progression Results  
2021-2025

Grade Level	Student Group	Subject Tested	EOY Assessment	2021 Wave 3 EOY Results	2022 Wave 3 EOY Results	2023 Wave 3 EOY Results	2024 Wave 3 EOY Results	2025 Wave 3 EOY Results
PK4	Dual Language	Phonological Awareness	CIRCLE	45%	63%	70%	88%	87%
PK4	Dual Language	Mathematics	CIRCLE	40%	63%	70%	87%	85%
								<i>Dropped by a few points due to new students arriving after January 2025 and students who LI is English dominant</i>
PK4	Monolingual	Phonological Awareness	CIRCLE	46%	54%	60%	88%	97%
PK4	Monolingual	Mathematics	CIRCLE	45%	69%	75%	96%	100%

- **Military Readiness**

- In order to assist in meeting the needs for the district Military Readiness, each grade level has a common SLO (Student Learning Objective) goal that is being monitored by principal at certain checkpoints throughout the school year. PK4 will concentrate in recognizing at least 20 letters, upper and lowercase and able to identify the initial sound of the letter. PK3 will monitor colors and shapes. As a challenge they will also incorporate the vowels in the last 9 weeks. (data below)

### Loya PK4 SLO 2024-2025

PK-4 SLO Data BOY August 20, 2024				October 22, 2024			December 17, 2024			February 18, 2025			March 25, 2025			April 30, 2025		
Teacher	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound
Ballesteros	2.12%	1.41%	0.94%	15.43%	14.86%	15.43%	38.40%	42.40%	37.07%	58.25%	41.50%	48.80%	74.75%	73.50%	73.33%	77.25%	75.50%	75.00%
Benavidez	33.65%	21.73%	7.50%	55.34%	40.38%	39.96%	78.51%	59.28%	66.29%	82.81%	64.93%	75.34%	87.18%	73.08%	84.86%	92.31%	81.97%	90.14%
Benumen	4.94%	3.53%	0%	38.00%	18.67%	19.56%	59.53%	43.53%	58.35%	64.71%	50.82%	60.71%	74.35%	73.88%	71.76%	74.35%	73.88%	71.76%
Mendoza	7.12%	2.31%	0.58%	28.74%	17.00%	19.23%	57.69%	38.46%	44.42%	74.70%	53.63%	60.47%	79.70%	61.11%	72.22%	81.84%	61.75%	74.36%
Montoya	5.65%	2.82%	2.35%	14.53%	12.42%	15.37%	53.50%	44.25%	42.00%	44.71%	33.88%	55.76%	66.12%	67.06%	66.35%	66.12%	67.06%	66.35%
Ortega	10.12%	5.88%	0%	39.29%	21.65%	16.00%	57.18%	44.47%	37.18%	74.40%	62.25%	55.75%	85.50%	73.00%	71.50%	89.00%	80.50%	78.25%
<b>Total PK4</b>	<b>10.6%</b>	<b>6.26%</b>	<b>1.89%</b>	<b>31.88%</b>	<b>20.83%</b>	<b>20.93%</b>	<b>57.46%</b>	<b>45.39%</b>	<b>47.55%</b>	<b>66.59%</b>	<b>51.16%</b>	<b>59.47%</b>	<b>77.93%</b>	<b>70.27%</b>	<b>73.34%</b>	<b>80.15%</b>	<b>73.44%</b>	<b>75.98%</b>

### Loya PK3 SLO 2024-2025

PK-3 SLO Data BOY August 20, 2024			October 22, 2024		December 17, 2024		February 18, 2025		March 25, 2025		April 30, 2025	
Teacher	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes
Barba	51.67%	Not assessed	73.33%	12.96%	89.50%	49.17%	92.38%	55.56%	98.50%	85%	100%	96.67%
Deigado	69.05%	Not assessed	78.57%	64.29%	92.00%	72.50%	97.00%	88.33%	99.09%	97.73%	99.09%	99.24%
Rodriguez	70.0%	Not assessed	88.89%	Not assessed	91.58%	Not assessed	97.78%	75.00%	100%	95%	100%	95%
<b>Total PK3</b>	<b>63.57%</b>	<b>Not assessed</b>	<b>80.26%</b>	<b>25.75%</b>	<b>91.03%</b>	<b>60.83%</b>	<b>95.72%</b>	<b>72.96%</b>	<b>99.20%</b>	<b>92.58%</b>	<b>99.70%</b>	<b>96.97%</b>

### 3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
<b>Total Enrollment</b>	173	171	Increase by 2 students
<b>Average Daily Attendance (ADA) as of May 13, 2025</b>	92.82%	90.90% (EOY)	2.11% attendance increase
<b>Chronic Absenteeism (students missing 10% or more of school days) as of May 13, 2025</b>	20.2%		
<b>Total Absences</b>	3,664		
<b>Excused Absences</b>	840		
<b>Unexcused Absences</b>	2,824		
<b>Percentage of Students with Perfect Attendance</b>	2%	3%	

DATA Needed

### 4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
<b>Total Disciplinary Referrals</b>	0	0	0
<b>Suspensions</b>	0	0	0
<b>Expulsions</b>	0	0	0
<b>In-School Suspensions (ISS)</b>	0	0	0
<b>Out-of-School Suspensions (OSS)</b>	0	0	0
<b>Referral Categories (Top 3 Reasons for Disciplinary Action)</b>	0	0	0

## 5. PBIS Committee Information

- **MTSS Committee Members:**
    - PK- 3- Teacher representative
    - Pk- 4 Teacher representative
    - P.E. Coach
    - Instructional Specialist
    - Interventionist
    - STEM Teacher Aide
    - Librarian Aide
    - School Counselor
  
  - **Meetings:**
    - Plan for events and activities for the students
    - Plan fundraiser
    - Discuss SEL lessons
    - Plan presentations for parents on PBIS/MTSS
    - Discuss/plan monthly incentives
    - Purchase for PBIS relative activities
  
  - **Goals:**
    - Create a monthly calendar to include:
      - Goal of the month
      - Expectation of the week
      - Core Value of the month
      - Coordinate Theme/Topics with Family Literacy Session
  
  - **Areas to adjust/add to plan:**
    - Include PBIS/MTSS information on Eagle Newsletter
    - Re-create visuals for teachers in classroom
    - Continue with fundraising
    - Parent contract- Parents accountability for child's behavior
    - Modify behavior system across the school
- 

## 6. Key Accomplishments and Highlights

- **Academic Successes**
  - Our scores with CIRCLE assessments and SLO goals have shown progress throughout the years.
  - Success stories of high-performing students or programs.
- **Innovative Programs or Initiatives**
  - Students in our full-day 3-year-old program have shown significant growth compared to those in previous half-day programs. They enter PK4

with strong social skills and are well-prepared to continue learning. This year, we also saw increased enrollment across all three class sections.

- **Collaborations and Partnerships**
    - In the past two years, Fort Bliss Army soldiers volunteered during special events to support our military-connected students and families. However, due to a high deployment rate this year, they were unable to commit to volunteering.
    - We have continued our partnership with San Antonio In-Home Healthcare and the Nunez family, who generously support our campus during special events. This year, TEAM Loya organized a Christmas sock drive for their patients, embracing the spirit of 'The Joy of Giving Back.
    - The San Elizario Marshals law enforcement department is one of our valued partners. They generously donate their time to read to our students and have gifted them with presents during the holidays.
- 

## 7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
  - Due to their age, many of our students enter school with limited oral language skills. During the first nine weeks, teachers closely observe each child to determine whether a speech referral is needed or if additional time and support will help them develop the communication skills to express their needs.
  - During PLC's teachers identify learning gaps through informal and formal observations and teacher created assessments to see where intervention is needed to assist our students.
  - Students who are excelling academically and have mastered skills ahead of their peers receive differentiated instruction from our reading teacher to continue challenging and supporting their growth.
- **Student Support and Social-Emotional Needs**
  - Our campus counselor is available half-days in the morning, as she supports a neighboring campus in the afternoons due to their higher enrollment. I would like to request that she remain at our campus full day during the first month of school to support students who are still adjusting to attending school for a full day.
  - Our teachers conduct daily SEL lessons that align with the counselor's weekly visits, ensuring consistent support for students' social and emotional development.
- **Operational Challenges**
  - Due to staffing shortages in the front office, our registrar currently handles both her responsibilities and those of an attendance clerk. When either the registrar or the secretary is absent, only one staff member remains to assist parents and guests, which places a significant strain on daily operations.

- As the only administrator on campus, the principal is responsible for managing all administrative duties.

## 8. Strategic goals and Objectives

- **Short-Term Goals (Current School Year)**
    - Prepare to exchange student data with Sambrano Elementary, conduct the end-of-year LPAC meeting, finalize the summer session roster, and begin curriculum alignment using the campus YAG. Additionally, plan professional development that targets the specific needs of our students.
    - Adjust with the placement of instructional aides (T-2s) to better support classroom and student needs.
    - Provided training for our instructional aides (T-2s) on strategies to support students with behavioral concerns with the assistance from our special education department/AU specialist.
  - **Long-Term Goals (Next 1–3 Years)**
    - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
    - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
  - **Key Initiatives for the upcoming Year**
    - Provide support to teachers in implementing the adjusted dual language model.
    - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
    - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
- 

## 9. Parent and Community Engagement

- **Parent Involvement**
  - We will continue the family activities we successfully implemented this year but will request the assistance of the district liaison to help recruit volunteers from the start of the school year to provide opportunities for approved parents to volunteer.

- The monthly newsletter will continue as a key form of communication, with enhancements to include updates and information from our MTSS committee.
- **Community Outreach**
  - Continue to nurture the partnerships we have established for community outreach.

## 10. Feedback from Stakeholders

- **Student Feedback (as applicable)**
  - Due to the age of our students, we do not administer surveys. Instead, we gather feedback from parents during events and by building strong relationships with them.
- **Teacher/Staff Feedback (as applicable)**
  - During meetings with faculty and staff, both in groups and one-on-one, I encourage them to reflect, share suggestions, and communicate how I can better support them in moving our campus to the next level.
- **Parent Feedback (as applicable, if available from parent liaison)**
  - In meetings with parents, whether in small groups or during larger events, I reflect on their feedback and consider adjustments when needed. Recently, I included anonymous surveys in our monthly newsletter regarding upcoming registration, and I truly appreciate the responses received.

## 11. Campus Highlights

- Our MOY and EOY scores reflect the dedication and strong work ethic of our team. I'm incredibly proud of the progress our students have made.
- Our teachers were acknowledged for their hard work and were recipients of the TIA recognition.

## 12. Leadership Highlights

- I'm very proud of the rapport and support built with parents this year. They felt comfortable reaching out to me with concerns, for guidance regarding their child, or simply to express their appreciation.
- Established mini-PLC's with our instructional aides to provide them with targeted support and guidance as needed.
- It has been rewarding to witness teachers taking initiative to challenge themselves and elevate our students to the next level.
- Successfully making it through another year while carrying the responsibilities as the sole administrator on campus.

### **13. Next Steps and Action Plans**

- On a personal note, requesting additional administrative support to help balance responsibilities, maintain my health, and be able to truly rest and spend quality time with my family during breaks, rather than using that time to recover from exhaustion or illness.
- Continue fulfilling our mission statement by building strong connections and support systems for our new families.

### **14. Suggestions for Improvement**

- Requesting assistance with a part-time attendance/receptionist clerk to help provide much-needed support in managing front office responsibilities.
- Set clear expectations for the district liaison to assist with campus parent volunteers, support campus meetings and events, and help recruit new families for student registration.
- If the district liaison is unable to assist, consider sharing one ½ day a week with another campus liaison who can be available to support parents, as they requested during the last parent meeting.

**Circle Progress Monitoring Pre-K  
School Benchmark Report**



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 3

Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		88%	12%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	88%	13%	0%	0%
	Overall Measure	88%	13%	0%	0%
Early Writing Skills		89%	11%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	89%	11%	0%	0%
Math	Rote Counting	80%	20%	0%	0%
	Shape Naming	100%	0%	0%	0%
	Number Discrimination	98%	3%	0%	0%
	Number Naming	95%	5%	0%	0%
	Shape Discrimination	98%	3%	0%	0%
	Counting Sets	100%	0%	0%	0%
	Operations	64%	33%	3%	0%
	Overall Measure	100%	0%	0%	0%
Phonological Awareness	Syllabication	85%	13%	3%	0%
	Onset-Rime	83%	18%	0%	0%
	Alliteration	70%	28%	3%	0%
	Rhyming I	82%	18%	0%	0%
	Overall Measure	97%	3%	0%	0%
Letter-Sound Correspondence		98%	3%	0%	0%
Story Retell and Comprehension		97%	3%	0%	0%
Book and Print Knowledge		94%	6%	0%	0%
Science		94%	6%	0%	0%
Social Studies		97%	3%	0%	0%
492 Fine and Visual Motor		*	*	*	*

## Circle Progress Monitoring Pre-K School Benchmark Report



Community: SAN ELIZARIO ISD  
 School: LORENZO LOYA PRI  
 School year: 2024-2025  
 Race: All  
 Ethnicity: All  
 Sub-populations: All

Assessment Language: English  
 Class: ALL  
 Teacher: ALL  
 Wave 3

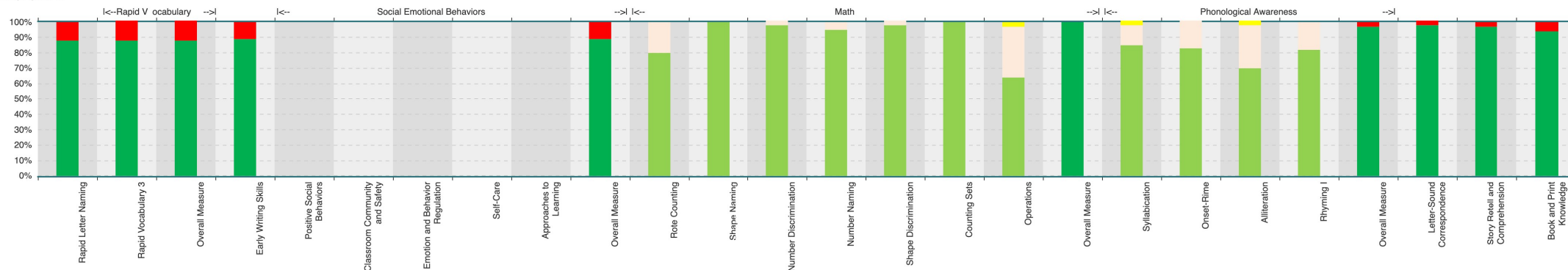
Grade Level: PK

Physical Development and Health	Gross Motor	*	*	*	*
	Health Status	*	*	*	*
	Overall Measure	94%	6%	0%	0%
* Measure has no benchmarks.					

■ % of Students Meeting On Track 
 ■ % of Students Meeting Needs Support 
 ■ % of Students Meeting Monitor 
 ■ % of Students Meeting Out of Range 
 ■ % of Students Meeting On Track 
 ■ % of Students Meeting Needs Support 
 ■ % of Students Meeting Monitor 
 ■ % of Students Meeting Out of Range

### School Benchmark Report

LORENZO LOYA PRI



**Circle Progress Monitoring Pre-K  
School Benchmark Report**



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: Spanish  
Class: ALL  
Teacher: ALL  
Wave 3

Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		84%	16%	0%	0%
Vocabulario rápido	Vocabulario rápido 3	48%	52%	0%	0%
	Overall Measure	48%	52%	0%	0%
Escritura temprana		90%	10%	0%	0%
Socio-Emocional	Conducta social positiva	*	*	*	*
	Comunidad y seguridad del salón	*	*	*	*
	Regulación de emociones y conducta	*	*	*	*
	Cuidado propio	*	*	*	*
	Enfoques del aprendizaje	*	*	*	*
	Overall Measure	92%	8%	0%	0%
Matemáticas	Conteo de memoria	67%	33%	0%	0%
	Nombre de las figuras	76%	24%	0%	0%
	Reconocimiento de números	84%	16%	0%	0%
	Nombre de los números	79%	21%	0%	0%
	Reconocimiento de figuras	87%	13%	0%	0%
	Conteo de grupos	82%	18%	0%	0%
	Operaciones	66%	34%	0%	0%
	Overall Measure	85%	15%	0%	0%
Conciencia fonológica	División silábica	91%	9%	0%	0%
	Aliteración	60%	40%	0%	0%
	Rimas I	82%	18%	0%	0%
	Overall Measure	87%	13%	0%	0%
Sonidos de letras		88%	12%	0%	0%
Recontar y comprensión		90%	10%	0%	0%
Libros y material impreso		88%	12%	0%	0%
Ciencias		82%	18%	0%	0%
Estudios sociales		73%	27%	0%	0%
Motricidad fina y visual		*	*	*	*

## Circle Progress Monitoring Pre-K School Benchmark Report



Community: SAN ELIZARIO ISD  
 School: LORENZO LOYA PRI  
 School year: 2024-2025  
 Race: All  
 Ethnicity: All  
 Sub-populations: All

Assessment Language: Spanish  
 Class: ALL  
 Teacher: ALL  
 Wave 3

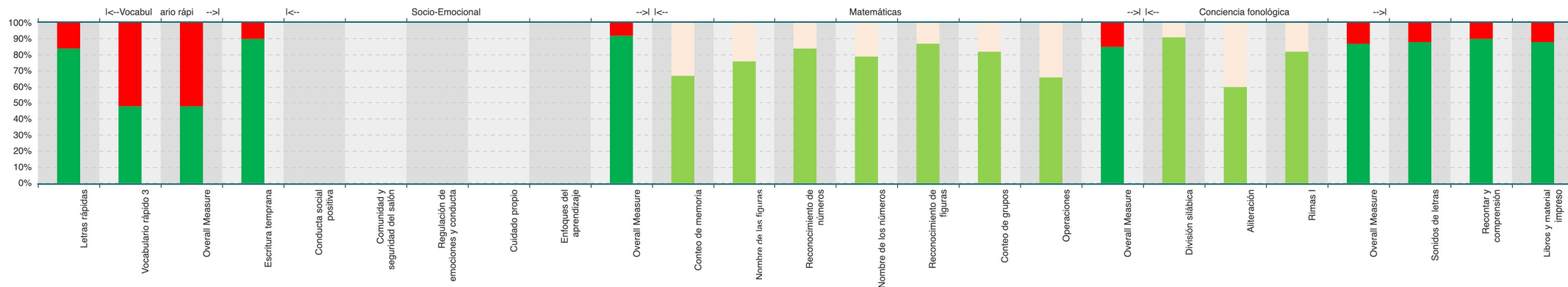
Grade Level: PK

Desarrollo físico y salud	Motricidad gruesa	*	*	*	*
	Estado de salud	*	*	*	*
	Overall Measure	94%	6%	0%	0%
* Measure has no benchmarks.					

■ % of Students Meeting On Track 
 ■ % of Students Meeting Needs Support 
 ■ % of Students Meeting Monitor 
 ■ % of Students Meeting Out of Range 
 ■ % of Students Meeting On Track 
 ■ % of Students Meeting Needs Support 
 ■ % of Students Meeting Monitor 
 ■ % of Students Meeting Out of Range

### School Benchmark Report

LORENZO LOYA PRI





# CIRCLE Progress Monitoring Benchmarks

CIRCLE Progress Monitoring (CPM) benchmarks are age-dependent. CPM assigns an age group as of September 1st of the current school year, and students stay in that age group for the entire school year.

If the student scores at or above these benchmarks, the student is considered “On Track”, if students score below benchmarks, they fall under “Monitor” (for students younger than 4) or “Needs Support” (for students older than 4).

\*\*\* Note: Insufficient data to establish benchmarks

## Rapid Letter Naming

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	7	7	8
2	***	7	11	12
3	***	8	14	14

## Rapid Vocabulary

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	4	10	16	16
2	9	11	18	19
3	10	12	19	20

## Phonological Awareness: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	3	7	8	10
2	7	10	12	14
3	9	12	15	17

## Phonological Awareness: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Syllabication	***	6	6	6
Onset-Rime	***	3	3	3
Alliteration	***	6	6	6
Rhyming 1	***	7	7	7

## Optional Phonological Awareness: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	1	2	2	3
2	2	3	5	6
3	3	4	7	8

## Optional Phonological Awareness: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Listening	***	5	5	5
Words in a Sentence	***	4	4	4
Rhyming 2	***	3	3	3

## Math: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	5	7	9	11
2	9	10	14	17
3	11	13	18	20

## Math: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Rote Counting	***	2	2	2
Shape Naming	***	4	4	4
Number Discrimination	***	2	2	2
Number Naming	***	3	3	3
Shape Discrimination	***	5	5	5
Counting Sets	***	4	4	4
Operations	***	3	3	3

## Optional Math: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	2	2	3	3
2	3	3	4	5
3	3	4	5	6

## Letter- Sound Correspondence

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	***	***	***
2	***	***	1	2
3	***	***	3	5

## Story Retell and Comprehension

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
All	1	2	3	4

## Book and Print Knowledge

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	1	2	3	4
2	3	4	5	6
3	4	6	7	8

## Science

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	8	10	13	15
2	11	13	16	17
3	13	16	18	19

## Social Studies

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	5	6	7	8
2	7	8	9	10
3	8	9	10	11

## Social Emotional Behaviors

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	3	7	9	14
2	19	26	29	31
3	30	32	37	43

## Early Writing Skills

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	1	3
2	2	4	7	10
3	4	6	10	13

## Approaches to Learning Expanded

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	4	5	6	9
2	9	11	13	14
3	12	14	16	18

## Physical Development and Health

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	7	9	10	12
2	12	12	14	16
3	13	16	19	21

## Speech Production and Sentence Skills

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	2	3
2	1	3	5	5
3	3	5	5	7

## Motivation to Read

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	1	2
2	2	2	3	4
3	2	3	4	4

# CIRCLE

PROGRESS  
MONITORING

## user guide





Texas School Ready Project

Children's Learning Institute at UTHealth Houston

7000 Fannin | UCT 2300 | Houston, TX 77030

[childrenslearninginstitute.org](http://childrenslearninginstitute.org) | [texasschoolready.org](http://texasschoolready.org) | [cliengage.org](http://cliengage.org)

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# TABLE OF CONTENTS

Logging In.....	4
CLI Engage Dashboard .....	5
Family Engagement.....	9
CIRCLE Progress Monitoring Overview.....	10
Task Administration Time .....	12
Benchmarks .....	13
CIRCLE Progress Monitoring System Sub-Measure Descriptions.....	13
Language and Literacy .....	14
Math.....	21
Science and Social Studies.....	23
Observables .....	25
Assessment Results.....	28
FAQs .....	29

# LOGGING IN

The CIRCLE Progress Monitoring System is available on the CLI Engage web-based platform. To access the CIRCLE Progress Monitoring System, teachers, administrators, and district personnel will need to log in to [cliengage.org](https://cliengage.org) using any of the following sign in options: Google, ClassLink, Clever, Okta, or Microsoft Account. If you are new to CLI Engage this year, you must have completed the registration process by clicking the link in the registration email before attempting to log in.

## **CLI ENGAGE Account Setup (applicable for new users):**

If you do not have a CLI Engage Account, you can create one by going to the CLI ENGAGE website: <https://cliengage.org> and clicking on the Sign up button.

There are two types of access available:

- TSR Online Access
- Public Access

Based upon the access needed, you will click on the corresponding button and complete the Request Access questionnaire. Once the registration process is completed, you will receive a link to complete the process and set up your username and password.

## **Logging in to CLI Engage:**

- The CIRCLE Progress Monitoring System can be viewed on any computer or laptop or tablet. It is not designed for use on a smart phone or cell phone. The system can be used on computers/laptops utilizing Windows (7 or above is recommended) or Mac OS X.
- It is not recommended to administer the assessments on a screen smaller than 11"; if you try to assess on a smaller screen, you may not be able to see the whole stimulus on the screen. You may need to resize your display to view the assessment properly. For example, press Ctrl and + to increase, or Ctrl and – to decrease. (On a Mac, use the command key.) Also, check your screen resolution. Depending on the type of computer and monitor that you use, the display properties may not allow you to view the items properly on your screen. Go to your display properties and select a resolution that might be labeled as "Recommended."
- Open a new browser window and go to: <https://cliengage.org>.
- Click "LOGIN" on the top right hand corner of the screen.
- Select either Google or Clever as your choice to log into CLI Engage.
- Enter your username and password and click "Log in."
- Assessments cannot be conducted on an Apple iPad device.
- Submit a help ticket on CLI Engage with any questions.

### Google Account Setup (applicable for most users):

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: <https://accounts.google.com/signup>

To use your current email address to setup a new Google Account, click “I prefer to use my current email address” below the “Choose Your Username” box.

Please write down your username and password somewhere convenient.

## CLI ENGAGE DASHBOARD

### After logging in, you will see a dashboard that includes links to:

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including the CIRCLE Progress Monitoring System and Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses
- **ACTIVITIES & MATERIALS** for teachers and families (CIRCLE Activity Collections)
- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools to support teacher goal setting
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

### To Practice the CIRCLE Progress Monitoring System:

1. Login to <https://cliengage.org>.
2. Click the “Assessment Practice Area” button under the red banner, “Screening, Observation, and Assessment.”
3. On the next screen, click the “CIRCLE Progress Monitoring Pre-K” button.
4. Now you will see a class of demonstration children which allows practicing with the CPM tool without recording data on your own class of children. Be sure to select the correct wave in the top-right corner to view sub-measures (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3).
5. In the assessment practice area you can:
  - Practice assessing children
  - View assessment items in each sub-measure
  - Practice pulling class-level reports

### To Access the CIRCLE Progress Monitoring System:

1. Login to <https://cliengage.org>.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the “CIRCLE Progress Monitoring Pre-K” button underneath.
4. On the “Class View” page, click on the name of the class that includes the students you wish to assess.

- You will see the “Student View” page. This page allows you to:
  - Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
  - Choose to administer an assessment in English/Spanish
  - See the benchmark scores for students in a class
  - Launch an assessment, or multiple assessments or sub-measures

**Submit a Help Ticket if you need assistance.**

This link is always available at the top of the screen, in the website navigation. A CLI staff member will respond back through email about your submitted help ticket.



**Student View Page**

**Key**

- ON TRACK** (Green): The score indicates a developed understanding and the child will benefit from more upward scaffolding.
- NEEDS SUPPORT** (Red): The score indicates an underdeveloped understanding and a need for more intensive intervention. Additional formative assessments can help define targeted support needed.
- OUT OF RANGE** (Blue): The child is not within the specified age range or there are no established thresholds at this time.
- MONITOR** (Yellow): The score indicates an underdeveloped understanding and the child needs more skill development before kindergarten entry. Additional formative assessments can help define needed supports.
- OUT OF RANGE** (Blue): The child is not within the specified age range or there are no established thresholds at this time.

**Annotations:**

- Select the wave (Wave 1)
- Select to view recommendations for small group instruction (Reports)
- CIRCLE Progress Monitoring measures and sub-tasks (Rapid Letter Naming, Rapid Vocabulary 1, Syllabication, Onset-Rime, Alliteration, Rhyming I, Letter-phoneme Correspondence, Listening)
- View Scores are color-coded to reflect the benchmark status

Student Name	Rapid Letter Naming	Rapid Vocabulary 1	Syllabication	Onset-Rime	Alliteration	Rhyming I	Letter-phoneme Correspondence	Listening
1 Demo 1	1	1	0	1	1	0	2	1
2 Demo 10	0	21	6	3	4	6	18	3
3 Demo 2	0		4	0	4	6	14	5
4 Demo 3	0	1	4	3	4	4	15	2
5 Demo 4	0	1	3	1	4	5	13	2
6 Demo 5	0	1	4	4	8	6	16	0
7 Demo 6	0	11	0	0	0	3	3	2
8 Demo 7	0	18	4	3	4	8	19	5

**Reports on CLI Engage:**

A variety of reports are available to teachers after completing sub-measures. These reports include:

- Class Completion Report
- Class Summary Report
- Class Growth Report
- Student Report for Teachers

- Student Report for Parents
- Small Group Report (located under the “View Groups” tab)

Additional reports are available at the school and district level on CLI Engage.

## Offline Assessment

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area.

Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English or Spanish. If you need to assess in both languages, you need to complete the process below in one language (downloading the assessment, assessing offline, uploading results) and then repeat in the other language.

Please find instructions for offline assessment in the [How-to Guides](#) or “[Training and Support](#)” section of CLI Engage. You can also locate it on this weblink: [CIRCLE Progress Monitoring Offline Assessment](#)

## Excluding and Hiding Measures

The green button indicated in the screenshot on the previous page and shown here is used to “exclude” a student OR the entire class from a specific measure or sub-task. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are measured, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

**If all students are excluded from a measure** (i.e., the measure is not being administered to any student), it is more efficient to use the **“Exclude All” button** that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the “Launch” icon

Exclude All



is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.

If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **“Hide/Display Measures” feature**. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the “Hide/Display Measures” button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting.* Hiding is set by each user, and the system remembers the user’s preference; therefore no user can hide measures for another user.

## Managing Class Rosters

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. Please find instructions for Uploading Teacher and Student Data in the CLI Engage “[Training and Support](#)” section.

## How-to Documents

Several How-Go Guides can be viewed at <https://cliengage.org> (e.g., How-To Manage Child Rosters, How-To Pull Student Reports). Click “Help” and then “How-To Guides.”



# FAMILY ENGAGEMENT

Engaging families in children’s education is a vital component to building strong relationships between school and home and providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, family engagement training for teachers and administrators, and free resources for hosting family engagement sessions.

The Children’s Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators:

[Family Engagement Resources](#)

## Sharing Data with Families

Teachers using the CIRCLE Progress Monitoring System can share student scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support the needed skills at home.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:

- [Printing Parent Reports](#)
- [Printing Parent PIN Pages](#)

## Including Families in the Assessment Process

Families are valuable sources of information on children’s skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children’s portfolios and at parent-teacher conferences to provide a full picture of children’s development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the “Screening, Progress Monitoring, and Observation” tab.

## CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children’s development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. Learn more here: <https://cliengagefamily.org/>

Teachers can also share family activities directly with families via email throughout the school year. This feature is accessed through your class small group report for CIRCLE Progress Monitoring. After uploading parent email addresses, teachers can select and share activities aligned to each child’s areas for skill development so children are supported at school and home.

# CIRCLE PROGRESS MONITORING OVERVIEW

The CIRCLE Progress Monitoring System provides teachers immediate feedback that shows children’s progress in:

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Book and Print Knowledge
- Story Retell & Comprehension
- Speech Production & Sentence Skills
- Motivation to Read
- Early Writing
- Mathematics
- Science and Social Studies
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Teachers use information from the CIRCLE Progress Monitoring System to inform instructional decision-making for small group and individual lesson planning.

As part of the Children’s Learning Institute’s ongoing efforts to evaluate the performance of the CIRCLE Progress Monitoring System, additional items may be piloted and included in some measures during the school year. These items will be identified for teachers as a “pilot item” and are not included in the student’s score.

## General Administration Guidelines

1. Progress monitoring activities should be pleasant and enjoyable for children.
2. When completing any standardized assessment, following the scripts verbatim is extremely important. Do not change the instructions in any way – the administration should be consistent and standardized no matter which examiner gives the measure.
3. It is also important to complete all sample items. Sample items on the PA sub-measure provide key information that can help children understand task demands (e.g., providing definitions and examples of when words sound the “same” or “different”).
4. Prior to administering individual items, make sure that children are paying attention. Gentle reminders that pull for attention (e.g., “look at me”) are often effective at helping children regulate their attention. Do not assess while a child is sick, distraught, or in a foul mood.
5. Teachers are also encouraged to monitor their vocal tone and volume during the progress monitoring assessments. For example, in the Listening and Rhyming sections of the PA Sub-measure, it is important for teachers to enunciate clearly.
6. Praise effort, not success. A child should not be able to tell if he or she got an item correct or incorrect. Some examples are: “You are working hard.” “You are doing a great job paying attention.” “I am proud of your hard work.” “You’re behaving so nicely.” “Good listening.” “I’m having fun playing these games with you.” “You’re paying attention so well.” “I can tell you’re working hard.”
7. Do not offer hints or potential strategies to children or give praise that indicates how the child is doing/scoring. For example: DO NOT say: “Good.” “Great.” “Right.” “Uh-huh.”

“You’re so smart.” Do not get in the habit of repeatedly saying “okay/bien” between items. Do not use facial expressions that reveal how the child is doing. Do not give high fives during a measure/between items. Do not give hints (i.e. nodding, clapping, tapping, yes/no responses) when administering the assessment. Do not try to give additional information (i.e. we covered this last week, this letter makes this sound, this number comes after).

8. Progress monitoring assessments are not a time to teach children. Do not model a skill for a child once you have begun the assessment. The practice time is the only time.
9. The Rapid Vocabulary Naming and Rapid Letter Naming sub-measures have clearly specified time limits (i.e., one minute). It is critical that time limits are strictly adhered to during these sub-measures. In addition, the Rapid Vocabulary and Rapid Letter Naming sub-measures have clearly specified rules for when to move on to the next item.
10. We recommend teachers administer all items within a sub-measure at each progress monitoring session; however, districts/program administrators may determine that particular sub-measures may be more useful to their needs. Please note that for Phonological Awareness, all sub-measures must be given to produce a composite score.
11. If a child is unclear about expectations, feel free to repeat the item. When repeating an item, please read the script in the manual. A good rule of thumb is that teachers should not repeat items more than two times. For example, if a child appears confused or hesitant after you have read an item 1-time, feel free to reread the item once more (for a total of two times). If the child still does not provide a response, move on to the next item (e.g., “OK, let’s try another one”).
12. Do not try to delete the assessment and change the answers. True results are more effective.
13. Do not continuously click the keys when administering a timed measure
14. There are a multitude of options for assessing within the classroom. While students are actively engaged in center activities you can identify individual students to come to a small group area; assess on the rug, at a table, or even in the hallway if there are two people in the room. It is a good idea to let the students know that you will be playing a game and what the rules are for interrupting you if needed. You can place a cone on the table, or wear a badge or a hat, for example, to signify that you are unavailable while engaged in the assessment.
15. Assessment sub-measures can be administered at any time – they do not have to be completed in entirety in one sitting. Some teachers have success completing assessments during student naptime. If a student is unresponsive, sick, or highly distracted, then it is a good idea to discontinue the assessment and plan for an alternative time slot.

## **Assessment Environment**

1. Make an effort to ensure that progress monitoring assessments are completed in a workspace that is comfortable and relatively quiet. Minimize distractions. Try to assess during a time when other students are not around.
2. Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Progress Monitoring System tasks.

3. You will need a computer, laptop, or tablet that has a reliable Internet connection.
4. Place the computer in a position that allows you to operate the keyboard while you and the child look the screen. Note: The child should not see the screen during the phonological awareness assessments.

## TASK ADMINISTRATION TIMES

The time taken to complete assessment varies based on the direct measures and observables selected for your assessment wave. An approximate time for the administration of each subtask or checklist is indicated in the table below:

MEASURE	TYPE	LANGUAGE	ADMINISTRATION TIME
Rapid Letter Naming	Direct	Administration instructions available in Spanish; Task measures English letters	2.5 mins (timed fluency task)
Rapid Vocabulary	Direct	English & Spanish	2.5 mins (timed fluency task)
Phonological Awareness	Direct	English & Spanish	core tasks: 6 minutes optional: 4 minutes
Mathematics	Direct	English & Spanish	core tasks: 3 minutes optional: 2.5 minutes
Letter-Sound Correspondence	Direct	Administration instructions available in Spanish; Task measures English letters	5 minutes
Book & Print Checklist	Direct	English & Spanish	5 minutes
Story Retell and Comprehension	Direct	English & Spanish	10 minutes
Social Studies	Direct	English & Spanish	8 minutes
Science	Direct	English & Spanish	10 minutes
Social Emotional Checklist	Observable	English & Spanish	10 minutes
Early Writing Checklist	Observable	English & Spanish	2 minutes
Speech Production & Sentence Skills Checklist	Observable	English & Spanish	2 minutes
Motivation to Read Checklist	Observable	English & Spanish	2 minutes
Approaches to Learning	Observable	English & Spanish	6 minutes
Physical Health & Development	Observable	English & Spanish	6 minutes
Total direct assessment time (with student):			58.5 minutes
Total time to complete observables:			28 minutes
<b>Total assessment time, all measures:</b>			<b>86.5 minutes</b>

\*Observable checklist; not directly administered to the child.

# CIRCLE PROGRESS MONITORING SYSTEM BENCHMARKS AND SUB-MEASURE DESCRIPTIONS

Each progress monitoring measure yields a separate score. Some items are parent measures that are broken into sub-measures (e.g., social and emotional). A composite score is calculated from the separate sub-measure scores. A composite score is an additive number derived from the accumulation of sub-measure scores. An exception to this rule is the phonological awareness measure, whose composite score is drawn from four core sub-measures only; the remaining three sub-measures are considered optional. Similarly, the two optional math sub-measures (patterning and real world) are not included in the composite math score. Keep in mind, if a sub measure is missing, then the total score will not calculate and users will see a dash as a total score.

*Some measures do not have a full range of formal benchmarks.* This is because a sufficient sample size has not been collected to date to set benchmarks for the task, for a specific language, or for a specific age range of children assessed with the measure. CLI’s validation efforts are ongoing and formal benchmarks will be added as they become available. However,

for several tasks, CPM provides color coding to identify children at risk for academic difficulties based on scoring against an “informal” benchmark for specific age ranges. While **formal benchmarks** are scientifically identified through comparisons of sufficiently sized data sets, **informal benchmarks** are not identified through an examination of data but represent CPM recommendations that can be used to inform instructional decision making.

If a benchmark exists for the child’s age range, the shade of color presented indicates if it is a formal benchmark (dark shade) or informal benchmark (light shade). Colors in the assessment (*see left*) indicate the level of support needed for 3 to 4-year-old children.

CPM benchmarks are dichotomous: Proficient or Not-proficient. The “Not-proficient” category includes “monitor” and “needs support,” depending on the age group. *Monitor* was set as an indicator for those students under the age of 4 years who have an additional year in pre-K to reach proficiency.

In the following descriptions, a table is included that displays the benchmarks for each assessment according to the child’s age. If a child scores at or above the cut point listed in accordance with their age then they are considered to be at or meeting the benchmark. For example, the vocabulary

## Progress Monitoring and Instructional Planning 4 year olds as of September 1st



The score indicates a developed understanding and the child will benefit from more upward scaffolding.



The score indicates an underdeveloped understanding and a need for more intensive intervention. Additional formative assessments can help define targeted support needed.



The child is not within the specified age range or there are no established thresholds at this time.

## Progress Monitoring and Instructional Planning 3 year olds as of September 1st



The score indicates a developed understanding and the child will benefit from continued targeted instruction.



The score indicates an underdeveloped understanding and the child needs more skill development before kindergarten entry. Additional formative assessments can help define needed supports.



The child is not within the specified age range or there are no established thresholds at this time.

benchmark for a child who starts the school year at age four increases from 16 at the beginning of the year (Wave 1) to 18 at the middle of the year (Wave 2), and to 19 at the end of the year (Wave 3). If a four-year-old gets 16 or more pictures named correctly at Wave 1, the score is considered on track and is colored green. If the child scores fewer than 16 correct, the score indicates the child needs support and is colored red. In contrast, if a child is 3.0–3.9 years old at the beginning of the school year and scores fewer than 10 correct on vocabulary, the score indicates the teacher should monitor the child and is colored orange/yellow in the reports.

The CIRCLE Progress Monitoring System includes multiple components and is administered three times each year. These windows are referred to as “waves,” typically occurring at the Beginning-of-Year (Wave 1), Middle-of-Year (Wave 2), and End-of-Year (Wave 3).

The direct measures are administered with the child present, using suitable hardware to display the assessment tasks. The software automatically scores the direct assessments for each child, develops ability-level groupings, and recommends suggested activities for small group instruction.

## Language and Literacy

### Rapid Letter Naming

This assessment is given to evaluate a student’s ability to identify letters of the alphabet.

Directions: Child is given a total of 60 seconds stimulus time to identify letters that appear on the screen. The student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. In other words, record a response should the child correctly or incorrectly name the letter.

#### RAPID LETTER NAMING BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	*	*	7	4	7	4	8	5
2	*	*	7	5	11	8	12	9
3	*	*	8	6	14	10	14	13

\*Note: An insufficient number of children in this youngest age group demonstrated the skill to establish benchmarks.

### Rapid Vocabulary Naming (Sets 1-3)

The Rapid Vocabulary Naming sub-measure attempts to gain insight into a child’s expressive vocabulary skills.

Directions: Child is given a total of 60 seconds stimulus time to identify pictures as they appear on the screen. There are different pictures for each wave of the assessment. The Rapid Vocabulary Naming assessment includes 2 untimed warm-up items. Conduct a practice session with the warmup items and give feedback for both practice items:

Correct response: “Good job.”

Incorrect response: “That was a good try, but this is a ball. Let’s try some more. You say, “ball.”

Prompt the student by reading the instructions on the “ready” screen of the assessment.

After a picture appears on the screen, the student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. Note: A list of acceptable responses can be found on the “Rapid Vocabulary Naming” score sheets.

### RAPID VOCABULARY BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	4	1	10	6	16	6	16	7
2	9	6	11	8	18	14	19	15
3	10	7	12	9	19	16	20	16

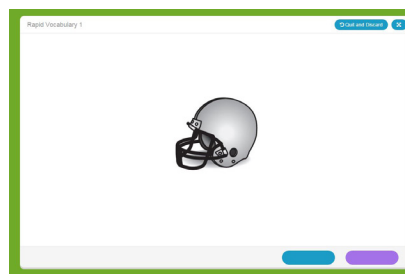
### Scoring Responses in Rapid Letter Naming and Rapid Vocabulary Naming

Click **blue** if the student gave the **incorrect** response.

Click **purple** if the student gave the **correct** response.

Quick Key:

- Left Arrow – Incorrect Response
- Right Arrow – Correct Response



You cannot go back and correct scoring errors in the Rapid Letter Naming and Rapid Vocabulary Naming Assessments. If a scoring error is made, the assessment must be invalidated. To invalidate an assessment, click the “Invalidate” button on the results screen:

**Invalidate This Assessment**

Once an assessment has been completed and you have clicked “done” you will not be able to invalidate. On CLI Engage, only administrators have the ability to invalidate student assessment scores. Invalidating a student score will delete the record of a student’s assessment and enable the teacher to reassess the child. Scores must be invalidated per child, per measure. Invalidated scores cannot be retrieved, so score invalidation should be done with utmost caution. For assistance, please complete a help ticket.

Examples for score invalidation:

- Teacher accidentally assessed the wrong child
- Teacher accidentally assessed a child in the wrong language
- Teacher accidentally assessed the wrong measure
- Teacher accidentally assessed a child outside the guidance from their IEP

## Book & Print Concepts

The Book and Print Checklist observes the child’s engagement and awareness of books and print.

Select a book with these features:

- Print on every page
- At least one page with multiple lines of print
- No more than three lines of print on each page
- Print that moves from left to right
- Hardback book, not paperback
- Has pictures drawn by an illustrator, not photographer
- Has more than one layout across pages. For example, sometimes the first word to read is at bottom of the page, other times it is oriented at top of page, not consistently at bottom of page.

Directions: Select “Correct” or “Incorrect” for each item on the checklist as you ask the child about the book.

1. Correct – the child demonstrated this behavior.
2. Incorrect – the child did not demonstrate this behavior.

### BOOK AND PRINT CONCEPTS BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	1	1	2	1	3	1	4	2
2	3	2	4	3	5	5	6	6
3	4	4	6	5	7	7	8	8

## Story Retell

The Story Retell component assesses a child’s ability to retell a story. In this task, the teacher uses illustrations to provide a stimulus for an oral narrative and then asks the child to retell the story, in their own words, to match the pictures. The teacher scores three story retell items to measure the child’s ability to create a narrative using important elements of narrative macrostructure, including characters, setting, emotions or problems, conjunctions or transition phrases, and an ending or conclusion. Afterward, the teacher asks three

comprehension questions that are scored as correct or incorrect.

Directions: Print the Story Retell procedures sheet and score sheet from the “Resources” page on CLI Engage.

1. Read the text for all three pages before going on to STEP 1. Click the **blue** OR **purple** button to advance pages in the story.
2. Elicit the narrative. Record data on the score sheet and follow onscreen instructions for recording responses.
3. You may help the child by using the following acceptable prompts.

**ACCEPTABLE PROMPTS**

Acceptable verbal prompts include:

- “Tell me the story.”
- “What else can you tell me about the story?”
- “Mhm” or “Uhhuh.”

Acceptable nonverbal prompts include:

- Smiles and eye contact
- Nods of affirmation and agreement

**Do not prompt more than twice.**

**UNACCEPTABLE PROMPTS**

Unacceptable prompts include:

- “What is he doing?”
- “Where is he?”
- “Pointing at pictures while prompting”
- “What’s this?”
- “What’s happening here?” Avoid asking the “wh” questions, (who?, what?, when?, where?) These often lead to obvious and limited responses/answers.

4. Comprehension. Ask the three questions as prompted on the screen. Refer to page 5 of the score sheet for acceptable phrases. Record data on the score sheet and follow onscreen instructions for recording responses.

**STORY RETELL BENCHMARKS**

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
All**		1	1	2	2	3	3	4	4

\*\*Benchmark indicates an end of year outcome against which progress can be measured at each wave.

**Letter-Sound Correspondence**

The Letter-Sound Correspondence sub-measure assesses a child’s ability to identify sounds associated with individual letters.

Directions to the child: We are going to look at some letters and see if you know the sound each letter makes. It’s okay to guess if you don’t know the sounds. Some letters make only one sound and some make more than one sound. “Try to tell me at least one sound each letter makes. Ready? What sounds does this letter make?” Record the response.

Approximate Time to Administer: 5 minutes per child

## Phonological Awareness

The Phonological Awareness (PA) measure consists of seven total subtasks used to assess a child's understanding of sound in either English or Spanish. Currently, a composite PA score is established from the following four subtasks only (core tasks):

MEASURES	DEFINITIONS
<b>Syllabication</b>	the ability to separate a word into parts
<b>Onset-rime</b>	the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word
<b>Alliteration</b>	the ability to give two or more words that have the same sound(s) at the beginning of the words
<b>Rhyming 1</b>	the ability to distinguish if two words rhyme when spoken

The remaining three subtasks are optional for teachers (i.e., they are not used when establishing the composite PA score). The Listening and Words in a Sentence tasks may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks. \*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain student information.

MEASURES	DEFINITIONS
<b>Listening</b>	the ability to screen out other noises and selectively focus attention on a specific sound
<b>Words in a Sentence</b>	the ability to move counters to show how many words are in a sentence
<b>Rhyming 2</b>	the ability to independently give a word that rhymes with the word given.

### Administration: Core Tasks

#### **Syllabication**

In the Syllabication sub-measure, children are asked to demonstrate knowledge of how words can be broken down into syllables. There are 7 measure items, as well as a sample item.

Directions: Teacher will say a word and clap the word parts and ask the child to say or correspondingly clap how many parts he/she hears in the word. Follow the prompt on the screen and record responses. Note: Have the child repeat the word before responding.

#### **Onset/Rime**

Onset-rime sub-measure of the PA measure includes a sample item and five measure items.

This sub-measure evaluates one of the key components of phonological processing (i.e., blending) within single syllable words.

Directions: Teacher breaks up a word into sounds. Child repeats the parts and says the word. Record whether the child's response was correct or incorrect. Make sure there is a clean break between word sounds, approximately 1 second. Note: This skill is not assessed in Spanish.

### **Alliteration**

The Alliteration sub-measure is another task that asks children to provide a "yes" or "no" answer to whether a pair of words start with the same sound. This sub-measure contains a sample item and 7 measure items.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response. Notes: Emphasize the /s/ sound only on the practice items. Have the child repeat the words prior to attempting to provide an answer for the item

### **Rhyming Part 1**

The Rhyming 1 sub-measure of the PA Sub-measure contains 9 items that evaluate whether a child can identify whether two words rhyme.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

Administration: Optional Tasks

### **Listening**

The Listening section of the PA Sub-measure contains 5 items that evaluate whether a child can differentiate between similar sounding words.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

### **Words in a Sentence**

The Words in a Sentence sub-measure requires that teachers use simple manipulatives (e.g., single-colored blocks, unifix cubes, counters, etc.) In this task, children move the manipulatives to indicate how many words are in a sentence. Sentence length varies from two words to six words.

Directions: Teacher will say the sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items. Record the response. Notes: It is acceptable to have the child repeat the task one additional time to reinforce the concept.

Remember to have the child repeat the sentence prior to attempting to move the blocks. This ensures that the child has heard the sentence accurately.

### **Rhyming Part 2**

The Rhyming Part 2 sub-measure is a production task, where children are asked to provide a word that rhymes with another word. There are 5 measure items in this section of the

measure.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the responses. Notes: Nonsense words that rhyme with the target word are acceptable. For each item, have the child repeat the word and then provide the answer.

Click **blue** if the student gave the **incorrect** response.

Click **purple** if the student gave the **correct** response.



Quick Key:

- Left Arrow – Incorrect Response
- Right Arrow – Correct Response

The Previous button allows you to go back immediately and correct a scoring error.

### PHONOLOGICAL AWARENESS BENCHMARKS:

#### Core Measures, Total Score

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	8	5	10	7
2	7	5	10	7	12	10	14	12
3	9	7	12	11	15	13	17	15

#### By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Syllabication	***	***	6	5	6	5	6	5
Onset-Rime	***	-	3	-	3	-	3	-
Alliteration	***	***	6	5	6	5	6	5
Rhyming 1	***	***	7	5	7	5	7	5

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

(-): Onset-rime is not assessed for Spanish-speaking students.

**Optional Measures, Total Score**

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	1	1	2	1	2	1	3	2
2	2	2	3	2	5	4	6	5
3	3	3	4	4	7	6	8	7

**Optional Sub-Measures, All Waves\***

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Listening	***	***	5	3	5	3	5	3
Words in a Sentence	***	***	4	3	4	3	4	3
Rhyming 2	***	***	3	3	3	3	3	3

\*Note: These benchmarks are not included in the total score for the core PA sub-measures.

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

# Math

The math measure includes 27 items that evaluate skills across multiple domains considered to be important by the National Council of Teachers of Mathematics including:

- rote counting
- shape naming
- number discrimination
- number naming
- shape discrimination
- counting sets
- operations

The below optional measures were added in 2015 and are not included in the composite math score. \*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain student information.

- patterns
- real world (measurement)

**When do I administer the items in Spanish?**

Decisions of whether or not to use the English or Spanish administration prompts should be

made based upon the language of mathematics instruction.

Administration Notes:

**Rote Counting**

The first item evaluates the rote counting skills of children and the highest number that the child counts correctly yields a score of either 0 (child counts between 1 & 10), 1 (child counts between 11 & 20), and 2 (child counts to 21 or above). Type in the box provided the highest number the child counted in sequence.

**Shape Discrimination**

In these items children are asked to scan a complex visual array of shapes and point to all of the triangles (items 14 through 17) and squares (18 through 20). The child is scored on the first three shapes that they touch. Touch or click the items the child selected.

**Set Counting**

Items 20-24 evaluate the counting skills of children. In these items, children are asked to count sets of 3, 5, 7, 10, and 15 and indicate the cardinal value for each set. The most important thing to remember when administering this item is that THE RESPONSE IS SCORED BASED ON THE CARDINAL VALUE THAT THE CHILD PROVIDES. If the child accurately counts the 10 stop signs, but provides the wrong cardinal value, such as “6”, the item is scored as incorrect. Children are being asked to understand that a set of objects has a specific (cardinal) value and are not being evaluated on their ability to count items.

**MATH BENCHMARKS: TOTAL SCORE**

Age as of Sept 1st								
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	7	4	9	6	11	8
2	9	7	10	9	14	13	17	15
3	11	10	13	13	18	17	20	20

*By Core Sub-Measures, All Waves*

Age as of Sept 1st								
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Measure	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Rote Counting	***	***	2	2	2	2	2	2
Shape Naming	***	***	4	4	4	4	4	4
Number Discrimination	***	***	2	2	2	2	2	2
Number Naming	***	***	3	3	3	3	3	3
Shape Discrimination	***	***	5	5	5	5	5	5

	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Set Counting	***	***	4	4	4	4	4	4
Operations	***	***	3	3	3	3	3	3

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

*Optional Measures, Total Score*

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	2	1	2	1	3	2	3	3
2	3	3	3	4	4	4	5	5
3	3	4	4	5	5	6	6	7

## Science and Social Studies

The Science sub-measure was designed to measure four disciplinary core ideas in the National Research Council’s (2012) framework for science education including:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering and Technology Applications of Science

The Social Studies sub-measure was designed to measure topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines including:

- Self, Family & Community
- People & The Environment
- History & Events

Directions: Each item contains a scripted **question** that the child **answers by pointing** to one of 3 pictures (receptive task). There are no practice items. Follow the prompt on the screen and record the response by clicking or touching the item the child selected as the answer.

This is an untimed measure, but if the child does not provide a response **after about 10 seconds, move on to the next item** (e.g., “OK, let’s try another one”) by clicking an incorrect response.

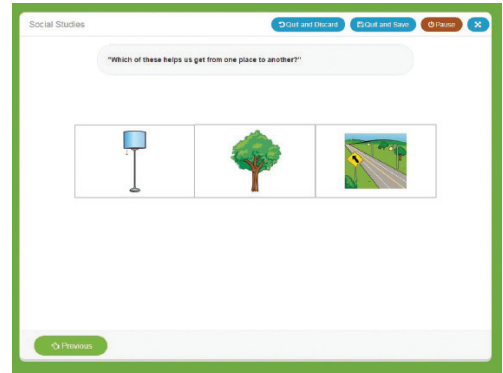
Teacher Prompts:

- NR (No response) after about 5-10 seconds: “It’s okay to take a guess” + Repeat the prompt

- DK (Don't know): "It's okay to take a guess" + Repeat the prompt
- After you prompt to guess, if the child still says, "I don't know" (DK), the examiner says: "That's okay. Let's try another picture."
- Verbal response when a child should point: "Show me with your pointer finger" + Repeat the prompt
- MR (multiple response of pointing to more than one): "Point to just one picture" or "Choose just one answer" + repeat the prompt
- Repeat: If the child seems unclear or asks for a repetition, you can repeat the prompt/question.
- Top (point to stimulus): stop and mark incorrect

Scoring Items in the Science and Social Studies Assessments

Click the picture the child indicates is the correct response. The "previous" button allows you to immediately go back and correct a response if a scoring error was made.



**SCIENCE BENCHMARKS**

Age as of Sept 1st

Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	8	7	10	9	13	11	15	13
2	11	10	13	13	16	15	17	16
3	13	13	16	15	18	17	19	19

**SOCIAL STUDIES BENCHMARKS**

Age as of Sept 1st

Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	6	4	7	6	8	7
2	7	6	8	7	9	8	10	9
3	8	7	9	9	10	9	11	10

# Observables

The Observables checklists are designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students.

Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Progress Monitoring. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills. The Observables should be based on observances and documentation such as anecdotal notes, portfolios, cumulative records, and other sources as recent as three weeks prior to assessment.

Please consider your observations by marking 1, 2, or 3, as appropriate, for children’s behaviors within the classroom and school.

- (1) Rarely – the child never or rarely demonstrates the behavior.
- (2) Sometimes – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance.
- (3) Consistently – the child consistently demonstrates the behavior.

CLI Engage automatically records the teacher’s reported scores and provides benchmarks where applicable. The teacher’s reported score of 1 for rarely (emerging) is reported as 0 points in CLI Engage, 2 for sometimes (developing) is reported as 1 point, and a score of 3 for consistently (proficient) is reported as 2 points towards the benchmarks.

CIRCLE Progress Monitoring System Observable Components:

- Social & Emotional Screener
- Early Writing Checklist
- Physical Development and Health
- Approaches to Learning
- Speech Production & Sentence Skills
- Motivation to Read

## SOCIAL & EMOTIONAL BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	9	5	14	9
2	19	19	26	26	29	27	31	31
3	30	30	32	32	37	38	43	44

## EARLY WRITING BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	1	1	3	1
2	2	1	4	3	7	7	10	9
3	4	4	6	7	10	12	13	14

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

## APPROACHES TO LEARNING BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	4	1	5	3	6	4	9	6
2	9	8	11	11	13	12	14	14
3	12	13	14	16	16	16	18	18

## PHYSICAL DEVELOPMENT AND HEALTH BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	7	3	9	5	10	8	12	9
2	12	10	12	11	14	12	16	14
3	13	12	16	16	19	20	21	21

## SPEECH PRODUCTION AND SENTENCE SKILLS BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	2	1	3	2
2	1	1	3	2	5	4	5	5
3	3	2	5	4	5	5	7	6

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

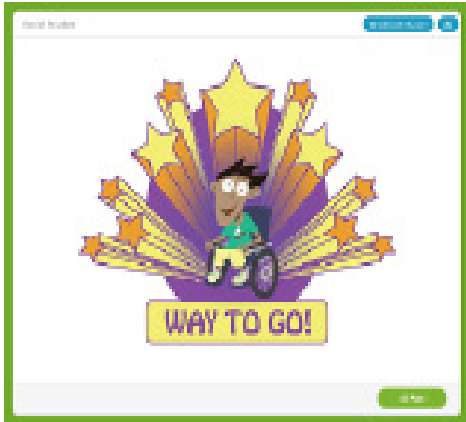
**MOTIVATION TO READ BENCHMARKS**

Age as of Sept 1st

Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	1	1	2	1
2	2	1	2	2	3	2	4	3
3	2	2	3	4	4	4	4	4

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.





# ASSESSMENT RESULTS



← For some direct assessments, the child may see a celebratory completion page after completing all items.

Dismiss the child and click “next” to see the results.

Student: 026015411 DOB: 01/10/2011 Class: Preschool Class School: Test School Age Group: 4 year 4 month  
 Date: 05/02/16 School year: 15-16 Week: 1 Test: Apple Letter Naming Score: 2/12 Benchmark: Not met

Item	Image	Score
1. B		0
2. Y		0
3. M		0
4. K		0

The results screen includes:

- The student’s name, class, DOB
- The items, their correct answers, and the student’s scores for each item
- The options to click “done” to submit the score or invalidate
- A “comment” feature to record notes

# FREQUENTLY ASKED QUESTIONS

## Question

## Answer

### **Why is the letter naming measure timed?**

Automaticity, or the ability to recall information immediately, is used in the CIRCLE Progress Monitoring System to determine if children are acquiring letter knowledge. This method is based on widely accepted research that links letter recognition fluency to later word reading fluency.

Letter knowledge, phonological awareness skills, and general language abilities are some of the key building blocks of early reading skills (i.e., what some refer to as “the big three of early reading”). Research has indicated that the automaticity of letter recall is important for reading skills. For early readers, this means immediately recognizing that letter shapes have letter names. These associations support later fluent letter reading that leads to word reading accuracy, word reading fluency, and reading comprehension.

The CIRCLE Progress Monitoring was developed to evaluate a child’s ability to name letters within a time sensitive format that would provide a measure of automaticity or speed of recall. Specifically, the letter naming measure evaluates the number of upper- and lower-case letters that a child can name in 60 seconds. In electronic administrations (e.g., laptop, tablet) the timing demands are controlled by the technology, making the task significantly less cumbersome to administer as compared to paper and pencil administrations.

There are 52 items on the sub-measure (all uppercase and lowercase letters). The assessment is timed for 60 seconds. Depending on the speed of the student’s answers, they may see all 52 items, or fewer items.

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### **Why is the vocabulary measure timed?**

The rapid vocabulary naming task evaluates a child’s ability to name common objects as pictured on the screen. This assessment is a combination of verbal fluency and expressive vocabulary. This task measures how many pictures a child identifies in one minute as a gauge of his or her vocabulary. The task is timed because measuring fluency has been found through research to be a sensitive, and therefore reliable, way to measure vocabulary knowledge that also has the benefit of being time efficient for teachers.

The rapid vocabulary naming task utilizes procedures that are very similar to those of the rapid letter naming task, in that the child’s knowledge is evaluated within a timed format (i.e., 60 seconds of stimulus time). The images that children are asked to name were derived from an evaluation of vocabulary words within multiple Pre-Kindergarten curricula. While some of the words might be considered to be more difficult for 4-year-old children to identify, items were included that mapped onto content presented in commercially available curricula. Unlike the rapid letter naming sub-measure, there are three separate sets of vocabulary items with 55 pictures in each. Pictures are randomly shown and are in ranges of easy, medium, and harder difficulty.

**Question**

**Answer**

**For the total score in phonological awareness, my class averaged above the benchmark. However, when I compare the benchmarks for the PA sub-measures (syllabication, onset-rime, alliteration and rhyming 1), my students are below in each category.**

Benchmark validity for phonological awareness is based on the composite (total) score of the four core sub-measures. Cut-points for optional sub-measures (syllabication, onset-rime, alliteration, rhyming 1) are not validated benchmarks. They can guide the teacher on what activities can be used to support specific PA needs, but these individual cut-points cannot be used as predictors of school readiness in isolation. Our validation analysis has shown that if children have low scores (0, 1, 2, etc.) on these sub-measures, but meet the benchmark with the composite score, children are showing sufficient understanding of PA.

Alternatively, an “on track” score on the measure or a sub-measure does NOT mean that the child is fully “developed” in this skill, or that the teacher should not continue to instruct in this area. It means that the child will be able to make sense of the instruction she will receive in kindergarten.

You may have children who are light pink (below cut point) on all four sub-measures and green in the total PA. These children might not be “on track” on the assessed tasks, but have a good foundation when they transition to kindergarten. That being said, at the classroom level, it is important to pay attention to low scores on any of the sub-measures in PA as the teacher can use this information to plan interventions for individual students.

*The above also applies to the mathematics and social emotional (checklist) composite vs. sub-measure scores.*

**How can they be below in each individual category and yet be above for the total benchmark?**

**If a student is “on track” on any measure or sub-measure in Wave 1, would that student be assessed with the same measure again in Wave 2? What if a child receives a perfect score? Are there additional questions generated at each wave?**

The timed assessments (rapid letter naming and rapid vocabulary) include different items with each administration. All other assessment measures include the same items at each wave; however, meeting the benchmark at Wave 1 does not guarantee a child will continue to meet the benchmark in that area because each wave has successively increase cut points. For example, a four-year-old would be expected to show proficiency of 13 on Wave 1 on the science receptive tasks but progresses to an expectation of 16 by Wave 2.

If a student receives a perfect score (all items correct), it may or may not be helpful to assess that student again at a subsequent administration:

For Rapid Letter Naming and Rapid Vocabulary, students should be reassessed because items change with each administration.

If a child receives a perfect score on a sub-measure within a larger measure that produces a composite score (e.g., Math, Phonological Awareness), the teacher should continue to assess that sub-measure at each administration so that the composite score is based on a single wave of administration.

If a child receives perfect scores across all sub-measures in a measure, or for a measure that includes only one set of items (e.g., Social Studies), it is probably not helpful to reassess this student. For now, teachers can individually exclude a child from later waves on a given measure to avoid remeasuring. CLI is exploring the possibility of expanding functionality to allow teachers to document a reason for exclusion.

**Question**

**Answer**

**On the rapid letter naming assessment, why do I not measure on all 52 uppercase and lowercase letters?**

On the rapid letter naming, there are 52 items on the sub-measure (all uppercase and lowercase letters). The assessment is timed for 60 seconds. Depending on the speed of the student's answers, they may see all 52 items, or fewer items. If the 60 seconds time out during the last item, the rapid task will end the assessment. The final item may not display for the full 3 seconds.

**Why does the last item on the rapid tasks disappear before the student has three full seconds to respond?**

For the smoothest administration on the rapid tasks, we recommend using the quick key arrows to record responses. Once the item has begun to fade, only tap the correct ("right") arrow. If the item is incorrect, let the picture fade and wait for the new item to appear.

If you enter a correct response as soon as the letter/picture begins to fade, the response will be recorded and the next item will present accurately. If you press correct right on the edge of the ½ second when the item is about to change, it will skip to the next item, but the child will still be given the correct response for the previous item.

The child's overall score and benchmark will not be affected by the skipped letter/picture as the child will still be provided 60 full seconds of item exposure. Please keep in mind this task captures automaticity of children's letter/vocabulary recognition. If children are not responding within three seconds, you can simply wait for the next item to be presented.

**Can a student answer with the verb conjugated in a different tense than listed on the acceptable responses vocabulary sheet?**

In this case, yes, you can accept variations. The following further guidance is provided: The rapid vocabulary naming task does accept multiple forms of a word as correct (e.g., for a picture of a man running, correct responses could include run, running, or runner). In addition, children should not be penalized for poor articulation (e.g., "lawnmober" is said for lawnmower or "ippopotamus" is said for hippopotamus). This rule was adopted due to the fact that articulation errors are fairly common in young children. A general guideline in terms of pronunciation is to give credit for the item if another reasonable person would easily be able to decipher that the child was correctly identifying the picture.

**What if I haven't yet taught my students the skill I am supposed to assess?**

Assessment as part of the teaching and learning cycle reveals a starting point for planning instruction. There will certainly be students in your classroom that may already have proficient skills in content that has not yet been introduced. In these cases, assessment is useful for higher level scaffolding extensions. The results of the assessment will also be a guide for planning more targeted interventions for those students that need additional support.

**Question**

**Answer**

**Can I use a touch screen device with this assessment?**

When responding to prompts, the child will either provide a verbal response or point to the stimuli on the screen. For receptive items requiring the student to point to a response, the assessor should instruct the student not to touch the screen when pointing. If the student touches the screen, it will record the response and advance to the next screen.

Students should be allowed, but not encouraged, to use their hands to cover objects on the screen without touching the screen. For example, when completing the last item of the Math sub-measure (i.e., 5 butterflies and 2 fly away), the child may, without prompting from the assessor, extend a hand just over the object and count the remaining butterflies. The problem solving strategy used by the child will provide information about a child's ability to solve problems abstractly versus a more concrete problem solving approach. Note that when touch screen devices are used, do not let the child touch the screen, but instead point to avoid the child's touch inadvertently recording the response and the assessment advancing to next screen

**Can I use manipulatives to support the child during assessment of math items?**

Manipulatives should not be used with math items, including counting and operations. This ensures math measures are more standardized across classrooms and students. Using a screener allows for an efficient means to evaluate a large number of children under standardized conditions. As a screener, this highly correlated measure was intended to quickly and efficiently predict future math outcomes. When administered following administration guidelines, items are extremely predictive of future math outcomes.

**Why is it important to assess Wave 2 (MOY)?**

A second wave of assessment is generally done at midyear. This is a crucial time as it will gather very needed data to provide strong intervention for those children identified as at risk and needing more intensive instruction. Mid-year data can really define the strategies and interventions that teachers will use for the remainder of the school year to ensure the students are ready for kindergarten. Ongoing progress monitoring is a part of a high-quality assessment and teaching cycle, wherein teachers use this data to determine appropriate instructional planning that best targets student needs.

**I am not seeing a total score under the sub-measures, just a dash. What does this mean?**

CPM requires all submeasures to be completed to get a total score. If a submeasure is missing, then the total score will not calculate for the parent measure, and the user will see a dash, rather than a total score.

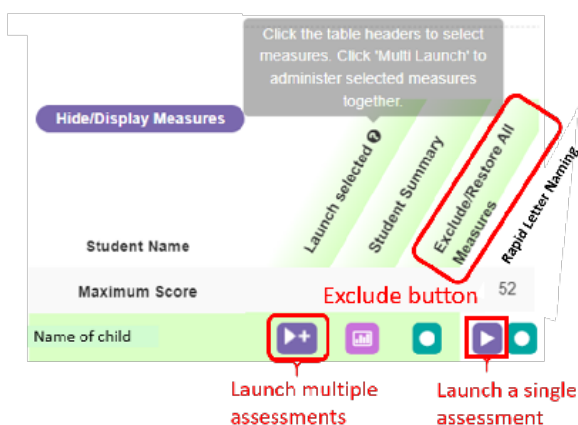
# SPANISH LANGUAGE ASSESSMENT

## How do I assess my class in Spanish?

The CIRCLE Progress Monitoring System is available in both English and Spanish. To administer an assessment in Spanish, select the button that says “Click to Assess in Spanish,” circled below in red. You will also use this button to switch back to English, if needed.

## My class is bilingual. Can I assess some students in English and others in Spanish?

As a bilingual teacher, you will still see your students listed on one roster. The assessment opens with English as the default. For each Spanish speaking student, click the green button to exclude the students from the English assessment. Then, select the button that says “Click to Assess in Spanish,” circled below in red. You can exclude the English speakers from the Spanish assessment by using the same green “exclude” button. Our student reports will reflect the student scores on the English or Spanish assessments, depending on which assessment was administered



If you have specific questions about administration of English or Spanish assessments to students in your bilingual class, please refer to your administrator for guidance.

## When I administered a Spanish assessment to my student, she responded in English. Is this alright?

This assessment is not validated for bilingual responses. Cut points are generated for either English assessment with English response or Spanish assessment with Spanish response. The student is required to provide the response in the language selected for the measure for the cut points to be meaningful and the results to be valid and reliable.

Keep in mind that CIRCLE Progress Monitoring lets you assess any sub-measure in the other language; that means that Rapid Vocabulary can be assessed in both English and Spanish for any child. We recommend waiting a few days in between administrations in order to minimize over-exposure to the same items. These results may give you some information about what items are known by the child that only need the translated label for the other language.

Please consult with your school or district administrators, as this is just a suggestion.

You may provide additional instructions to the student that may reduce the incidence of responding in the opposite language:

The teacher will say: “I want you to name these pictures in English” or “Quiero que nombres estos dibujos en español”

If the child responds in the opposite language, the teacher can say: “In English, please” or “En español, por favor”

**I accidentally assessed a student in the wrong language. Can this be fixed?**

Unfortunately, you will need to reassess the students in the desired language. The items are different on the English and Spanish assessments, so student scores cannot be transferred into the assessment in the other language.

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# Circle Progress Monitoring-Texas PKG Alignment

Explore our Circle Progress Monitoring measures below to learn more about their alignment to the [2022 Texas Prekindergarten Guidelines](https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines). (<https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>).

535

Watch this webinar for information regarding the development of Circle Progress Monitoring and its alignment with the updated Texas Pre-K Guidelines.

**CATEGORY:**

CIRCLE Progress Monitoring System

**RESOURCE:**

## Implementation Guide

**BEST FIT FOR:**

Teachers, Principals/Directors, School Specialists, District/Community Administrators

**Direct Assessments**

## Mathematics

- + Early Math: Rote Counting
- + Early Math: Shape Discrimination
- + Early Math: Set Counting
- + Early Math: Shape Naming
- + Early Math: Number Naming
- + Early Math: Number Discrimination
- + Early Math: Operations
- Early Math: Patterns (optional item)

Children are prompted to look at a pattern and select appropriate responses from items to what comes next.

- **Pre-K 3 Guideline:** PK3.V.E.3 Child recognizes and duplicates patterns.
- **Pre-K 4 Guideline:** PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.

**+** Early Math: Real World: Measurement (optional item)

*\*\*Please note that CLI added an Optional Math Pilot measure that is available for the 2024-2025 school year.*

*These items will be piloted for alignment to the 2022 version of the Texas Pre-K Guidelines. A child's responses on this measure will not be scored.*

538

Science

**-** Science

How is this assessed?

The Science sub-measure was designed to measure four disciplinary core ideas in the National Research Council's (2012) framework for science education, including:

- Physical Sciences
- Life Sciences

- Earth and Space Sciences
- Engineering and Technology Applications of Science

The questions within the Science portion of Circle Progress Monitoring align with several different PK4 Guidelines listed below. Please note that there are no PK3 outcomes for the science section, as noted in the 2022 Texas Prekindergarten Guidelines.

**Pre-K 4 Guidelines:**

- PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
- PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
- PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
- PK4.VI.A.3 Child uses simple scientific tools to learn about objects.
- PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.
- PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
- PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.
- PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.
- PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.
- PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
- PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.

## Emergent Literacy: Reading

- + Rapid Letter Naming
- + Book and Print Concepts
- + Letter Sound Correspondence
- + Phonological Awareness: Syllabication
- + Phonological Awareness: Onset-Rime
- + Phonological Awareness: Alliteration
- + Phonological Awareness: Rhyming part 1
- Phonological Awareness: Listening (Optional task not in composite)

The Listening section of the PA Sub-test contains 5 items that evaluate whether a child can differentiate between similar-sounding words.

- **Pre-K 3 Guideline:** PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.
  - **Pre-K 4 Guideline:** PK4.III.B.2 Child distinguishes differences between similar-sounding words.
- + Phonological Awareness: Words in a sentence (Optional task not in composite)
  - + Phonological Awareness: Rhyming part 2 (Optional task not in composite)

*\*\*Please note that CLI added an Optional PA Pilot measure that is available for the 2024-2025 school year. These items will be piloted for alignment to the 2022 version of the Texas Pre-K Guidelines. A child's responses on this measure will not be scored.*

Emergent Literacy: Language & Communication

- + Vocabulary Naming
- Story Retell

The Story Retell component assesses a child's ability to retell a story. As the child retells the story, the teacher may use the acceptable prompts below to elicit the narrative. The teacher will record the child's responses for the story retell items.

### **Pre-K 3 Guidelines:**

- PK3.III.D.1 Child re-enacts a story after it has been read aloud.
- PK3. II. D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.
- PK3. II. E.3 Child uses simple sentence structures with at least one idea.
- PK3.III.D.3 Child asks and answers age-appropriate questions about a book.

#### **Pre-K 4 Guidelines:**

- PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.
- PK4. II. D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
- PK4. II. E.3 Child uses sentences that combine multiple phrases or ideas.
- PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.

542

## Social Studies

### + Early Social Studies Skills

## **Observables**

### Emergent Literacy: Writing

+ **Early Writing**

Social and Emotional Development

- + Positive Social Behaviors
- + Classroom Community and Safety
- + Emotional and Behavioral Regulation
- + Self-care
- + Approaches to Learning

Approaches to Learning Expanded

- + Art, Creativity, and Dramatic Play Checklist
- + Initiative and Curiosity Checklist

## + Flexibility Checklist

### Physical Development

- + Gross Motor Checklist
- + Fine and Visual Motor Checklist
- Health Status Checklist

Observe and mark each student's demonstration of these behaviors as:

*1-Rarely, 2-Sometimes, or 3-Consistently*

1. Is able to distinguish between healthy and less healthy food types (e.g., healthy food that can be eaten any time and food that is acceptable for special occasions)
2. Demonstrates an understanding of hygiene practices (e.g., hand washing, covering mouth when coughing).  
Note: This item evaluates an understanding of good hygiene practices, but does not imply that children must use practices consistently to receive a score of Proficient
3. Demonstrates an understanding of safety rules for the classroom, playground, and community (e.g., no running in the classroom, not walking up or down the slide, and looking both ways prior to crossing the

street). Note: This item evaluates an understanding of safety rules and does not imply that children must follow all safety rules consistently to receive a score of Proficient

**Pre-K 3 Guideline:** No PK3 outcomes for this domain of learning.

**Pre-K 4 Guidelines:**

- PK4.IX.C.1 Child practices good habits of personal safety.
- PK4.IX.C.2 Child practices good habits of personal health and hygiene.
- PK4.IX.C.3 Child identifies good habits of nutrition and exercise.

545

### **Related Resources**

Return to the [Circle Progress Monitoring Toolkit \(https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/\)](https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/) for more resources.

[Circle Progress Monitoring Toolkit \(https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/\)](https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/).

This document was last modified on: August 9, 2024

### Campus : Lorenzo Loya PRI



P O Box 920  
 San Elizario, TX 79849-0920  
 (915) 872-3940 Phone  
 (915) 872-3941 Fax

#### Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal **Julissa Esquivel**

#### School Population

	Count	Percent
<b>Student Total</b>	<b><u>173</u></b>	<b>100%</b>
Early Education Grade	<u>7</u>	4.05%
Pre-Kindergarten Grade	<u>166</u>	95.95%

#### Student Demographics

	Count	Percent
<b>Gender</b>		
Female	<u>88</u>	50.87%
Male	<u>85</u>	49.13%
<b>Ethnicity</b>		
Hispanic-Latino	<u>169</u>	97.69%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>3</u>	1.73%
Two-or-More	<u>1</u>	0.58%

#### Special Education Services

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	0	0.00%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	0	0.00%
Learning disability	0	0.00%
Speech impairment	<u>12</u>	54.55%
Autism	<u>4</u>	18.18%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	<u>6</u>	27.27%
<b>Instructional Settings</b>		
Speech Therapy	<u>12</u>	54.55%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	0	0.00%
Resource Room	<u>1</u>	4.55%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	0	0.00%
Full-Time Early Childhood	<u>9</u>	40.91%
Nonpublic Day School	0	0.00%

#### Student Programs

	Count	Percent
Dyslexia	0	0.00%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	0	0.00%
Special Education (SPED)	<u>22</u>	12.72%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	<u>113</u>	65.32%
Bilingual	<u>98</u>	56.65%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	<u>173</u>	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

#### College and Career Readiness School Models

	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%

546

#### Student Indicators

	Count	Percent
At-Risk	<u>115</u>	66.47%

Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	4	2.31%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	3	1.73%
Transfer In Students	<u>21</u>	12.1387%
Unschooler Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	<u>150</u>	86.71%
Free Meals	<u>120</u>	69.36%
Reduced-Price Meals	4	2.31%
Other Economic Disadvantage	<u>26</u>	15.03%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	7	4.05%
Shelter	0	0.00%
Doubled Up	<u>5</u>	2.89%
Unsheltered	<u>2</u>	1.16%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	<u>5</u>	2.89%
Is Unaccompanied Youth	<u>2</u>	1.16%

T-STEM 0 0.00%

Staff Information	Count	Percent
Administrative Support	<u>4</u>	12.50%
Teacher	<u>13</u>	40.62%
Educational Aide	<u>15</u>	46.88%
Auxiliary	0	0.00%



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, Executive Director of Technology  
**Subject:** August 2025 Technology Fixed Asset Discard  
**Date:** September 16, 2025

---

### HISTORY:

Campus 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 the listed items.

### BUDGET:

There is 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

---

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.

A Proud Community of Champions – Soaring to Excellence!

# San Elizario High School



# 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	207	DELL Monitor	360000	3033	
2				3013	
3				3028	
4				3026	
5				3010	
6				3022	
7				3015	
8	HP Monitor	CN490805 T0	1		
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Date: 5-2-25

Authorized Campus

Signature

*Valerie Chang*



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Other: \_\_\_\_\_

Excell

Loya

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	207	DELL Monitor	360000	1826
2				1823
3				1810
4				1819
5				1811
6				1812
7				1824
8				1821
9				1820
10				1814
11				1818
12				1817
13				1808
14				1813
15				1825
16				1809
17				1816
18				3031
19				3029
20				3024
21				3011
22				3034
23				3018
24				3021
25				3019
26				3014
27				3027
28				3016
29				3017
30				3020

Date: 5-2-25

Authorized Campus  
Signature Valerie Chavez

B



Other: \_\_\_\_\_

### Fixed Asset Discard List

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605 DELL Laptop	36000016039	1	Warranty Ended
2	605 DELL Laptop	3600005013	1	Warranty Ended
3	605 DELL Laptop	3600002920	1	Warranty Ended
4	605 DELL Laptop	3600002932	1	Warranty Ended
5	605 Surface Pro	11603030017	1	No longer functioning
6	605 DELL Laptop	3600003000	1	Warranty Ended
7	605 DELL Laptop	3600002927	1	Warranty Ended
8	605 DELL Laptop	3600002057	1	Warranty Ended
9	605 DELL Laptop	3600002898	1	Warranty Ended
10	605 DELL Laptop	3600002089	1	Warranty Ended
11	605 DELL Laptop	3600002064	1	Warranty Ended
12	605 DELL Laptop	3600003006	1	Warranty Ended
13	605 DELL Laptop	36000061674	1	Warranty Ended
14	605 DELL Laptop	3600003198	1	No longer functioning
15	605 DELL Laptop	2600002161	1	No longer functioning
16	605 DELL Laptop	3600002936	1	No longer functioning
17	605 DELL Laptop	3600002095	1	No longer functioning
18	605 DELL Laptop	2600002160	1	No longer functioning
19	605 DELL Laptop	3600002060	1	No longer functioning
20	605 DELL Laptop	3600002024	1	Warranty Ended
21	605 DELL Laptop	3600002975	1	Warranty Ended
22	605 DELL Laptop	3600002007	1	Warranty Ended
23	605 DELL Laptop	3600002923	1	Warranty Ended
24	605 Charging Tower	3600008054	1	No longer functioning
25	605 Charging Tower	3600008057	1	No longer functioning
26				
27				
28				
29				
30				

Date: June 20, 2025

Authorized Campus

Signature Valerie Chang

Page 1 of 1



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:** Jesus Martinez, Executive Director-Support Services  
**Subject:** August 2025, Non-Technology Fixed Asset Discards  
**Date:** September 16, 2025

---

### 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

---

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.



# Fixed Asset Discard List

Other: \_\_\_\_\_

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Excell

Loya

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Supply rm	refrigerator	1	not working
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
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21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Date: 8/8/25

Authorized Campus Signature [Signature] 8/12/25

Page 1 of 1



# Fixed Asset Discard List

Other: SECURITY

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	0108	KEURIG COFFEE MAKER	1306053228	1	NOT WORKING
2	P-102	KENWOOD RADIO	2600000083	1	NOT WORKING
3	P-102	KENWOOD RADIO	2600000084	1	NOT WORKING
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
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22					
23					
24					
25					
26					
27					
28					
29					
30					

Date: 8/29/2025

Authorized Campus

Signature [Signature]

## Regular Meeting

Wednesday, August 13, 2025 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

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Absent
Lorenzo Luevano:	Present
Alexis Tellez:	Present

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

#### 1.C. Establish Quorum

#### 1.D. The Pledge of Allegiance

#### 1.E. Texas Pledge of Allegiance

#### 1.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.

#### 2. OPEN FORUM (three-minute limit per speaker, unless otherwise noted)

### 3. DISTRICT RECOGNITIONS

#### 3.A. San Elizario High School

##### 3.A.1. SEHS Eagle Ops Back on Track Program Participants, Teachers and Administrators

Mr. Troy Enriquez and Ms. Melissa Nunn, recognized students, deputies, and employees who participated and supported the SEHS Eagle Ops Back on Track Program.

3.A.2. Band State Solo & Ensemble  
Competition - Score 1 for Superior  
Performance

Mr. Troy Enriquez and Mr. Kevin  
Elizalde recognized students who Scored  
1 for Superior Performance in the Texas  
State Solo & Ensemble Band Competition.

3.B. Introduction of Employees

3.B.1. Employees in New Positions

3.B.1.a. Curriculum & Instruction

Ms. Blanca Cruz introduced  
Curriculum & Instruction personnel  
who are now serving in a new  
position.

3.B.1.a.1. Special Education  
Director - Mr. Richard Salcido

3.B.1.a.2. Principal, Ann M.  
Garcia-Enriquez Middle School -  
Mr. Alexander Corona

3.B.1.b. Special Education Department

3.B.1.b.1. Diagnostician - Ms.  
Perla Silva

Mr. Richard Salcido introduced Ms.  
Perla Silva, previous Dyslexia  
Teacher, as the new Special  
Education Diagnostician.

3.B.1.c. Human Resources

Ms. Gina Ramirez introduced New  
Human Resources personnel.

3.B.1.c.1. Department Secretary -  
Ms. Gabriela Castro

3.B.1.c.2. Payroll Specialist -  
Ms. Fanny Gallardo

3.B.1.d. Child Nutrition Services

3.B.1.d.1. Compliance Supervisor -  
Ms. Evelyn Hernandez

Ms. Aggie Reyes introduced Ms.  
Evelyn Hernandez, previous Child  
Nutrition Services Support  
Specialist, as the new Child  
Nutrition Services Compliance  
Supervisor.

### 3.B.2. New Employees

3.B.2.a. Assistant Principal, Ann M. Garcia-Enriquez Middle School - Ms. Fabiola Carranco

Mr. Alexander Corona introduced Ms. Fabiola Carranco as the new Assistant Principal at Ann M. Garcia-Enriquez Middle School.

### 3.C. Acceptance into the Leadership TASB Class of 2026 - Mr. Lorenzo Luevano

Dr. Jeannie Meza-Chavez recognized Mr. Lorenzo Luevano for his acceptance into the Leadership TASB Class of 2026.

Ms. Sandra Licon recognized Mr. Lorenzo Luevano for participating in the Leadership TASB Class of 2026.

## 4. NEW BUSINESS / BOARD ACTION ITEMS

### 4.A. Board of Trustees Book Study - Start with Why by Simon Sinek

Board of Trustees and Dr. Jeannie Meza-Chavez discussed the Start with Why by Simon Sinek Book Study Timeline

### 4.B. Discussion and possible Board action to approve the 2025-2026 Compensation Plan Post Legislation (HB2)

Ms. Elizabeth Perez and Ms. Gina Ramirez presented the 2025-2026 Compensation Plan Post Legislation (HB2).

Mr. Lorenzo Luevano asked if the district is able to sustain Teacher Retention Allotment if the State no longer provides the funds.

Dr. Meza-Chavez stated it wouldn't be sustainable if legislation doesn't provide funds in future school years.

Mr. Eduardo Chavez asked if the retention allotment is a raise or a stipend.

Ms. Gina Ramirez stated the retention allotment is an addition to the current pay scale. The amount can be removed if legislation no longer fund this allotment.

Mr. Eduardo Chavez asked what the approximately \$290,000 funds will be used for.

Ms. Elizabeth Perez stated the allotment for basic costs will help the district cover the new additional employer taxes and cost of living expenses like utilities and insurances.

No more questions.

Motion to approve the 2025-2026 Compensation Plan Post Legislation (HB2). This motion, made by Lorenzo Luevano and seconded by Alexis Tellez, Passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent  
Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

4.B.1. HB2 Update Presentation

4.B.2. TEA Information regarding HB2

4.C. Discussion and possible Board approval of a Delegate and Alternate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly

Ms. Myrna Hernandez nominated Ms. Sandra Licon as the Delegate for the 2025 Texas Association of School Boards (TASB) Delegate Assembly

Ms. Sandra Licon accepted the nomination.

Motion to approve Ms. Sandra Licon as the Delegate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly. This motion made by Ms. Myrna Hernandez and a seconded by Mr. Lorenzo Luevano, passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent

Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

Ms. Alexis Tellez nominated Mr. Lorenzo Luevano as the Alternate for the 2025 Texas Association of School Boards (TASB) Delegate Assembly

Mr. Lorenzo Luevano accepted the nomination.

Motion to approve Mr. Lorenzo Luevano as the Alternate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly. This motion made by Ms. Alexis Tellez and a seconded by Ms. Monica Chavez, passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent  
Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

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

Mr. Eduardo Chavez asked to pull out items 5.A.2., 5.A.4., and 5.S.

Motion to approve Consent Agenda as presented with the exemption of items 5.A.2., 5.A.4., and 5.S. This motion, made by Myrna Hernandez and seconded by Sandra Licon, Passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent  
Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

Motion to approve item 5.A.2. and 5.A.4. This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent  
Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

## 5.A. Financial Reports

### 5.A.1. Tax Report

### 5.A.2. Financial Statements

Mr. Eduardo Chavez asked if the net position that ended this fiscal year included the final cost for AETNA.

Ms. Elizabeth Perez stated the end-year closing is still pending. The end-year closing will have the final cost for AETNA.

Mr. Eduardo Chavez asked when does the district start with TRS Active.

Ms. Gina Ramirez stated TRS Active Care Coverage starts on September 1, 2025.

### 5.A.3. Investment Report

### 5.A.4. Budget Amendment

Ms. Sandra Licon stated the Board needed to discuss Legal Counsel fees due to sustainability.

Ms. Sandra Licon would like to know what needs to be done to discuss sustainable legal counsel services.

Ms. Elizabeth Perez provided a comparison of Legal Services Fees.

Ms. Sandra Licon requested for an item to be included at the next Board Meeting for discussion and possible Board action on Legal Counsel Services.

Ms. Sandra Licon asked about the SRO programs funds with the El Paso Count and the City of San Elizario.

Ms. Elizabeth Perez presented the details for SRO program funds.

Mr. Jesus Martinez provided options they have been exploring to meet the state requirement.

Mr. Eduardo Chavez stated savings are possible but currently the sheriff's department is the only agency that offers integration and communication systems with emergency services.

Mr. Eduardo Chavez asked if an item regarding the City of San Elizario Marshal's Office could be added to executive session.

Ms. Alexis Tellez stated she would feel safer if an SRO would be at every campus.

5.A.5. Purchases exceeding \$25,000.00

5.A.5.a. Summit K12 - \$48,891.00

5.B. Consider and possible Board action on approval of Resolution stating review of investment policy, investment strategies and designation of investment officer

5.C. Consider and possible Board action on approval of Resolution for selection and approval of authorized investments and financial institutions

5.D. Consider and possible Board action on approval of Resolution approving independent sources for investment training

5.E. Consider and possible Board action on approval of Resolution authorizing the purchase of certificates of deposit

5.F. Consider and possible Board action on approval of Policy FNCE(LOCAL) regarding Personal Communication Devices/Electronic Devices

5.G. Consider and possible Board action on approval of Policy EFB(LOCAL) regarding Library Materials

5.H. Consider and possible Board action on approval of the License Agreement between AOPA Foundation relating to the use of certain High School Aviation STEM Curriculum

5.I. Consider and possible Board action on approval of the Common Threads MOU

5.J. Consider and possible Board action to approve the SEISD Student Code of Conduct 2025-2026

5.J.1. Annotations

5.J.2. English Student Code of Conduct

5.J.3. Spanish Student Code of Conduct

5.K. Consider and possible Board action to approve the SEISD Employee Handbook 2025-2026

5.L. 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.M. Consider and possible Board action to approve the contract renewal with Metropolitan Life Insurance Company (MetLife) effective September 1, 2025

5.N. Consider and possible Board action to approve renewal of interlocal agreement with Claims Administrative Services for a five-year period

5.O. Consider and possible Board action on the Aliviane - Memorandum of Understanding and Agreement

5.P. Consider and possible Board action to approve the Roster of T-TESS Second Appraisers for 2025 - 2026 School Year

5.Q. Consider and possible Board action to approve Policy GKG (LOCAL) - San Elizario Independent School District Volunteer Policy

5.R. Consider and possible Board action to approve the San Elizario Independent School District Volunteer Handbook 2025-2026

5.S. Consider and possible Board action to approve the City of San Elizario Community Garden Interlocal Agreement

Mr. Lorenzo Luevano stated he will abstain from voting for this item due to his involvement in the project through the City of San Elizario.

Motion to approve the City of San Elizario Community Garden Interlocal Agreement. This motion, made by Sandra Licon and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Abstain (With Conflict)
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

5.T. Consider approval of minutes for the following:

5.T.1. June 11, 2025 Regular Board Meeting

5.T.2. June 18, 2025 Special Board Meeting  
- Budget Adoption

5.T.3. July 14, 2025 Special Board Meeting

5.U. 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.U.1. Support Services Department

5.U.2. Technology Department

## 6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Presentations

6.A.1. Analysis of STAAR and EOC Scores for Spring 2025

Ms. Blanca Cruz and Mr. Edgar Ponce presented the Analysis of STAAR and EOC Scores for Spring 2025.

Dr. Jeannie Meza-Chavez thanked everyone for helping improve STAAR and EOC Scores.

Mr. Lorenzo Luevano thanked everyone for their continued work and stated small wins are important.

Mr. Eduardo Chavez stated he is glad there has been progress and explained a shift had to happen to achieve district goals. He stated our district needs to have high standards regardless of our demographics. Mr. Eduardo Chavez also thanked everyone for their continued efforts.

6.B. Reports

6.B.1. Summary of 2025 TELPAS Scores

6.C. Information

6.C.1. Board Training

6.C.1.a. McKinney-Vento Homeless Assistance Act Training Video

6.C.1.b. TASA | TASB Convention  
txEDCON25 - September 11 to 14, 2025  
| Houston, TX

6.C.1.c. 2025 MASBA Conference -  
October 2 to 3, 2025 | San Antonio,  
TX

6.C.1.d. NSBA 2026 - April 10 to 12,  
2026 | San Antonio, TX

6.C.2. Mission: Progressing Together  
Parent Meeting Dates

6.C.3. Meal Service Update

6.C.4. Enrollment Update

7. **EXECUTIVE SESSION**

The Board entered into a closed meeting at **8:23 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:

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 **10:04 p.m.** to take possible action on the matters discussed in Executive Session.

No actions items.

9. **NEXT MEETING DATE:**

Tuesday, September 16, 2025 - Regular Board Meeting

10. **ADJOURNMENT**

Motion to adjourn meeting at 10:04 p.m. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Absent  
Lorenzo Luevano: Yea  
Alexis Tellez: Yea  
Yea: 6, Nay: 0, Absent: 1

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Board President

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Board Secretary

# Local District Orientation Training

Tuesday, August 19, 2025 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

Eduardo Chavez:	Present
Monica Chavez:	Absent
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Absent
Lorenzo Luevano:	Absent
Alexis Tellez:	Present

### 1.C. Establish Quorum

### 1.D. The Pledge of Allegiance

### 1.E. Texas Pledge of Allegiance

### 1.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.

## 2. OPEN FORUM (three-minute limit per speaker, unless otherwise noted)

## 3. BOARD TRAINING

### 3.A. Local District Orientation

Ms. Blanca Cruz, Associate Superintendent, and cabinet members presented the Local District Orientation Training.

#### 3.A.1. Superintendent Overview

#### 3.A.2. Finance Overview

#### 3.A.3. Planning & Instruction Overview

#### 3.A.4. Human Resources Overview

#### 3.A.5. Technology Overview

3.A.6. Support Services Overview

3.A.7. Child Nutrition Services Overview

3.A.8. Athletics Overview

4. **NEXT MEETING DATE:**

Regular Board Meeting: Tuesday, September 16,  
2025, at 5:30 p.m.

5. **ADJOURNMENT**

Motion to adjourn meeting at 7:06 p.m. Motion  
made by Myrna Hernandez and seconded by Alexis  
Tellez, passed.

Eduardo Chavez:	Yea
Monica Chavez:	Absent
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Absent
Alexis Tellez:	Yea
Yea: 4, Nay: 0, Absent: 3	

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Board President

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Board Secretary



# ANN M. GARCIA-ENRIQUEZ MIDDLE SCHOOL

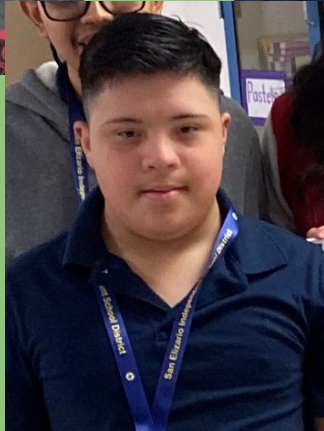
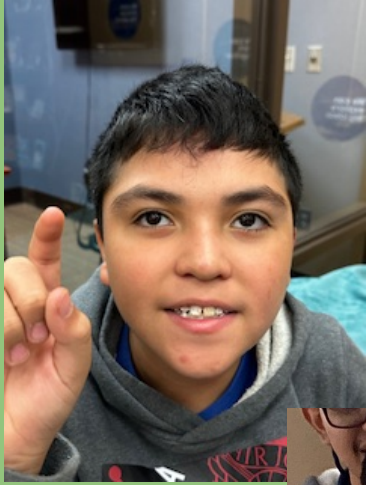


## Garden Project

Growing, Harvesting, Cooking, and Learning



# Meet The Students



# What we did:

We planted and cultivated a garden with squash, cantaloupe, sunflowers, carrots, corn, tomato and watermelon.



571

Presenter: Leonardo Lopez and Teacher

# Our Accomplishments:

Learned gardening skills: planting, watering, caring for plants, teamwork and responsibility.



Presenter: Angel Baylon and Teacher

# Harvested Fresh Produce



Presenter: Jared Vazquez and Teacher

# From Garden to Table:

Prepared and cooked dishes using harvested squash and cantaloupe.

Learned cooking skills and healthy eating habits.

Built confidence and independence through hands-on activities.



Presenter: Jose Ibarra and Teacher

## What This Means for Our Students:

Hands-on learning encourages engagement and skill-building

Promotes teamwork, responsibility, and pride in accomplishments

Supports academic, social, and life skills development



575

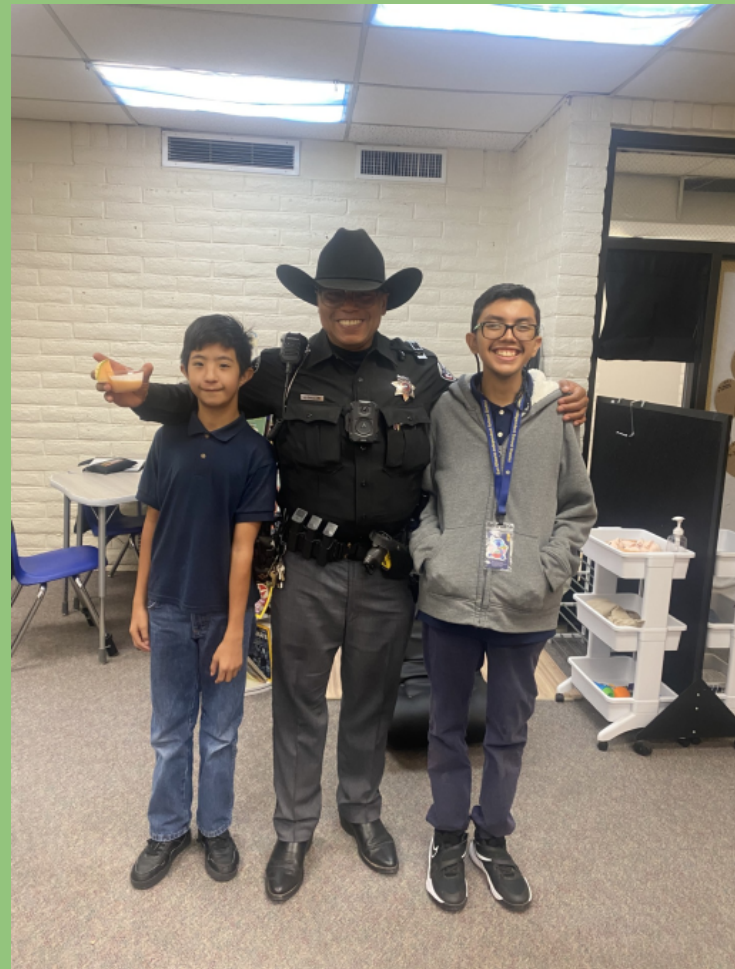
Presenter: Speech Pathologist and Teacher

# Looking Ahead

Plan to plant more fruits,  
vegetables, and herbs

Integrate cooking lessons  
with the harvest

Explore opportunities for  
community sharing and  
donations



576

Presenter: Students and Teacher

**Thank you for  
your time and  
Support.**

**Special Thanks, to  
personnel that  
helped us with  
watering our  
garden during the  
Summer Vacation.**



577



San Elizario ISD  
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 San Elizario, TX 79849  
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 Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Edgar Ponce; Planning & Instruction  
**Subject:** HB 3 Goal Progress Monitoring— Goal 3 CCMR Criteria  
**Date:** September 16, 2025

**HISTORY:**

Student Outcome Goal 3 is a 5-year goal that is measured annually. It is related to the A-F Accountability System and the College, Career, and Military Readiness (CCMR) point system. Each senior is expected to earn one CCMR point prior to graduation.

Goal 3

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

**RATIONALE:**

CCMR can be measured using the program OnData Suite and an internal campus tracker. This program will give us CCMR data to determine which students are not on track to earn a CCMR point prior to graduation. We then use this data to target those seniors who do not have a path to a point, so that we may intervene prior to graduation. Along with the program the campus use their internal tracker to cross reference information.

CCMR is a “lagging” indicator in the A-F Accountability System. This means it runs a year behind. Our seniors from the class of 2024 will impact our 2025 accountability ratings. The tables below is information shared with us by TEA.

**2024 CCMR**

	2023 Annual Graduates	
	Count Credit	Component Score
<b>Total</b>		
Total graduates	216	
<b>Total credit for CCMR criteria</b>	<b>116</b>	<b>54%</b>

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**2025 CCMR**

	2024 Annual Graduates	
	Count Credit	Component Score
<b>Total</b>		
Total graduates	219	
<b>Total credit for CCMR criteria</b>	<b>169</b>	<b>77%</b>

**BUDGET IMPACT:**

There is no budget for this item.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the released CCMR data as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Nancy Tinoco, Business Specialist  
**Subject:** Annual Report on Cooperative Purchasing Fees for FY 2024-2025  
**Date:** September 16, 2025

**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 2025-2026 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	1-5%: average 2.25%	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.

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**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

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A Proud Community of Champions – Soaring to Excellence!



# 2025 MASBA NATIONAL CONFERENCE

Oct 2, 2025 - Oct 3, 2025

The Westin Riverwalk, San Antonio





## Save the Date — Registration & Housing Opens August 2025

This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in San Antonio for an empowering experience of national school board leadership learning and networking with like-minded professionals.



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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Ms. Blanca Cruz, Associate Superintendent  
**Subject:** Updates on FB(EXHIBIT), DIA(EXHIBIT), and FFH(EXHIBIT)  
**Date:** September 16, 2025

**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 Special Education Director position, these exhibits must be revised to indicate Mr. Richard Salcido as the new ADA/Section 504 Coordinator for students and employees.

**BUDGET:** The budget impact for the revision to the exhibits is \$75.00.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to review the updates policies.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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### **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](mailto:bcruz@seisd.net) (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: Richard Salcido  
Position: Special Education Director  
Address: 13680 Socorro Road, San Elizario, TX 79849  
Email: [ADA/Section 504 coordinator](mailto:rsalcido@seisd.net) (rsalcido@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  
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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Ms. Aggie Reyes, Executive Director of Child Nutrition Services  
**Subject:** August 2025 – Meal Service Update  
**Date:** September 16, 2025

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**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 86,824 student meals in August. This count includes breakfast, lunch, snack, and supper meals.

### August Activities:

Meals were provided to traveling students participating in tennis, early college, volleyball, and football teams at SEHS.

Celebrated our Seniors with a special breakfast for Senior Sunrise at SEHS.

A confetti Rice Crispy treat will be added to the student tray each month as a birthday recognition.

Videos on how to use our cycle menus were added to the CNS website.

A color copy of the cycle menu was sent home with all elementary school students, and copies are available in the cafeteria at secondary schools.

We have gone through the five-week cycle, and happy to report new menu selections were well received by students.

Full bellies fuel minds in San Elizario ISD!

**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

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Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						117	140	140	117							514	507	7		103	305	32	1
L.G. Alarcon Elementary School						74	72	68	81							295	297	-2		55	185	15	3
Lorenzo Loya Primary	1	177														178	176	2		22	107	0	0
Sambrano Elementary School			133	173	175											481	548	-67		92	275	9	1
Garcia-Enriquez Middle School										195	201					396	406	-10	108	64	229	47	6
San Elizario High School												204	231	249	216	900	985	-85	739	131	483	92	7
Grade Level Totals	1	177	133	173	175	191	212	208	198	195	201	204	231	249	216	2764	2919	-155	847	467	1584	195	18
Prior Year Grade Level Totals	5	171	164	185	199	208	199	205	192	207	199	233	301	233	218								
GL	-4	6	-31	-12	-24	-17	13	3	6	-12	2	-29	-70	16	-2								