

San Elizario Independent School District



San Elizario High School

2026-2027 Campus Improvement Plan

Mission Statement

At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.

Vision

San Elizario High School:

Preparing Students for Post-Secondary Success

Value Statement

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

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Comprehensive Needs Assessment

Demographics

Summary

Economically Disadvantaged: 94.8%

Special Education: 14.5%

Emergent Bilingual: 53.2%

MAT: 77.35.7

RLA: 67.47.4

CCMR: 88%

Graduation Rate: 92%

Strengths

Improved sustained progress for EB and SPED students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Campus is not A rated	Effective and sustained programming that address student gaps

★ = Priority

Student Learning

Summary

MAT: 77.35.7

RLA: 67.47.4

CCMR: 88%

Graduation Rate: 92%

Strengths

- Increased performance in EB/SPED for algebra I
- Increased CCMR performance
- Increased overall ALG 1, E1 and E-2 over a 3 year period

Mathematics

Special Education			
9 th grade		8 th Grade	
63-18-5	+	[25-26]	43-7-0
46-15-3	+	[24-25]	31-3-0
50-3-0	+	[23-24]	45-3-0
Emergent Bilingual			
9 th grade		8 th grade	
71-27-4		[25-26]	64-29-4
54-15-42		[24-25]	53-9-0
55-4-0		[23-24]	74-28-1

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Campus is not A rated	Effective and sustained campus leadership

★ = Priority

School Processes & Programs

Summary

Campus leadership huddles every morning to discuss the business of the day, potential coverages issues, instructional look fors, PLC focuses, and student work to be reported.

Campus designs intervention through coordination of principal, instructional officers, and instructional specialists which is then shared in directives to assistant principals and personnel.

Strengths

Campus administration has shifted 80% of calendar to instructional priorities and this has been document in increased in rating progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus is not A rated.	Effective and sustained leadership.

★ = Priority

Perceptions

Summary

Campus overall must shift from a performance focused mindset to acknowledging improvements. In addition, campus must increase its community profile to explain these improvements.

Strengths

As a large-single high school district we have made the case that EB/SPED students can have effective experiences. The improvement in CTE certifications, CCMR readiness, and reading/math proficiency show that we can be an effective building that improves ALL students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Campus is not A rated rated.	Requiring effective and sustainable leadership.

★ = Priority



Goals

Goal 1

To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1 High Priority HB3 Goal

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

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1

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

Strategy's Expected Result/Impact: Increased RLA and MAT scores at the state assessed 9th and 10th grade level.

Staff Responsible for Monitoring: Instructional Leadership Team:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September

November

January

March

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

Strategy's Expected Result/Impact: Addressing SPED performance

Staff Responsible for Monitoring: Co-teacher and instructional leadership team.

Formative Reviews

September

November

January

March

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

September

November

January

March

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

September

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January

March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

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March

Performance Objective 2

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

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1

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

Formative Reviews

SeptemberNovemberJanuaryMarch

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

SeptemberNovemberJanuaryMarch

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SeptemberNovemberJanuaryMarch

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SeptemberNovemberJanuaryMarch

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Formative Reviews

September

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March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

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

Formative Reviews

September

November

January

March

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

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January

March

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planning.

Formative Reviews

SeptemberNovemberJanuaryMarch

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SeptemberNovemberJanuaryMarch

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Formative Reviews

SeptemberNovemberJanuaryMarch

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Evaluation Data Source: CCMR Certification and scholarship access

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

Funding Sources: 211: Title I, Part A Improving Basic Programs, 211.11.6399.01.001.30, \$13,158

Formative Reviews

September

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March

Strategy 2

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

Formative Reviews

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March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

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January

March

Strategy 4

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

Formative Reviews

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March

Strategy 5

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

Formative Reviews

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March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: CCMR final percentages

Strategy 1

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

Formative Reviews

September

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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: Reading Materials 211: Title I, Part A Improving Basic Programs, 211.12.6329.01.001.30, \$13,751, Technology Equipment 289:Title IV, Part A Subpart 1, 289.11.6395.02.001.30, \$61,318

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

Formative Reviews

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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

Formative Reviews

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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: Principal
GT Coordinator

Formative Reviews

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Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Safety Audits

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

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.

Formative Reviews

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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 or of a special population such as special education or bilingual.

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 School 199: General, State Compensatory Education, 199.32.6299.84.001.30, \$25,000

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

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

Formative Reviews

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Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for program, 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

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

Evaluation Data Source: Turnover percentages at end of each year

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).

Formative Reviews

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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.

Formative Reviews

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Strategy 3

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

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Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Evaluation Data Source: Number of formal complaints

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 Title I Aide, Career and College Readiness Specialist, Librarian, Parent Liaison, District Social Worker and Supplemental Teacher.

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: Campus Administration, Human Resources Dept.

Funding Sources: Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.001.24, \$21,000, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.001.24, \$24,338, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.001.24, \$24,100, Supplemental Teacher-High School 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.001.24, \$74,100, Campus Career and College Readiness Specialist 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.001.24, \$80,600, Librarian-High School 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.001.24, \$86,500

Formative Reviews

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Strategy 2

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

Formative Reviews

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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 & SPED (AU) Professional Development/Training

Funding Sources: Professional Development - Region XIX 211: Title I, Part A Improving Basic Programs, 211.13.6239.00.001.30, \$2,250

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.

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

Formative Reviews

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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, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Formative Reviews

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Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities

Formative Reviews

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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 (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: 211: Title I, Part A Improving Basic Programs, 211.61.6411.04.001.30, \$1,200, 211: Title I, Part A Improving Basic Programs, 211.61.6395.04.001.30, \$300, 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.001.30, \$305, 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.001.30, \$1,000, 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.001.30, \$1,244, 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.001.30, \$2,108

Formative Reviews

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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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March

Performance Objective 2

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

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.

Formative Reviews

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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: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.001.30, \$137,662, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.001.30, \$142,345

Formative Reviews

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March

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

September

November

January

March

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

September **November** **January** **March**

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

September **November** **January** **March**



State Compensatory Education

State Compensatory

Budget for San Elizario High School

Total SCE Funds: \$572,631.00

Total FTEs Funded by SCE: 7.645

Brief Description of SCE Services and/or Programs

Personnel for San Elizario High School

Name	Position	FTE
Aldavaz, Rogelio	Teacher-High School Science	0.09
Archuleta, Vanesa	Aide-Computer Lab	1
Avila, Andrew	Teacher-High School Math	0.2
Carrizales, Hugo	Teacher-High School	0.16
Contreras, Federico	Teacher-High School	0.11
Crews, Maria	Teacher-At Risk Services	1
Estrada, Denisse	Teacher-High School	0.11
Estrada, Jasmine	Teacher-High School	0.16
Estrada, Lori	Teacher-High School	0.11
Gonzalez, Patricia	Teacher-High School	0.16
Harding, Carmen	Teacher-High School Math	0.2
Hernandez, Jonathan	Teacher-High School Math	0.2
Hernandez, Ramona	Teacher-High School Math	0.325
Lerma, Gloria	Teacher-High School	0.11
Leyva, Melissa	Teacher-High School	0.16
Mack- Rodriguez, Angelica	Teacher-High School English/ESL	0.16
Maese, Jorge	Teacher-High School Math	0.2
Manjarrez, Jessica	Teacher-High School	0.16
Martinez, Christina	Teacher-High School	0.16
Mitchell, Stephen	Teacher-High School Science	0.09

Molina, Monica	Teacher-High School Science	0.09
Pearson, Roderick	Teacher-High School Science	0.09
Pulido, Veronica	Campus Instructional Specialist	1
Reveles, Manuel	Teacher-High School	0.11
Rosales, Elia	Teacher-High School Math	0.2
Sanchez, Alberto	Teacher-High School Science	0.09
Solis, Christian	Teacher-High School Science	0.09
Soto, Teresa	Aide-DAEP	1
Zamora, Gustavo	Teacher-High School	0.11



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Armendariz, Xiomara	Teacher-High School	Title I, Part A	1
Avila, Alejandra	Career and College Readiness Specialist	Title I, Part A	1
Cortez Hernandez, Cesar	Aide-Title I	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.33
Jacquez, Nancy	Librarian-High School	Title I, Part A	1
Portillo, Jesusa	Parent Liaison	Title I, Part A	1



Funding Summary

Funding Summary

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Communities in School	199.32.6 299.84. 001.30	\$25,000.00
Sub-Total					\$25,000.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		211.11.63 99.01.00 1.30	\$13,158.00
1	5	2	Reading Materials	211.12.63 29.01.00 1.30	\$13,751.00
2	2	1	Aide-Title I	211.11.61 29.00.0 01.24	\$21,000.00
2	2	1	Social Worker	211.32.61 19.00.00 1.24	\$24,338.00
2	2	1	Parent Liaison	211.61.61 29.00.0 01.24	\$24,100.00
2	2	1	Supplemental Teacher-High School	211.11.611 9.00.001 .24	\$74,100.00
2	2	1	Campus Career and College Readiness Specialist	211.11.611 9.00.001 .24	\$80,600.00
2	2	1	Librarian-High School	211.12.61 19.00.00 1.24	\$86,500.00
2	2	3	Professional Development - Region XIX	211.13.62 39.00.0 01.30	\$2,250.00
3	1	1		211.61.64 11.04.00 1.30	\$1,200.00

3	1	1		211.61.63 95.04.0 01.30	\$300.00
3	1	1		211.61.63 29.04.0 01.30	\$305.00
3	1	1		211.61.63 29.04.0 01.30	\$1,000.00
3	1	1		211.61.64 97.04.0 01.30	\$1,244.00
3	1	1		211.61.63 99.04.0 01.30	\$2,108.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.0 01.30	\$137,662.00
Sub-Total					\$483,616.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Technology Equipment	289.11.63 95.02.0 01.30	\$61,318.00
4	1	1	Student & Teacher Devices	289.11.63 95.02.0 01.30	\$142,345.00
Sub-Total					\$203,663.00

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 (*Within-LEA Allocation Procedures*)

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.