

San Elizario Independent School District



2026-2027 District Improvement Plan

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!”

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Comprehensive Needs Assessment

Demographics

Summary

(Data Source: 2025-2026 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 278127 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 187 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 484 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 521 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 394 total students in grades 7-8.
- San Elizario High School serves 898 total students in grades 9-12.

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

- Pre-Kindergarten--187
- Kindergarten--132
- 1st Grade--175
- 2nd Grade--177
- 3rd Grade--195
- 4th Grade--215
- 5th Grade--211
- 6th Grade--197
- 7th Grade--196
- 8th Grade--198
- 9th Grade--206
- 10th Grade--229
- 11th Grade--247
- 12th Grade--216

San Elizario ISD serves 1345 female students (48%) and 1436 male students (52%). The student population is 99.1% Hispanic, with 2756 total Hispanic students. There are 21 white students (0.8%) and 1 African-American students (0.04%). One student (0.04%) is classified as American Indian.

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

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

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	96	19.63%
Homebound	2	.41%
Resource Room	153	31.29%

VAC	0	0%
Self Contained	78	15.95%
Full-Time Early Childhood	13	2.66%
Mainstream	147	30.06%

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

Student Indicators	Count	Percent
At-Risk	2,131	76.63%
Immigrant	51	1.83%
Intervention Indicator	295	10.61%
Migrant	22	0.79%
Military Connected	95	3.42%
Economic Disadvantage		
Economic Disadvantage Total	2562	92.13%
Free Meals	1789	64.33%
Reduced-Price Meals	80	2.88%
Other Economic Disadvantage	693	24.92%
Homeless Statuses		
Homeless Status Total	76	2.73%
Doubled Up	52	1.87%
Unsheltered	20	0.72%
Shelter	1	0.04%
Is Unaccompanied Youth	14	0.50%
Not Unaccompanied Youth	62	2.23%

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 76.63% At-Risk population.

San Elizario ISD is continuing with Year 6 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 a childhood center focused on "learning to read," while the other 2 elementaries are focused on "reading to learn." For the 2026-2027 school year the board approved moving Loya primary students over to Sambrano Elementary, making it an EE-2nd grade campus. With this shift, Alarcon students have also been moved and are now at Borrego Elementary. Borrego elementary is now the only campus housing 3rd to 6th grade students.

Based on SEISD's remote location, it has been challenging to remain fully staffed with the most highly qualified teachers. The 2026-2027 school year calendar continues to be on a 4-day school week, which was approved by the Board of Trustees. 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 2026-2027 school year. As approved by the board, additional Mondays have been added to the calendar to help support the district's instructional practices by allocating this time for teacher professional development opportunities along with planning time. This will help minimize teachers getting pulled out of the classroom when students are present.

Problem Statements Identifying Demographics Needs

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

 = Priority

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 2026. Ratings were published August 14, 2026

San Elizario ISD--2026 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
Overall	71	C	
Student Achievement	68	D	0%
School Progress	76	C	70%
Academic Growth	70	C	
Relative Performance (Eco Dis: 92.1%)	76	C	
Closing the Gaps	58	F	30%

Alarcon Elementary School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		55	F	
Student Achievement		59	F	0%
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		65	D	70%
Academic Growth	55	59	F	
Relative Performance (Eco Dis: 91.9%)		65	D	✓
Closing the Gaps	0	30	F	30%

Borrego Elementary School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		58	F	
Student Achievement		59	F	0%
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 89.8%)		63	D	
Closing the Gaps	0	30	F	30%

Ann M. Garcia-Enriquez Middle School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		73	C	0%
STAAR Performance	41	73		

College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 94.9%)		85	B	✓
Closing the Gaps	63	84	B	30%

San Elizario High School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		79	C	
Student Achievement		75	C	0%
STAAR Performance	38	65		
College, Career and Military Readiness	89	91		
Graduation Rate	92.9	65		
School Progress		82	B	70%
Academic Growth	67	69	D	
Relative Performance (Eco Dis: 94.8%)		82	B	✓
Closing the Gaps	51	72	C	30%

San Elizario High School earned a Distinction Designation in Academic Achievement in Science in 2026

The Results-Driven Accountability (RDA) report for 2025 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 2026-2027 campuses are continuing 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. Making sure that all our students use High quality instructional materials. In order to keep supporting our special programs the district has added an instructional officer who specializes in special education to help align systems and support the instructional gap that is in place.

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. At the middle and high school campus, 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 2025-2026

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 2026 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 2025. The cells are green if there was an increase, pink if there was a decrease.

Preliminary Data 25-26 RLA Alarcon									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	72%	31%	3%	68%	38%	13%	-4%	7%	10%
4th Grade	75%	34%	9%	71%	29%	4%	-4%	-5%	-5%
5th Grade	60%	39%	14%	71%	31%	11%	11%	-8%	-3%
6th Grade	73%	39%	16%	53%	38%	13%	-20%	-1%	-3%
Preliminary Data 25-26 RLA Borrego									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	60%	31%	7%	55%	28%	8%	-5%	-3%	1%
4th Grade	66%	34%	8%	63%	33%	10%	-3%	-1%	2%
5th Grade	69%	51%	17%	62%	37%	13%	-7%	-14%	-4%
6th Grade	65%	41%	16%	69%	45%	16%	4%	4%	0%
Preliminary Data 25-26 RLA ALL 3-6									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	64%	31%	6%	60%	32%	10%	-4%	1%	4%
4th Grade	69%	35%	8%	66%	32%	8%	-3%	-3%	0%
5th Grade	65%	46%	16%	65%	35%	13%	0%	-11%	-3%
6th Grade	68%	40%	16%	62%	42%	14%	-6%	2%	-2%

Reading master's performance is showing gains but did show a decline in the meets and approaches from 2025 to 2026.

Preliminary Data 25-26 Math Alarcon									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	63%	30%	2%	62%	34%	8%	-1%	4%	6%
4th Grade	56%	28%	5%	53%	29%	4%	-3%	1%	-1%
5th Grade	68%	30%	4%	60%	21%	2%	-8%	-9%	-2%
6th Grade	84%	43%	12%	72%	28%	8%	-12%	-15%	-4%
Preliminary Data 25-26 Math Borrego									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	51%	23%	4%	43%	19%	4%	-8%	-4%	0%
4th Grade	54%	31%	11%	47%	27%	7%	-7%	-4%	-4%
5th Grade	58%	28%	8%	61%	23%	6%	3%	-5%	-2%
6th Grade	81%	52%	20%	80%	41%	16%	-1%	-11%	-4%
Preliminary Data 25-26 Math ALL 3-6									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	55%	25%	3%	51%	24%	6%	-4%	-1%	3%
4th Grade	55%	30%	9%	49%	28%	6%	-6%	-2%	-3%
5th Grade	61%	28%	6%	60%	23%	4%	-1%	-5%	-2%
6th Grade	83%	49%	16%	76%	36%	12%	-7%	-13%	-4%

Math scores in grades 3-6 are a continuing area of focus, there was a change of curriculum, adding an additional learning curve to teachers.

Preliminary Data 25-26 Science Alarcon									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		

	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	42%	8%	4%	51%	17%	6%	9%	9%	2%
Preliminary Data 25-26 Science Borrego									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	50%	14%	3%	42%	22%	8%	-8%	8%	5%
Preliminary Data 25-26 Science ALL 5th									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	47%	12%	4%	45%	20%	7%	-2%	8%	3%

Science experienced an increase across the board, showing that the focus and support in these areas that got adjusted worked.

Preliminary Data 25-26 RLA									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
7th Grade	71%	38%	9%	67%	35%	16%	-4%	-3%	7%
8th Grade	79%	45%	18%	82%	50%	18%	3%	5%	0%
Preliminary Data 25-26 Math									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
7th Grade	44%	15%	2%	38%	14%	1%	-6%	-1%	-1%
8th Grade	76%	46%	11%	77%	46%	16%	1%	0%	5%
Preliminary Data 25-26 Science									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
8th Grade	67%	34%	11%	72%	44%	16%	5%	10%	5%
Preliminary Data 25-26 Social Studies									
	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
8th Grade	52%	15%	5%	44%	14%	4%	-8%	-1%	-1%

Grade 8 showed growth in the scores comparing 205 to 2026. 7th grade Math and 8th grade social studies will be an intense area of focus in 2026-2027.

	2024-2025 TAPR			2025-2026			Diff.		
Preliminary Data 25-26 ALL	Approaches%	Meets%	Masters%	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	100%	94%	71%	2%	3%	-2%
Algebra 1 SEHS	66%	14%	5%	76%	35%	7%	10%	21%	2%
Biology	88%	44%	7%	91%	51%	13%	3%	7%	6%
English 1	54%	28%	4%	52%	33%	3%	-2%	5%	-1%
English 2	56%	32%	1%	49%	35%	2%	-7%	3%	1%
US History	93%	50%	16%	83%	44%	13%	-10%	-6%	-3%

High school EOC's showed both increases and declines. Biology, and Algebra 1 had increases across the board, while English I, II and US History struggled to make gains across the board.

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.

2026-2027 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.

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	Root Cause
1 Learning loss is still evident in mathematics across the board, as evidenced when comparing 2019 (pre-pandemic) STAAR scores to the most recent (2026) STAAR scores	Pandemic learning loss was caused by home-based learning and will take several years to rebound from

 = Priority

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. Superintendent sent out a survey to employees at the end of the fiscal school year of 2025-2026. Information 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.

Strengths

Survey information will be reflected below as soon as the District receives it from the third party partnership.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Building changes have taken place due to lower student enrollment and staff has had to adjust.	There was a closure of two buildings which has merged the staff to other buildings, making it difficult for some to adjust accordingly.

 = Priority

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.
- District participates in the Teacher Incentive Allotment program offering opportunities for teachers to earn more

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 2026-2027 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 2026-2027 school year being the year of growth 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.

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 12.5 years of experience (2025 TAPR), surpassing the state average of 11.2 years. This reflects a strong level of commitment from the teaching staff.
- **Experience Distribution:** With 37.7% (2025 TAPR) of teachers having 11-20 years of experience, SEISD is ahead of the state average by 10%, 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 2026-2027, 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:

- **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. The RTAP apprenticeship program provides structured opportunities for professional growth and improvement to build capacity through this program.

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	Root Cause
1 It has been historically challenging to fill all teacher vacancies and keep them in the classroom	SEISD is located far from the city center, preventing prospective teachers from applying or find new opportunities closer to home.

★ = Priority

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 2026 Leadership Academy:

- **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.
- **Coaching:** Provide constant feedback to help all improve their craft to ensure students have the best experience in our classrooms.

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.

Transitions

- As students transition from Elementary to middle school, there is constant communication regarding student needs and areas of concern. This takes place as well when transitioning from Middle school to High School.

Language Acquisition

- LEA has a structured plan for EB's in place to help align with Title III expectations and needs.

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.
- **Mondays:** Added additional Mondays so that those days can be used for professional development and teacher-guided planning time

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 2026-2027 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. Professional Development aligned to Comprehensive Needs Assessment and challenging state academic standards for student achievement.

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.

Strengths

San Elizario Independent School District's (SEISD) District Initiatives for 2026-2027 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:**
- Thursday: Sambrano
- Friday: Borrego
- **Focus Areas:**
- Each PLC session will focus on one of the following: planning, data, interventions, lesson rehearsal 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.
- **Meeting Days**
- **Increased and Extended Learning Time**

- After-school tutoring for targeted academic support
- Structured intervention blocks built into the school day
- Enrichment opportunities during intersession and summer programs

Eduphoria / Assessments / Content and Language Objectives

1. Assessment Models:

- **Elementary Grades 3-6:**
 - Follow a 4- and 8-week assessment model, with autonomy for Social Studies content area.
- **Secondary Grades 7-12:**
 - Assess student performance every 4- and 8-weeks using Eduphoria Aware assessments.
- **Assessment Creation:**
 - Secondary assessments are created by 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.
 - Teachers will use the data analysis tool form and ensure each student's progress is being tracked by each teacher.

Lesson Plans

1. Submission and Content:

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

Reading Instruction

1. Curriculum:

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

2. Cross-Disciplinary Integration:

- Embed reading and writing across all subject areas.

3. Baseline Guidelines:

- SEISD's Text Level Correlation Guide for grade-level reading goals (K-12).

4. TELPAS Monitoring:

- Quarterly progress monitoring for listening, speaking, reading, and writing using the Summit K-12 program.

5. Language Acquisition Strategies:

- Implement GLAD and Seidlitz training for EBs.
- Follow the SEISD time and treatment model for bilingual/dual language education with emphasis on El Puente and translanguaging strategies.

Mathematics Instruction

1. Curriculum and Framework:

- **Grades K-12:** Bluebonnet Math

2. CPA Approach:

- Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

Summary and Reflection

SEISD's initiatives for 2026-2027 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Adopting and implementing highly quality Instructional Materials	Teachers tend to use resources that are not high-quality resources as designed by the state.

★ = Priority

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.
- **Parent & Family Engagement Policy:** All campuses maintain a written Parent & Family Engagement Policy, reviewed with stakeholders and distributed annually to all parents and families to clarify expectations and opportunities for involvement.
- **School-Parent Compact:** All campuses implement a School-Parent-Student Compact, reviewed with stakeholders and distributed annually to support shared responsibility for student success.
- **Title I, Annual Meeting:** All campuses conduct an Annual Title I Meeting with parents and families to include program requirements, reservation of funds for parental engagement, parents' role in deciding the use of funds, parents' right to be involved, outreach to all parents and families and inform them how they can be involved in the education of their children, notify parents of their right to request and receive information regarding the professional qualifications of classroom teachers, provide parent teacher conference dates, provide the Schoolwide Plan/Campus Improvement Plan website, and collect annual evaluation surveys to improve planning and programs.
- **Staff Utility Trainings:** All campuses provide annual staff development on the value of parent involvement to strengthen family engagement and communication.

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. If parents of participating students find the LEA Program Plan unsatisfactory, parent liaisons will forward comments to the LEA to be submitted.

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.

- **Parent communication:** Documentation, and information are provided in home language, to the extent practical, to support meaningful parent engagement. Language translations may be requested by contacting the campus or district parent liaison associated with the student or event.

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.

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
 - Clint Unit
 - Project Vida
 - Texas A&M University Colonia Programs
 - EL Paso Child Guidance Center with El Paso Children's Hospital
 - 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	Root Cause
1	Parent engagement at district-wide events is lower than expected.	Parents may have conflicting work schedules that preclude attendance.

★ = Priority

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 2025-2026)
 - **Lorenzo G. Loya Primary School:** Serves 187 students in grades PPK-PK.
 - **Josefa L. Sambrano Elementary School:** Serves 484 students in grades K-2.
 - **Lorenzo G. Alarcon Elementary School:** Serves 297 students in grades 3-6.
 - **Alfonso Borrego Sr. Elementary School:** Serves 521 students in grades 3-6.
 - **Ann M. Garcia-Enriquez Middle School:** Serves 394 students in grades 7-8.
 - **San Elizario High School:** Serves 898 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**
 - **Special Education**
- **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.

Social Workers and Health Services

- **Social Workers:** 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.

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. Providing some Mondays to plan and hold professional development time so that it does not take place when students are on campus.
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.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	Communication between the different departments and knowing who is responsible of what roles.	Being a small district, many individuals wear many hats, ensuring all are aware of their responsibilities.

★ = Priority

Technology

Summary

San Elizario ISD's Technology Plan for 2026-2027 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

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.

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, to increase student access to instructional resources, resulting in improved academic performance.

Support Structures: Develop programs and support systems to assist students and families in using technology effectively.

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.

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.

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.

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.

Strengths

San Elizario ISD's Technology Plan for 2026-2027 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, Classroom, and Office applications for effective communication, collaboration, facilitating collaboration and educational management.

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 will integrate AI-driven tools such as adaptive learning platforms, AI tutoring, and personalized feedback mechanisms to enhance student learning. Using the Copilot tool available in Office 365

Business AI:AI applications will be implemented for automating administrative tasks, predictive analytics for resource management, and improving data-driven decision-making using the Office 365 suite.

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	Root Cause
1	The current phone system is outdated and does not support modern communication needs, whether cloud-hosted or on-premises with new handsets.	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



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

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Funding Sources: Supplemental Student and teacher workbooks for Math 211: Title I, Part A Improving Basic Programs, 211.11.6399.21.802.30, \$1,214.88

Formative Reviews

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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 Reviews

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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 Reviews

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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

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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.

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Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Funding Sources: Borrego Elementary HMH Anchor Charts 211: Title I, Part A Improving Basic Programs, 211.11.6399.21.802.30, \$1,039.5, Sambrano Into Reading Teacher Guides 255 Title II, Part A Supporting Effective Instruct, 255.13.6399.00.802.24, \$3,602.17

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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 Reviews

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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.

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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 Reviews

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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.

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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

High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

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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 Reviews

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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.

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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 Reviews

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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.

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Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

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 Reviews

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Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

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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

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Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

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Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

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Performance Objective 5

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

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Strategy 2

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)

Funding Sources: 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

Formative Reviews

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Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

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Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

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Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: GT Administrator

Funding Sources: GT Testing 199: General, Gifted & Talented, 199.31.6339.00.806.21, \$4,552.7, GT Tests Scoring 199: General, Gifted & Talented, 199.31.6339.00.806.21, \$1,328.5, GT District Coordinator Office Supplies 199: General, Gifted & Talented, 199.21.6399.53.806.99, \$101.48

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Performance Objective 6

Provide a safe and supportive environment for all

Strategy 1

Continue with activities that promote students to attend school every day

Funding Sources: MKV General Supplies 211: Title I, Part A Improving Basic Programs, 211.11.6399.12.814.24, \$7,200, MKV Reading Materials-Supports for Attendance 206 Texas Education Homeless Children and Youth Pr, 206.11.6329.12.814.24, \$3,500, MKV Professional Services 211: Title I, Part A Improving Basic Programs, 211.33.6219.12.814.24, \$300

Formative Reviews

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Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Formative Reviews

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Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

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Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Communities in Schools - SEHS 199: General, State Compensatory Education, 199.32.6299.84.001.24, \$30,000, Communities in Schools - Borrego 199: General, State Compensatory Education, 199.32.6299.84.104.24, \$30,000

Formative Reviews

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Performance Objective 8

Career and Technical Education will provide students with high quality in demand work based learning skills for all students

Strategy 1

Develop and improve CTE training/conferences for teachers, faculty, counselors and administration.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: CTE Training/Conferences 244: Career/Technical-Basic Grant, 244.13.6239.00.804.22, \$2,308

Formative Reviews

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Strategy 2

Provide opportunities for CTE students to earn Local and industry certifications and /or licensures, which will include career and technical student organization conferences. Providing real world experiences with internships incorporating work base learning in areas of in demand occupations. To include student curriculum, instructional materials and other program needs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Instructional Materials 244: Career/Technical-Basic Grant, 244.11.6321.00.804.22, \$6,755, Testing Materials 244: Career/Technical-Basic Grant, 244.11.6339.00.804.22, \$3,910

Formative Reviews

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Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for programs, technology upgrades, and maintenance, program renewals and curriculum. Purchase and maintenance of furniture and equipment to improve, expand and modernize CTE programs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Technology Equipment 244: Career/Technical-Basic Grant, 244.11.6395.00.804.22, \$1,894, Furniture and Equipment 244: Career/Technical-Basic Grant, 244.11.6398.00.804.22, \$13,500, CTE Annual Program Evaluation 244: Career/Technical-Basic Grant, 244.21.6239.00.804.22, \$9,100, Contract Maintenance & Repair 244: Career/Technical-Basic Grant, 244.11.6249.00.804.22, \$4,091, Short Term SBITAs Software Licenses 244: Career/Technical-Basic Grant, 244.11.6268.00.804.22, \$1,050

Formative Reviews

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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

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).

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Strategy 2

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. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

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Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

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

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.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: District Administration, Human Resources Dept.

Funding Sources: MKV Tutor 206 Texas Education Homeless Children and Youth Pr, 206.11.6127.12.814.24, \$4,868, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.01.814.24, \$51,800, Autism Specialist 211: Title I, Part A Improving Basic Programs, 211.11.6119.XX.803.24, \$95,000, Officer-Instructional - Software 211: Title I, Part A Improving Basic Programs, 211.11.6268.21.802.30, \$609, Speech Language Pathologist 211: Title I, Part A Improving Basic Programs, 211.11.6119.XX.803.24, \$69,000, Officer-Instructional - Professional Development 211: Title I, Part A Improving Basic Programs, 211.13.6411.06.802.30, \$991, Officer-Instructional 211: Title I, Part A Improving Basic Programs, 211.13.6119.XX.802.24, \$282,000, Officer-Instructional - Professional Development 255 Title II, Part A Supporting Effective Instruct, 255.13.6411.03.802.24, \$991, Officer-Instructional - Technology 211: Title I, Part A Improving Basic Programs, 211.13.6395.21.802.30, \$4,000

Formative Reviews

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

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Strategy 3

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, Career & Technology Education, & SPED Professional Development/Training

Funding Sources: GT Professional Development 199: General, Gifted & Talented, 199.21.6239.00.806.21, \$50, SPED Professional Development 255 Title II, Part A Supporting Effective Instruct, 255.13.6299.03.802.24, \$2,700, Professional Development - Region XIX 255 Title II, Part A Supporting Effective Instruct, 255.13.6239.00.802.24, \$35,146, Bilingual Professional Development - IO 199: General, Bilingual Education, 199.13.6239.00.805.25, \$75, CTE Professional Development 199: General, Career & Technology, 199.21.6411.12.804.22, \$780, MKV Professional Development - MKV Liason 206 Texas Education Homeless Children and Youth Pr, 206.32.6411.12.814.24, \$3,242, Bilingual Professional Development - Admin 199: General, Bilingual Education, 199.21.6239.00.805.25, \$75

Formative Reviews

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Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

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Strategy 5

Administrator office(s), main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, software, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Funding Sources: Bilingual Software 199: General, Bilingual Education, 199.11.6268.00.805.25, \$25,357.86, CTE Admin Technology 199: General, Career & Technology, 199.21.6395.00.804.22, \$99.99

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Strategy 6

Classrooms will have the necessary Technology/supplies/Furniture to carry day to day instructional activities, which may also include software and licenses needed in the classrooms.

Funding Sources: Google Workspace 211: Title I, Part A Improving Basic Programs, 211.11.6268.11.802.24, \$15,000, Lowman Education 211: Title I, Part A Improving Basic Programs, 211.11.6268.21.802.24, \$12,150

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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

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 (i.e., 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

Funding Sources: Food Purchases 263: Title III, Part A English Language Acq., 263.61.6497.04.805.25, \$250, PFE General Supplies 211: Title I, Part A Improving Basic Programs, 211.61.6399.11.814.24, \$50, PFE Region 19 ESC 211: Title I, Part A Improving Basic Programs, 211.61.6239.11.814.24, \$100, PFE Food Purchases 211: Title I, Part A Improving Basic Programs, 211.61.6497.11.814.24, \$645, Reading Materials 263: Title III, Part A English Language Acq., 263.61.6329.04.805.25, \$1,250, PFE Employee Travel 211: Title I, Part A Improving Basic Programs, 211.61.6411.11.814.24, \$1,100

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Strategy 2

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 Reviews

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Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school

Strategy 1

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 Reviews

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Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Funding Sources: MEP R19 SSA Coordinated Service Transportation 211: Title I, Part A Improving Basic Programs, 211.11.6494.21.814.24, \$1,200, MKV Mentor Program Transportation 206 Texas Education Homeless Children and Youth Pr, 206.11.6494.12.814.24, \$1,200, MKV Region 19 Contracted Services 206 Texas Education Homeless Children and Youth Pr, 206.11.6239.12.814.24, \$6,000, MKV Mentor Program Transportation 211: Title I, Part A Improving Basic Programs, 211.11.64XX.12.814.24, \$2,500

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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

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Funding Sources: Technology Devices for one to one 199: General, Basic,

Formative Reviews

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Strategy 2

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 Reviews

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Performance Objective 2

Guarantee the optimization of financial resources

Strategy 1

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 Reviews

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Performance Objective 3

Focus on the implementation of operational efficiencies

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alvarez, Anna	Officer-Instructional	Title I, Part A	1
Angerstein, Jeanette	Autism Specialist	Title I, Part A	1
Holguin, Arlene	Speech Language Pathologist	Title I, Part A	1
Montes-Magallanes, Debra	Officer-Instructional*	Title I, Part A	1
Quezada, Eva	Officer-Instructional	Title I, Part A	1
Sanchez, Flor	Parent Liaison	Title I, Part A	1



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



Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology Devices for one to one	--	\$0.00
Sub-Total					\$0.00

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	GT Testing	199.31.63 39.00.8 06.21	\$4,552.70
1	5	5	GT Tests Scoring	199.31.63 39.00.8 06.21	\$1,328.50
1	5	5	GT District Coordinator Office Supplies	199.21.63 99.53.8 06.99	\$101.48
2	2	3	GT Professional Development	199.21.62 39.00.8 06.21	\$50.00
Sub-Total					\$6,032.68

199: General, Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	CTE Professional Development	199.21.64 11.12.80 4.22	\$780.00
2	2	5	CTE Admin Technology	199.21.63 95.00.8 04.22	\$99.99
Sub-Total					\$879.99

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Bilingual Professional Development - IO	199.13.62 39.00.8 05.25	\$75.00
2	2	3	Bilingual Professional Development - Admin	199.21.62 39.00.8 05.25	\$75.00
2	2	5	Bilingual Software	199.11.62 68.00.8 05.25	\$25,357.86
				Sub-Total	\$25,507.86

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Communities in Schools - SEHS	199.32.6 299.84. 001.24	\$30,000.00
1	7	1	Communities in Schools - Borrego	199.32.6 299.84.1 04.24	\$30,000.00
				Sub-Total	\$60,000.00

206 Texas Education Homeless Children and Youth Pr

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	MKV Reading Materials-Supports for Attendance	206.11.63 29.12.81 4.24	\$3,500.00
2	2	1	MKV Tutor	206.11.61 27.12.81 4.24	\$4,868.00
2	2	3	MKV Professional Development - MKV Liason	206.32.6 411.12.8 14.24	\$3,242.00
3	2	2	MKV Mentor Program Transportation	206.11.64 94.12.81 4.24	\$1,200.00
3	2	2	MKV Region 19 Contracted Services	206.11.62 39.12.81 4.24	\$6,000.00
				Sub-Total	\$18,810.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Student and teacher workbooks for Math	211.11.63 99.21.80 2.30	\$1,214.88
1	2	1	Borrego Elementary HMH Anchor Charts	211.11.63 99.21.80 2.30	\$1,039.50
1	6	1	MKV General Supplies	211.11.63 99.12.81 4.24	\$7,200.00
1	6	1	MKV Professional Services	211.33.62 19.12.81 4.24	\$300.00
2	2	1	Parent Liaison	211.61.61 29.01.81 4.24	\$51,800.00
2	2	1	Autism Specialist	211.11.611 9.XX.80 3.24	\$95,000.00
2	2	1	Officer-Instructional - Software	211.11.62 68.21.80	

				2.30	
2	2	1	Speech Language Pathologist	211.11.611 9.XX.80 3.24	\$69,000.00
2	2	1	Officer-Instructional - Professional Development	211.13.64 11.06.80 2.30	\$991.00
2	2	1	Officer-Instructional	211.13.61 19.XX.80 2.24	\$282,000.00
2	2	1	Officer-Instructional - Technology	211.13.63 95.21.80 2.30	\$4,000.00
2	2	6	Google Workspace	211.11.62 68.11.80 2.24	\$15,000.00
2	2	6	Lowman Education	211.11.62 68.21.80 2.24	\$12,150.00
3	1	1	PFE General Supplies	211.61.63 99.11.81 4.24	\$50.00
3	1	1	PFE Region 19 ESC	211.61.62 39.11.81 4.24	\$100.00
3	1	1	PFE Food Purchases	211.61.64 97.11.81 4.24	\$645.00
3	1	1	PFE Employee Travel	211.61.64 11.11.814 .24	\$1,100.00
3	2	2	MEP R19 SSA Coordinated Service Transportation	211.11.64 94.21.81 4.24	\$1,200.00
3	2	2	MKV Mentor Program Transportation	211.11.64 XX.12.81 4.24	\$2,500.00
				Sub-Total	\$545,899.38

244: Career/Technical-Basic Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	CTE Training/Conferences	244.13.6 239.00. 804.22	\$2,308.00
1	8	2	Instructional Materials	244.11.63 21.00.80 4.22	\$6,755.00
1	8	2	Testing Materials	244.11.63 39.00.8 04.22	\$3,910.00
1	8	3	Technology Equipment	244.11.63 95.00.8 04.22	\$1,894.00
1	8	3	Furniture and Equipment	244.11.63 98.00.8 04.22	\$13,500.00
1	8	3	CTE Annual Program Evaluation	244.21.6 239.00. 804.22	\$9,100.00
1	8	3	Contract Maintenance & Repair	244.11.62 49.00.8 04.22	\$4,091.00
1	8	3	Short Term SBITAs Software Licenses	244.11.62 68.00.8 04.22	\$1,050.00
				Sub-Total	\$42,608.00

255 Title II, Part A Supporting Effective Instruct

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Sambrano Into Reading Teacher Guides	255.13.6 399.00. 802.24	\$3,602.17
2	2	1	Officer-Instructional - Professional Development	255.13.6 411.03.8 02.24	\$991.00
2	2	3	SPED Professional Development	255.13.6 299.03. 802.24	\$2,700.00
2	2	3	Professional Development - Region XIX	255.13.6 239.00. 802.24	\$35,146.00
				Sub-Total	\$42,439.17

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software/License	263.11.62 68.01.80 5.25	\$45,421.00
1	5	2	Training	263.11.64 11.01.80 5.25	\$3,470.00
3	1	1	Food Purchases	263.61.6 497.04. 805.25	\$250.00
3	1	1	Reading Materials	263.61.6 329.04. 805.25	\$1,250.00
				Sub-Total	\$50,391.00

Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Curriculum &
Instruction
Department

1. Instruction is guided by the TEKS Resource System curriculum which provides teachers with information on what to teach and when to teach in the areas of RLA, math, science, and social studies. The specific needs of EB, GT, and SPED students are met via differentiated instruction. The Backwards Design Model is used for instructional lesson planning, which begins with the assessment and plans lessons that culminate in the learning needed to be successful on that assessment.
2. Students who may be at-risk are identified via the 15 criteria as outlined by TEA. Students are originally identified at-risk predominantly based on EB identification in early elementary. As testing takes place beginning in grade 3, additional at-risk designations may be assigned based on test performance. At-risk folders are created for each student with documentation accumulated as the year progresses and evaluations on student performance take place which may exit the student from at-risk status.
3. Students who are underperforming may receive Tier II or Tier III assistance during the school day via the intervention block, or outside the day with tutoring after school, on Saturdays, or during intersessions.
4. With a high SPED and EB population in the district, differentiated instruction promotes ideal conditions for student learning. Within the school environment, new furniture and clean, comfortable, and uncluttered spaces provide an ideal physical environment.



Description 2	
How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.	
Staff/Department	Procedures, Systems, and Policies
Curriculum & Instruction Department	The district has implemented a 4-day instructional week beginning with the 23-24 school year. This calendar model has attracted highly qualified and experienced teachers to apply for work in SEISD. Most of our current vacancies going into 2025-2026 have already been filled by teachers with years of experience who do not need mentoring or extensive support. This 4-day calendar model, which is an attractive work schedule, will ensure that SEISD is the District of Choice for the Region's experienced teachers. That will eliminate any disparity that might exist related to low-income and minority students being taught at higher rates by inexperienced or ineffective teachers.
Description 3	
How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	Procedures, Systems, and Policies
Curriculum & Instruction Department	Alarcon Elementary was identified for Targeted Support and Improvement (TSI) in 2022. This was based on underperformance in SPED for reading and mathematics for 3 consecutive years. As a result, Alarcon Elementary is required to participate in the yearlong Effective Schools Framework activities. As a best practice, SEISD requires all 6 campuses to participate in the ESF process. This process ensures that each campus has planned instructional initiatives and supports to raise academic achievement for all students.
Description 4	
The poverty criteria that will be used to select school attendance areas under Section 1113 (<i>Within-LEA Allocation Procedures</i>)	
Staff/Department	Procedures, Systems, and Policies
PEIMS Coordinator, Child Nutrition Service Coordinator, Federal & Special	<i>Our district selects total economic disadvantage students. Free or Reduced Price Lunch</i>



Description 5	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs .	
Staff/Department	Procedures, Systems, and Policies
District and Campus Administration	Our district doesn't have any children living in local institutions for neglect of delinquent children, nor neglected delinquent children in community day school programs this school year.
Description 6	
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (<i>Homeless LEA Reservation</i>)	
Staff/Department	Procedures, Systems, and Policies
Coordinator of Federal Programs, District Homeless Liaison, Social Worker, Counselors,	Homeless students are supported socially, emotionally, physically, and academically with various programs, services, and interventions.
Description 7	
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (<i>LEA Written Parent and Family Engagement Policy</i>)	
Staff/Department	Procedures, Systems, and Policies
District Parent Liaison, Campus Parent Liaisons, Federal & Special Programs	San Elizario ISD reaches out to parents via class dojo, Smores announcements, and district website advertisements for meetings, conferences, and workshops. Our district continues encouraging parents' participation and parental engagement. All district parents are invited to campus and district meetings, including the "Progressing Together "monthly meeting—parent Policy on our website and in the language the parents understand.
Description 8	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (<i>LEA Reservation for Preschool</i>)	



Plan4Learning

Staff/Department	Procedures, Systems, and Policies
District and campus administrators, Federal & Special Programs	The district supports the early childhood education program and provides Title I, Part A funding at Loya Primary. The PK3 Dual Language classroom is staffed with certified teachers to provide direct classroom instruction to PK3 students.
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
	<i>All campuses in our district are Schoolwide.</i>
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
Staff/Department	Procedures, Systems, and Policies
Middle School and High School Administration	Middle School to High School • Personal Graduation Plans (PGP's) for the high school • Career Days includes high school students sharing programs for the high school • AVID strategies for students' campus wide to incorporate Writing, Inquiry, Collaboration, Organizing, and Reading for high school preparedness • High school provides bridge camp for Early College students in summer • Counselor presentations to 8th grade students



	• Presentations for both parents and students by Sandra Sanchez (CTE Director) on courses and pathways for the high school • High school counselors assist students with registration and course selection questions High School to Post-Secondary Education: • Summer Bridge Program for ECHS students in Early June • Class Meeting at the beginning of the school year • Videos by counselors/principals for entering 9th grade students
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Description 11

How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Staff/Department	Procedures, Systems, and Policies
District Administration, Campus Administration	The SEISD has provided Positive Behavior Intervention and Supports (PBIS) to proactively discourage potential misbehavior that may lead to a discipline referral and ultimately a student removal from the classroom. All campuses have used the PBIS training to implement a tiered support for students to prevent student behaviors from reaching the discipline referral level that could possibly remove the student from the classroom.

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Staff/Department	Procedures, Systems, and Policies
District CTE Administration	The district supports the CTE teachers through professional development that provides instructional strategies and the latest CTE updates through Region-19 and TEA. They are provided the opportunity to participate in regional meetings with industry personnel and Workforce Solutions Borderplex for updates on Hot Jobs that are in-demand, industry-based certifications, and internship opportunities.



	Meetings are facilitated for the CTE teachers to be able to shadow and work with teachers in the region within the same program of study to integrate work-based projects that provide in-depth interactions to expand their industry knowledge and skills.
Description 13	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
Staff/Department	Procedures, Systems, and Policies
Campus Administrators, Librarians, Teachers, Federal & Special Programs	Campuses provide library resources to students at their respective campuses based on identified needs. Gifted and talented students get the support needed as part of the campus schoolwide program.