

Strengthening Systems for Student Success



Instructional update: moving identified needs to strategic action, implementation, and continuous improvement



A Soaring District

PROACTIVE RESPONSE

Declining enrollment prompted the District to proactively consolidate campuses and create a more sustainable four-campus structure.



Proactive Response

In response to declining enrollment, the District proactively consolidated campuses to create a more sustainable and efficient structure.

PRESERVING CAPACITY

Loya Elementary was absorbed into Sambrano Elementary, and Alarcon Elementary was absorbed into Borrego Elementary, supporting the District's goal of avoiding personnel reductions.



Preserving Capacity

Created a four-campus structure while preserving staffing capacity and avoiding personnel reductions.

STRENGTHENING SYSTEMS

The District is using needs-assessment findings, LIFT, professional learning, coaching, and monitoring to strengthen instructional systems across the new structure.



Strengthening Systems

Using data, LIFT support, professional learning, coaching, and monitoring to strengthen instructional systems and improve outcomes for all students.

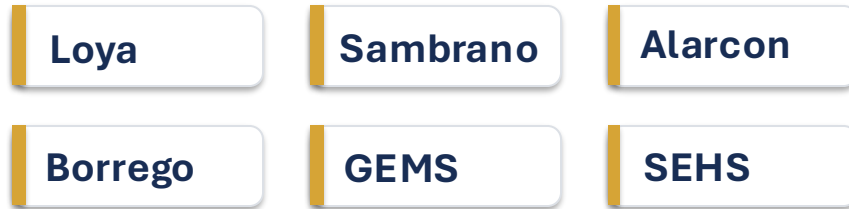
Key message: Strategic change, supports, and instructional improvement are connected.

From Six Campuses to Four

SPRING 2026 NEEDS ASSESSMENT

6

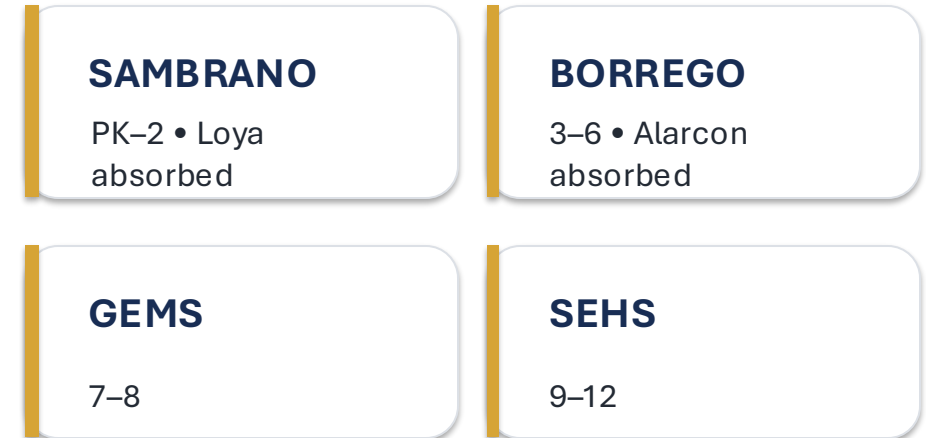
campuses assessed



2026–27 STRUCTURE

4

campuses



A PROACTIVE APPROACH

The Needs Assessment remains the baseline; improvement work is now being applied across the four-campus system.

What the Needs Assessment Told Us

The assessment showed strong foundations in some areas—and a need for greater consistency in key improvement systems.

5 of 6

campuses had Math RBIS training for leaders/staff

6 of 6

campuses had schedules aligned to HQIM requirements

2 of 6

campuses had fully established observation & feedback systems with action-step tracking

1 of 6

campuses had School-Wide Routines training at the time of the assessment



Board takeaway: The work is moving from isolated practices toward districtwide systems and consistency.

RBIS: WHAT IS IT AND WHY IT MATTERS

The Instructional Foundation That Powers HQIM Implementation



WHAT IS RBIS?

Research-Based Instructional Strategies (RBIS) are **high-impact teaching practices** grounded in research that promote conceptual understanding, procedural fluency, and mathematical reasoning for all students.



WHY IT MATTERS

RBIS is the “how” behind effective instruction. It ensures that the curriculum is delivered in ways that lead to deep understanding and long-term student learning.

CORE RBIS PRACTICES



BALANCE

Balance conceptual understanding and procedural fluency.



DEPTH

Prioritize depth of understanding over breadth of coverage.



COHERENCE

Build coherence throughout the grade level and across grade levels.



RIGOR

Provide opportunities for productive struggle and rigorous thinking.



ACADEMIC LANGUAGE

Develop academic language through rich mathematical discourse.



OUR GOAL: Move from training in RBIS to consistently seeing RBIS-aligned practices in every classroom, strengthening HQIM implementation and improving student outcomes.

SAN ELIZARIO ISD
INSTRUCTION. SUPPORT. IMPACT.



THE NOW WHAT?



1. UNDERSTAND

Leaders and teachers understand the research behind RBIS and what it looks like in practice.



2. LOOK FOR

Leaders use RBIS to identify strengths and opportunities during observation and feedback.



3. SUPPORT

Coaches provide targeted support that connects RBIS to daily instruction and HQIM lessons.



4. SEE IT CONSISTENTLY

RBIS-aligned practices become consistent classroom practices that drive student learning.



RBIS IS ESSENTIAL TO HQIM IMPLEMENTATION



RBIS brings the curriculum to life – HQIM provides the “what” and “when”; RBIS ensures the “how” leads to student understanding.



RBIS ensures fidelity with purpose – It keeps the focus on high-quality instruction, not just completing lessons.



RBIS supports all learners – High-impact practices benefit every student, including those who need the most support.



RBIS drives improvement – When observed, coached, and refined, RBIS leads to stronger instruction and better outcomes.

BLUEBONNET LEARNING MATH: WHAT IT IS AND WHY IT MATTERS

High-Quality Curriculum. High-Impact Instruction. Every Student, Every Day.



WHAT IS BLUEBONNET LEARNING MATH?

Bluebonnet Learning Math is the state-adopted, TEKS-aligned curriculum for grades K–8 that provides a coherent, rigorous, and engaging sequence of math instruction.

- ✓ Aligned to the TEKS and built for Texas classrooms.
- ✓ Designed to build deep conceptual understanding and procedural fluency.
- ✓ Includes strong support for teachers and students through tools, tasks, and assessments.



WHY IT MATTERS

Strong curriculum is the foundation for strong instruction.

Bluebonnet Learning Math provides:

- ✓ A clear roadmap for what to teach and when.
- ✓ High-quality lessons that save planning time and elevate instruction.
- ✓ Consistent expectations across classrooms and campuses.
- ✓ The tools to build student confidence and lifelong math understanding.



OUR GOAL: Implement Bluebonnet Learning Math with fidelity and instructional excellence so every student achieves at high levels.

SAN ELIZARIO ISD
INSTRUCTION. SUPPORT. IMPACT.

BLUEBONNET LEARNING MATH: KEY FEATURES AND WHAT NOW?

KEY FEATURES OF BLUEBONNET LEARNING MATH



TEKS ALIGNED

100% aligned to the Texas Essential Knowledge and Skills for Math.



COHERENT & SEQUENTIAL

Lessons build on each other so students make meaningful connections.



CONCEPTUAL UNDERSTANDING

Students develop deeper understanding before moving to procedures and application.



BUILT-IN SUPPORTS

Lesson slides, scaffolds, practice sets, and assessments support teachers and promote student success.



DATA-INFORMED INSTRUCTION

Frequent checks for understanding help teachers respond and adjust in real time.



VERTICAL ARTICULATION BETWEEN AND AMONG GRADE LEVELS

Built to ensure coherence and progression of key concepts from one grade level to the next.

WHAT NOW? HOW WE IMPLEMENT IT WELL



1. IMPLEMENT WITH FIDELITY

Teach the full lesson as written—every day, every student.



2. FOCUS ON DEEP UNDERSTANDING

Use visuals, discourse, and student work to build conceptual understanding.



3. MONITOR & RESPOND

Use data from daily practice and assessments to inform instruction and provide support.



4. GROW TOGETHER

Engage in PLCs, coaching, and professional learning to strengthen our practice.

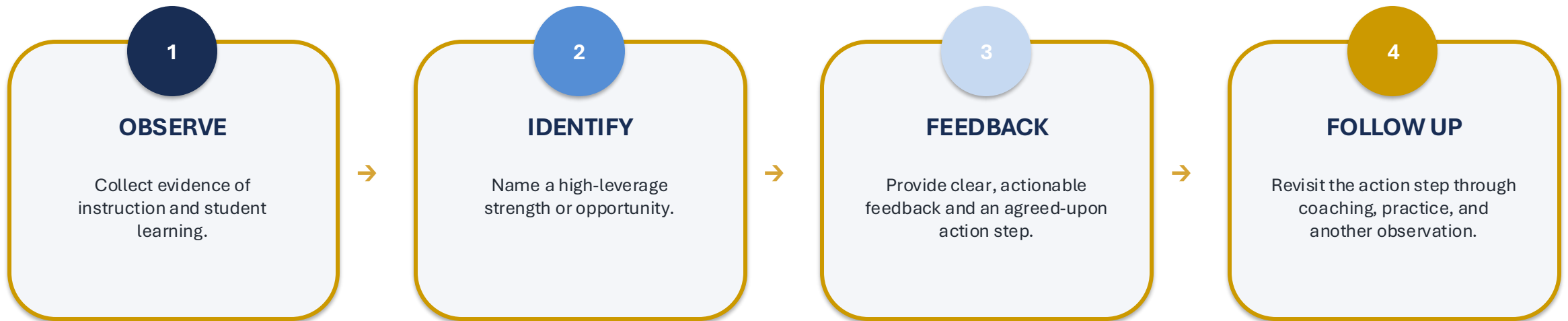


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INSTRUCTION. SUPPORT. IMPACT.

Observation to Instructional Improvement

A consistent cycle turns classroom evidence into focused support, practice, and follow-through.



SEISD Focus: Move from trained leaders to a consistent districtwide O&F system with actionable feedback and follow-through.

WHO DOES WHAT?

A coordinated partnership clarifies ownership, aligns support, and builds capacity so observation, feedback, and coaching strengthen instruction and student learning.

DISTRICT-LED IMPLEMENTATION

San Elizario ISD



DR. BLANCA CRUZ
Associate Superintendent

- Provides vision and direction.
- Establishes priorities.
- Aligns resources.
- Owns district implementation.



CAMPUS LEADERS
Principals & Assistant Principals

- Observe instruction and collect evidence.
- Identify strengths and areas for growth.
- Provide specific, actionable feedback.
- Create the conditions for coaching and PLCs.



INSTRUCTIONAL COACH
Coaching & Capacity Building

- Partner with teachers to model, rehearse, and co-plan instruction.
- Provide targeted coaching and resources.
- Support teachers in implementing action steps.
- Monitor implementation and follow up with teachers.



TEACHERS
Classroom Instruction

- Implement high-quality instruction aligned to district priorities and HQIM.
- Engage in the observation and feedback process.
- Apply feedback and implement action steps.
- Collaborate in PLCs and use data to improve student learning.

ESC REGION 19 PARTNERSHIP & SUPPORT

LIFT



LIFT LEAD / DISTRICT COACH
Partners with district leadership

- Build capacity.
- Provide coaching, tools, protocols, and resources.
- Support calibration.
- Monitor progress with district leaders.



LIFT CAMPUS COACH
Partners with campus leaders & ILTs

- Coach campus leaders and ILTs.
- Build capacity to lead observation, feedback, and PLC systems.
- Support calibration and high-leverage action steps.
- Monitor progress with campus leaders and ILTs.



OUR SHARED GOAL: A consistent observation and feedback system that builds capacity, strengthens instruction, and improves outcomes for all students.

The Need Is Systemic — The Response Must Be, Too

The specific needs differ by grade span, but the underlying system needs are connected.

PK–2

Instructional consistency
PLC refinement
Student work/data use



LIFT Campus Coach
Erica Garcia

3–6

Coaching consistency
Lesson internalization
Intervention systems



7–8

Coaching systems
PLC structures
Feedback cycles



LIFT Campus Coach
Luis Loera

9–12

Observation & feedback
Schoolwide routines
Instructional leadership



The opportunity is to leverage strong practices that already exist and build consistent district routines that travel across campuses.

Findings and the LIFT Action Plan

The needs assessment became a focused Year 1 improvement roadmap.

1

MTSS & Intervention

Comprehensive framework, data system, intervention schedules, progress monitoring, and CIT routines.

3

Special Education / Co-Teaching

Strengthen co-teaching structures, teacher training, and progress monitoring.

5

Rapid-Cycle Data Response

Analyze results, plan reteaching, implement response, reassess, and adjust.

2

Instructional Coaching

Define the coaching model, documentation, cycles, monitoring, and sustainability.

4

Lesson Internalization

Deepen pre-work, collaborative planning, engagement, differentiation, CFUs, and rehearsal.

6

PLCs

Establish structures that build teacher capacity, strengthen instructional practice, and create a cycle of collaboration, evidence, and improvement.

The Region 19 Partnership

Professional Learning

RBIS • **Bluebonnet Learning Math** + Other HQIMs • UDL • MTSS • Co-teaching • RLA/Math • Schoolwide Routines • **Performance Management** • **Observation and Feedback** • **PLCs** (Internalization, Rehearsal, Student Work Analysis Protocol)

Data & Monitoring

Needs Assessment • Learning walks • Campus Observations • Walkthroughs • Implementation evidence

Coaching & Technical Assistance

Campus coaching • District Coaching • Leadership support • Lesson internalization • **Observation Feedback cycles** • **PLCs** (Internalization, Rehearsal, Student Work Analysis Protocol)

School Improvement

LIFT • Action Planning • **Performance Management** • Continuous Improvement

The partnership is designed to build District and campus capacity—not simply increase the number of professional learning sessions delivered.

Training and Implementation

The most compelling evidence is what changed in practice—not how many trainings occurred.

EVIDENCE OF PROGRESS

- Stronger alignment to adopted instructional materials
- Protected PLC/planning structures
- Growing use of lesson internalization
- Increased attention to observation and feedback
- Existing campus practices that can be leveraged

WHAT WE ARE LEARNING

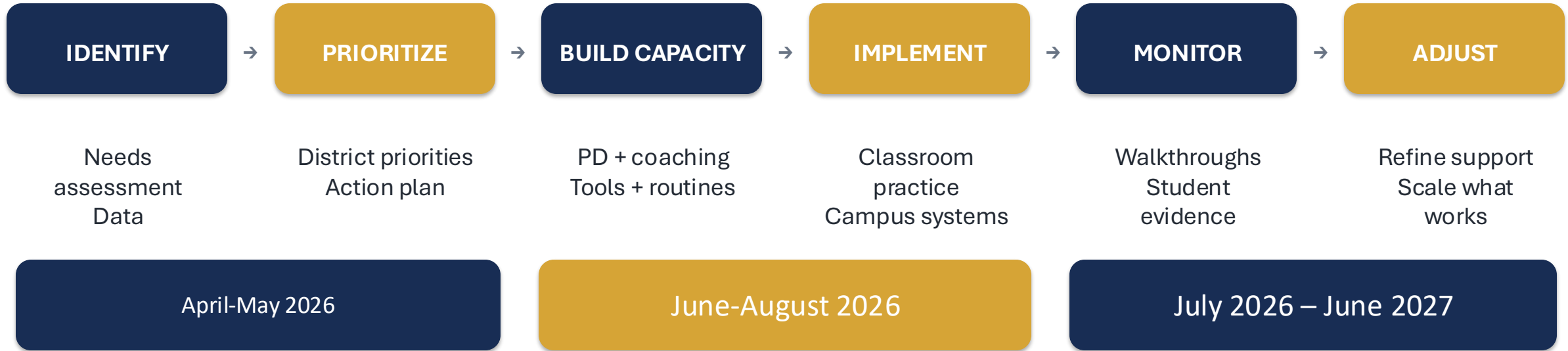
- Implementation quality varies
- Student productive grappling/rigor remains an area for attention
- Coaching consistency matters
- Data routines need tighter instructional follow-through

NEXT LEVEL OF WORK

- Increase instructional precision
- Strengthen student work analysis
- Tighten data → response cycles
- Build consistent coaching systems
- Monitor implementation across the four-campus structure

Board message: We are using evidence to refine the work as we go.

LIFT Connects the Work



LIFT is not a separate initiative. It provides a structure for turning identified needs into focused action, monitoring implementation, and continuously refining support.

2026–27: From Implementation to Impact

- | | | | |
|----------|---|----------|---|
| 1 | Strengthen Tier 1 instruction | 2 | Deepen HQIM implementation |
| 3 | Strengthen PLCs & lesson internalization | 4 | Build consistent coaching systems |
| 5 | Strengthen MTSS & data response | 6 | Improve support for diverse learners |
| 7 | Monitor implementation and adjust | | |



Our goal is not simply to implement initiatives. Our goal is to build and support the instructional and leadership systems that result in improved outcomes for students.



A PARTNERSHIP FOCUSED ON SUSTAINABLE IMPROVEMENT

DISTRICT

Vision, leadership, resources,
ownership

CAMPUSES

Implementation, learning,
refinement

REGION 19 / LIFT

Structure for continuous improvement
Expertise, coaching, professional learning, data support

Identify the need. **Align the response.** Build capacity. **Monitor implementation.** Adjust the work. **Improve outcomes.**