

San Elizario Independent School District



Borrego Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary is committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

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Comprehensive Needs Assessment

Demographics

Summary

Below you will find the demographics information for both campuses that were consolidated at the in June 2026:

Alfonso Borrego Sr. Elementary is one of four campuses within the San Elizario Independent School District. Established in 2001, the campus currently serves students in grades 3 through 6 for the 2025–2026 school year. Borrego Elementary has an enrollment of approximately 521 students. The average daily attendance rate for students is 94.49%.

The breakdown by grade level is as follows:

- Grade 3--120
- Grade 4--140
- Grade 5--145
- Grade 6--116
- numbers include students in SPED units

The student body is composed of:

- 53.74% males
- 46.26% females
-
- 99.04% Hispanic students
- 0.96% White
- 0.00% Black
- 89.83% identified as economically disadvantaged
- 77.54% classified as at-risk
- 60.46% as Emergent Bilingual
- 55.85% participating in a Bilingual program
- 20.35% of students are identified SPED

*This data was retrieved from PEIMS 2025-2026.

Lorenzo G. Alarcon Elementary is one of 4 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary serves a population of 297 students in grades 3 through 6 in the 2025-2026 school year. Reference to the data below for breakdown:

Student Total

297

100%

3rd Grade

75

25.25%

4th Grade

75

25.25%

5th Grade

66

22.22%

6th Grade

81

27.27%

Student Population:

Student Total--297 or 100%

3rd Grade--75 or 25.25%

4th Grade--75 or 25.25%

5th Grade--66 or 22.22%

6th Grade--81 or 27.27%

The student population is 97.98% Hispanic, 2.02% White, 91.92% economically disadvantaged, and 79.8% at-risk. The students at Alarcon are 62.96% Emergent Bilingual, 54.55% female and 45.45% male. The average daily attendance rate for students is 95.47%.

Students by Program:

Student by Program (2025-2026) Fall PEIMS Count

Emergent Bilingual 187 or 62.96%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Meals Participation 192 or 64.65%

Reduced Meals Participation 4 or 1.35%

Other Economically Disadvantaged 77 or 25.92%

Gifted and Talented 15 or 5.05%

Special Education (SPED) 55 or 18.52%

Title I Participation 297 or 100.00%

Dyslexia 4 or 1.34%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian Aide, 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 5 Instructional Aides, 4 custodians and a full cafeteria staff.

Strengths

Campus Demographic Strengths

Alfonso Borrego Sr. Elementary benefits from a strong and engaged student population, as reflected by its increasing average daily attendance rate of 94.49%. This demonstrates a commitment to student participation and learning. The campus maintains a balanced enrollment across grades 3 through 6, which supports effective resource allocation and program continuity throughout these critical upper elementary years.

The student body is predominantly Hispanic (99.04%), with a rich cultural and linguistic diversity. Notably, 61.96% of students are identified as Emergent Bilingual, and over half (55.85%) participate in the Bilingual program, providing a unique opportunity to leverage bilingualism as an asset in both academic achievement and cultural identity development. Students in third through fifth grade participate in dual language classes, further supporting bilingualism and bi-literacy through instruction in both English and Spanish.

Additionally, Alfonso Borrego Sr. Elementary serves a high percentage of students facing economic challenges, with 89.83% identified as economically disadvantaged, and 77.54% classified as at-risk. This highlights the campus's dedication to implementing targeted support systems and interventions tailored to meet the diverse needs of its

learners.

The campus also enjoys a balanced gender distribution, fostering an inclusive environment that promotes equitable opportunities for all students. These demographic strengths position Alfonso Borrego Sr. Elementary to continue advancing its mission of academic excellence and student success within a supportive and culturally responsive community.

Alarcon Elementary is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are becoming fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Alfonso Borrego Sr. Elementary serves a student population in which 89.83% are economically disadvantaged and 77.54% are classified as at-risk. When combined with an average daily attendance rate of 94.49%, this data suggests that many students may not be consistently accessing high-quality instructional time, potentially hindering their academic growth and overall progress.	Many students face external challenges such as limited access to academic support at home. Additionally, some families may not prioritize daily attendance in school (all day). These factors contribute to lower attendance rates and reduced engagement in instruction, especially for students requiring bilingual or Special Education supports/ interventions, thereby limiting their academic growth.

 = Priority

Student Achievement

Summary

Attached are the final reporting for accountability for each of the campuses:

Texas Education Agency

2026 Accountability Rating Overall Summary

ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	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%

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Image Caption

Texas Education Agency

2026 Accountability Rating Overall Summary

L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

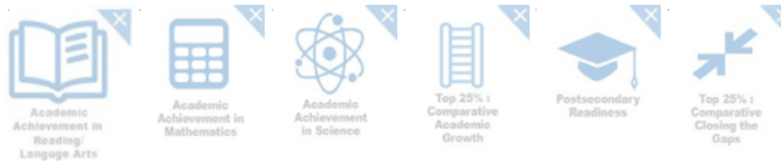
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	Component Score	Scaled Score	Rating	Percentage of Overall Rating
Overall		55	F	
Student Achievement		59	F	0%
STAAR Performance	34	59		
College, Career and Military Readiness Graduation Rate				
School Progress		65	D	70%
Academic Growth	55	59	F	
Relative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

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations



2025-2026		
Approaches %	Meets %	Masters %
55%	28%	8%
63%	33%	10%
62%	37%	13%
69%	45%	16%

The following are the 2025-2026 RLA STAAR scores in grades:

The following are the 2025-2026 Math STAAR scores in grades 3-6:

2025-2026		
Approaches %	Meets %	Masters %
43%	19%	4%
47%	27%	7%
61%	23%	6%
80%	41%	16%

Strengths

Combined assessment data reflected some student growth; however, overall achievement remained below expectations across all subject areas, indicating a continued need for targeted instructional support and intervention. Please review addendum attachment for both campuses.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Overall performance in each tested subject did not demonstrate consistent growth across all assessed subareas, highlighting specific areas that require continued instructional focus and targeted support.	A contributing root cause may be inconsistent mastery of prerequisite skills and gaps in grade-level foundational knowledge, which limited students' ability to demonstrate consistent growth across all tested subareas. Additionally, instructional interventions and targeted supports may not have been consistently aligned to specific student needs identified through assessment data.

 = Priority

School Culture and Climate

Summary

Based on the consolidation, below are the school culture and climate summaries.

Alfonso Borrego Sr. Elementary

Alfonso Borrego Sr. Elementary is committed to fostering a school culture that supports both academic success and the social-emotional well-being of all students and staff. We strive to provide a safe, nurturing environment where learning thrives. Our dedicated teachers collaborate, plan, and are empowered to meet the unique needs of every student, working tirelessly to ensure academic success. As a faculty and staff, we work to ensure: inclusively, respect, academic rigor, and the safety of our learning community.

To support positive behavior, the campus is building a strong and consistent Positive Behavior Interventions and Supports (PBIS) program, emphasizing prevention and reinforcement rather than punishment. School-wide expectations are clearly taught at the start of the year and reinforced regularly, guiding students to be Responsible, Respectful, and Safe.

Under the leadership of Ms. Martha Santana-Garcia, Principal and Ms. Lorena Robles, Assistant Principal, and the entire school community—including students, families, staff, and community partners—we aim to develop students who are confident, resilient, and lifelong learners; committed to academic excellence and personal growth; responsible and respectful citizens; and empowered contributors who positively impact their communities and society as a whole.

L.G. Alarcon Elementary

The leadership team at Alarcon completed one full year together as a team. Together the faculty and staff work towards our campus vision where "Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens."

In previous years the focus was on literacy in every classroom in order to move our students forward and be successful in their academics. Bluebonnet Math was new this year and the focus shifted to math. In addition, we continued the focus on improving the planning process using data driven instruction in PLC. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need as well as lesson internalization. We have continued with daily intervention but after school tutoring did not continue due to low teacher participation. Intersession tutoring took place at Fall, Spring, and Summer. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students continually and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus did utilize iReady in Reading and Math as a reading and math Tier II resource to improve students' foundational skills.

Our special populations are closely monitored for growth with the following: monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 (Reading, Writing, Listening and Speaking) to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC committee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students were introduced to Bluebonnet Math this year. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we used iReady Math online resource for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson internalization, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson internalization with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the ESF (Effective School Framework) was carried out by the Leadership team and campus teachers. The addition of an intervention and data form has assisted teachers with targeting the needs of all student populations. 4- and 8-week assessment/Modules and Interim data were monitored and discussed regularly with all teachers by the Leadership

Strengths

Based on the consolidation, below are the school culture and climate strengths.

Alfonso Borrego Sr. Elementary

Our strengths include the following:

- Our school promotes respect, kindness, responsibility, inclusively and making good choices among all members of the school community.
- Teachers and staff work together consistently and collaboratively to support student success and share best practices.
- At Borrego, we are investing in our efforts to strengthen and consistently implement programs like PBIS that encourage responsible and respectful behavior.
- We prioritize SEL (Social-Emotional Learning) and support students' mental health and interpersonal skills.
- We prioritize student, faculty and staff safety, both physically and emotionally.
- We work to build strong partnerships that enhance learning opportunities and support student needs.
- We are intentional about recognizing and providing positive experiences for students throughout the year. Whenever appropriate, we include parents, different organizations, and the community. Recognition examples are:
 - Perfect Attendance and Faithful Attendance
 - A and AB honor roll
 - Accelerated Reader Awards
 - Remarkable Ram
 - Gifted and Talented
 - PBIS incentives
 - 6th grade end of year celebrations
 - Special Person/Mothers' Day programs
 - Christmas Programs
 - Career Week

L.G. Alarcon Elementary

Keeping the lines of communication open between faculty and staff with the Leadership team is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A monthly calendar will be provided to for all faculty and staff to keep them updated of the campus events and meetings. Parent newsletters of campus events are distributed on a monthly basis to encourage parent involvement.

Our Parent Center is located in the Annex, making it more welcoming for our parents. It will also allow for better recruitment of parent volunteers as parents frequent the Annex for various reasons.

Walkthroughs are done on a weekly basis and feedback is given to all teachers. The Region 19 Coaching Model is implemented by administration and Instructional Specialist.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classes to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the university level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the

PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implementing the Tier II process with PBIS, where students are provided additional support by a campus committee.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 Alfonso Borrego Sr is committed to providing a safe, inclusive, and supportive learning environment where all students can achieve academic success and develop strong social-emotional skills. While the campus has established clear behavioral expectations and is strengthening its PBIS framework, campus data and observations indicate a need to improve the consistency of implementation of supports.	The challenge is the need for greater consistency and fidelity in the implementation of schoolwide PBIS systems, behavior expectations, and social-emotional learning practices. While staff members are highly committed to student success and collaborate effectively to meet student needs, variations in the reinforcement, monitoring, and application of behavioral and social-emotion supports.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Alfonso Borrego Sr. Elementary

For the 2025-2026 school year, Alfonso Borrego Sr. Elementary had the following retirements:

One Nurse, two aides, and one principal

. At the start of the 2025-2026 school year, we lost a 4th grade dual language section and the teacher was placed in a monolingual 4th grade class. One teacher was moved from 3rd grade to 5th grade due to enrollment.

TAPR Reports for 24-25 are the latest ones available. 25-26 Not available.

Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	17.4	62.8%	69.7%	71.4%
Masters	10.3	37.2%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	1.3%	0.6%	2.9%	6.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

Teachers by Years of Experience				
Beginning Teachers	1.7	6.0%	1.5%	7.3%
1-5 Years Experience	6.3	22.9%	21.8%	28.3%
6-10 Years Experience	5.8	20.9%	22.9%	19.7%
11-20 Years Experience	10.8	38.9%	37.7%	27.6%
21-30 Years Experience	3.1	11.3%	14.5%	14.1%
Over 30 Years Experience	0.0	0.0%	1.5%	3.0%
Number of Students per Teacher	18.4	n/a	17.7	15.0

L.G. Alarcon Elementary

For the 2024-2025 school year there was one teacher who left for a district position, 1 teacher who retired, and one teacher who became our IS. At the start of the 2025-2026 school year, there were three sections in 5th grade due to low enrollment. A new

teacher was hired midyear to alleviate the other monolingual classroom.

(Information from TAPR report 2024-2025)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 16;90.8%

Masters- 2; 9.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 0- 0%

1-5 Years Experience: 3-10.3%

6-10 Years Experience: 4-21.7%

11-20 Years Experience: 10-49.7%

21-30 Years Experience: 1-9.2%

Over 30 Years Experience: 1-4.6%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=4

Speciality=6

Support-1

Strengths

Alfonso Borrego Sr. Elementary

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from C & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

L.G. Alarcon Elementary

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from C & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Maintaining a strong pool of highly qualified teachers remains a challenge within a rural community.	The rural location limits the pool of qualified applicants when positions become available, while occasional staff departures are primarily due to personal circumstances.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Alfonso Borrego Sr. Elementary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Borrego teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data dis-aggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--3rd, 4th, and 5th grade Dual Language, HMH State Adopted Curriculum, Summit K-12 (Listening, Speaking, Reading and Writing)

Math: 3rd - 5th Bluebonnet

Science--McGraw Hill (3rd -5th), SAVVAS (6th), ePLC (5th), TRS, i-Ready

Assessments:

District 4- and 8- weeks common assessments in RLA, Math Modules, and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

L.G. Alarcon Elementary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data dis-aggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--3rd, 4th, and 5th grade Dual Language, Accelerated Reader program, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade)

Science--McGraw Hill (3rd -5th), SAVVAS (6th), ePLC (5th) Maker Space, TRS, i-Ready, Rosen Leveled Readers

Math-- Bluebonnet Math in 2025-2026, TRS, STEMScopes math (5th), Supplemental Workbooks, i-Ready

Social Studies--My World (3rd-5th), My Perspectives (SAVVAS), TRS, Rosen Leveled Readers

Assessments:

District 4- and 8- weeks common assessments in RLA, Math Modules, and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

Strengths

Alfonso Borrego Sr. Elementary

Borrego Elementary School Campus #071904104

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District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from C & I and support from Region 19 to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level. Special Education teachers are included in these planning sessions and specials will be included this coming year.

PLCs are used for teacher collaboration for lesson internalization to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

L.G. Alarcon Elementary

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Teachers' inconsistent implementation of HQIM resulted in instructional misalignment and student learning gaps.	Inconsistent planning, monitoring, and professional learning resulted in varied implementation of HQIM across classrooms.

★ = Priority

Family and Community Engagement

Summary

Below are the consolidated Family and Community Engagement summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary recognizes the critical role that families and the community play in supporting student learning and overall school success. While current relationships are positive, there is a continued need to increase parental involvement, particularly in attendance in volunteering and participation in school events. Additionally, consistent and effective communication remains an area for growth, especially in maintaining accurate contact information to ensure families are informed and engaged.

The campus has seen a decrease in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. They are also welcome to join special events that focus on testing anxiety, such as Yoga with your Child.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS, STAAR and special education information. In addition, presentations on Title I and Title III and the GT selection process.

L.G. Alarcon Elementary

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

Strengths

Below are the consolidated Family and Community Strengths summaries for both campuses.

Alfonso Borrego Sr. Elementary

Alfonso Borrego Sr. Elementary is committed to maintaining strong, consistent communication with families through multiple channels, including monthly newsletters, marquee announcements, printed flyers, Dojo messages and updates on the school website. Our front office staff exemplifies exceptional customer service by creating a welcoming, friendly environment where families feel valued and supported. Additionally, we encourage teachers to maintain regular communication with parents via Class Dojo, phone calls, face-to-face meetings, fostering a positive and collaborative learning community.

To further support family engagement, Borrego Elementary offers a variety of opportunities for parents and guardians to participate in school life such as monthly meetings with our parent liaison, Coffee with the Principal, Literacy Night, Math Night, GT Family Nights, Parent/Teacher conferences, etc.

Student achievement is celebrated regularly, with recognition events held every nine weeks for **A/AB** Honor Roll, Perfect Attendance, and Remarkable Ram. These celebrations reinforce a culture of excellence, motivation, and pride among our students.

L.G. Alarcon Elementary

Parent meetings were scheduled early in the year and shared with parents as often as possible. The leadership got involved and

utilized the parent liaison for a "Drive-thru breakfast" that had a month's worth of meetings, a calendar, and a continental breakfast for the first 100 parents at our drop-off zone.

Throughout the year, parents are invited to events such as: Christmas programs, and award assemblies. We need to continue to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo and Smore to inform them of upcoming events, a college corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 While the campus provides multiple avenues for communication and engagement--including newsletters, Class Dojo, family events, parent meetings, and student recognition programs--parent participation in school activities, volunteer opportunities, and campus events remains inconsistent.	The root cause of this challenge is that, despite numerous communication platforms and family engagement opportunities, barriers such as outdated contact information, varying family schedules, work commitments, transportation limitations, and differing levels of awareness about school events may prevent some families from fully participating in school activities.

 = Priority

School Organization

Summary

Based on the consolidation, below are the school organizational summaries.

Alfonso Borrego Sr. Elementary

Borrego Elementary is structured to support student achievement. Core instructional time is protected through a dedicated (approximate) 90-minute block for all content areas, providing students with consistent, uninterrupted learning. Weekly Professional Learning Communities (PLCs) serve as the foundation for teacher collaboration, allowing teams to unpack TEKS, analyze student data, and align instructional practices across classrooms. Vertical alignment meetings are held regularly to ensure continuity and coherence across grade levels.

The campus implements Response to Intervention (RTI) and intervention blocks that are built into the master schedule to provide targeted, data-driven support for students who require academic or behavioral interventions. Progress is closely monitored, and instructional adjustments are made based on individual student needs.

Positive Behavior Interventions and Supports (PBIS) is fully integrated into campus routines to promote a safe, respectful, and positive learning environment. Expectations are clearly communicated and reinforced schoolwide, contributing to a strong campus culture.

A shared leadership model is in place, with campus leadership teams—including grade-level leads, instructional coaches, and administrative staff—collaborating on decision-making related to instruction, climate, and resource allocation. Continuous professional development supports staff in implementing best practices aligned to the full lesson cycle and the academic needs of all learners.

Borrego Elementary's organizational structure is intentionally designed to support student growth, instructional quality, and a positive school climate through aligned systems and clear expectations.

L.G. Alarcon Elementary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide Tuesday-Friday, where all specialty and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activities that will be offered are as follows: intramural sports, safety patrol, and Principal's Advisory Committee for the students to enhance their social and leadership skills.

Strengths

Based on the consolidation, below are the school organizational strengths summaries.

Alfonso Borrego Sr. Elementary

- A dedicated 90-minute instructional block for all content areas ensures focused, uninterrupted instruction aligned to academic goals.
- Weekly PLCs provide structured time for teachers to unpack TEKS, analyze data, internalize and rehearse lessons and look at student work (SWAP).
- A clearly defined Response to Intervention (RTI) framework allows for early identification of student needs and targeted, data-informed support during scheduled intervention blocks.
- PBIS is embedded into campus routines, promoting a consistent, positive behavior framework that supports school climate and student well-being.
- The campus utilizes a collaborative leadership structure that empowers teacher leaders, instructional coaches, and administrators to make informed, student-centered decisions.
- Instructional decisions are informed by regular data analysis cycles, allowing for timely adjustments to meet student needs and drive academic growth.
- Campus systems and expectations are clearly communicated and consistently followed, promoting a safe, structured learning environment.

L.G. Alarcon Elementary

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1 Alfonso Borrego Sr.has established strong systems and structures to support student achievement, including dedicated instructional blocks, collaborative PLCs, a clearly defined RTI framework, data-driven decision-making process. Despite these systems, student performance data indicate a need to accelerate academic growth and ensure all students consistently meet grade-level expectations.	The root cause of this challenge is that, while comprehensive instructional and intervention structures are in place, there are opportunities to increase the consistency and fidelity with which data-driven instructional practices, intervention supports, and PLC action plans are implemented across classrooms.

 = Priority

Technology

Summary

Below are the consolidated technology summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as Summit K12, I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

L. G. Alarcon Elementary

All of our classrooms are fully equipped with technology. All classrooms have Active Panel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook. All teacher laptops are replaced on a rotation schedule as funds allow.

Strengths

Below are the consolidated technology summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

L. G. Alarcon Elementary

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use online resources such as Summit K-12, STEMscopes Math, Visual Non-Glossary (5th grade), and iReady this school year.

Currently we have 3 computer labs available for teacher and student use.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 Borrego Elementary provides students and teachers with access to a variety of technology resources, including Chromebooks, laptops, Active Panels, and digital intervention programs. While teacher laptops have been updated, aging Active Panels sometimes limit the effectiveness of technology integration and interactive instruction in some classrooms.	Many Active Panels have reached the end of their useful life cycle, resulting in reduced performance, compatibility issues, and increased maintenance needs. This limits teachers' ability to fully utilize digital resources and provide consistent, technology-enhanced learning experiences. Replacing them is costly.

★ = 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.

Evaluation Data Source: BOY & MOY for 3rd grade / 4th and 8th week assessments, interim testing and teacher observations small group intervention and aggressive monitoring.

Strategy 1

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

Strategy's Expected Result/Impact: Students will build on their foundational skills via the concrete, pictorial, and abstract model to solve real world problems through the use of Bluebonnet Curriculum, Magma Math and IXL.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and Campus administration team.

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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, and interim testing data, 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: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

Campus will continue with weekly PLCs to discuss lesson planning, lesson internalization, and data to plan for intervention.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and administration team

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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.

Strategy's Expected Result/Impact: Lesson internalization through annotating the lesson will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of program.

Lesson plans are turned in weekly to campus administration and instructional specialist in microsoft teams folder.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and campus administration team

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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

Strategy's Expected Result/Impact: With the coaching model teacher reflection and growth will increase resulting in student growth.

Administration team and ISS will continue to use the coaching model to support teaching and learning with immediate feedback to enhance first teach.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and administration team

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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.

Strategy's Expected Result/Impact: Teacher's will have students work on Summit K-12 in class. During computer lab students will also be utilizing Summit K-12.

For students to strengthen their second language in the areas of writing, reading, listening and speaking.

Staff Responsible for Monitoring: Teachers, Instructional Specialist and Administration

Funding Sources: 199.11.6399.00.104.25 199: General, Bilingual Education,

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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

Evaluation Data Source: 3rd grade BOY RLA assessment, 4 and 8 Week Assessments, Interim Assessment, STAAR growth report,

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity including but not limited to Houghton Mifflin Harcourt, HMH, a state-wide approved program.

Strategy's Expected Result/Impact: HQIM (HMH) will be used for lesson planning and delivery aligned to state standards with fidelity to support student goal outcomes in RLA.

Staff Responsible for Monitoring: Instructional Specialist, Interventionist, Campus Administration, and Teachers.

Funding Sources: Contracted Services - Training 199: General, State Compensatory Education, 199.13.6299.00.104.30, \$2,400

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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, Interim Data, Checklist Assessment (Teacher Created). Provide practice opportunities for all students in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

Staff Responsible for Monitoring: All teachers, Instructional Specialist, and Campus Administrators

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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.

Strategy's Expected Result/Impact: Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLC planning meetings will ensure the use of HQIM.

Staff Responsible for Monitoring: Instructional Specialist, and Campus Administrators

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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

Strategy's Expected Result/Impact: With the coaching model and teacher reflection teacher growth will increase, resulting in student growth.

Staff Responsible for Monitoring: Instructional Specialist, Campus Administration and Instructional Officers

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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.

Strategy's Expected Result/Impact: Teachers will have students work on Summit K-12 in class and when students attend the computer lab they will also use Summit K-12.
Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist and teachers

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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

Evaluation Data Source: 4 and 8 Week Assessments, Interim Assessment, STAAR growth report, Dynamic Science and McGraw Hill.

Strategy 1

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

Strategy's Expected Result/Impact: Dynamic Science and McGraw Hill will be used for lesson planning and delivery aligned to state standards with fidelity to support student goal outcomes in Science.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, and Instructional Officers

Funding Sources: 214.11.6268.02.104.24 211: Title I, Part A Improving Basic Programs, 214.11.6268.02.104.24, \$7,404

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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, Interim Data, Checklist Assessment (Teacher Created). Provide practice opportunities for all students in grades k-12 to practice STAAR content and language supports.

Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

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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.

Strategy's Expected Result/Impact: Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLC planning meetings will ensure the use of HQIM.

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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

Strategy's Expected Result/Impact: With the coaching model teacher reflection and growth will increase resulting in student growth.

Staff Responsible for Monitoring: Instructional Specialist, Campus Administration and Instructional Officers

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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.

Strategy's Expected Result/Impact: Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.

Staff Responsible for Monitoring: Campus Administration. Instructional Specialist and teacher

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Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Evaluation Data Source: Participation data in college and career awareness activities, enrichment and advanced academic programs, STEM or robotics clubs, AVID Elementary, parent and student survey feedback on future readiness activities, and documentation from college and career days or guest speaker events.

Strategy 1

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

Strategy's Expected Result/Impact: Our students will be introduced to career and college readiness with campus presentations from EPCC, UTEP and community helpers.

Staff Responsible for Monitoring: Campus Administrators and Counselor

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Strategy 2

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

Strategy's Expected Result/Impact: Increased student awareness and interest in future college and career pathways by introducing endorsement and CTE options early. This early exposure in PK3-6th grade will help students build aspirations and better align with middle and high school programs.

Staff Responsible for Monitoring: Counselor, Campus Administrators, IS, teachers

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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

Strategy's Expected Result/Impact: Campus instructional team will continue monitoring SLO data , incorporate students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for student growth according to the Student Learning Objective (SLO)

Staff Responsible for Monitoring: Classroom teachers, instructional specialist and campus administrators.

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Strategy 4

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

Strategy's Expected Result/Impact: Strengthened student understanding of career pathways through real-world learning experiences provided by local employers. This collaboration will increase student engagement, build future-ready skills, and connect classroom learning to potential careers. Career Day will include a variety of career pathways to inspire students.

Staff Responsible for Monitoring: Counselor, campus instructional specialist, all classroom teachers and campus administrators.

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Strategy 5

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

Strategy's Expected Result/Impact: For the school year 2026-2027 the ROTC program is not being offered to students.

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Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: All campus teachers and staff and Campus administration will focus on emotional, cognitive, and social skills development by encouraging students to participate on panels, join a club/committee, and intramural sports.

Strategy 1

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)

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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: Principal
GT Coordinator

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Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Discipline referral data and incident reports

Campus safety audit results

Climate and culture survey results (staff, student, and parent surveys)

Attendance records (students and staff)

Counselor and mental health service logs

PBIS (Positive Behavioral Interventions and Supports) data

Emergency drill logs and evaluations

Bullying and harassment report data

Staff training completion records (e.g., safety protocols, SEL, crisis response)

Parent and community feedback (through meetings, surveys, or focus groups)

Strategy 1

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.

Strategy's Expected Result/Impact: Increasing students attendance will help students show growth in their academics due to being present during Tier 1 instruction. Incentives will be provided for classes and for individual students.

Staff Responsible for Monitoring: Campus Administrators, Teachers and Attendance Clerk

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Strategy 2

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

Strategy's Expected Result/Impact: Campus Administrators, counselor and teachers

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Strategy 3

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

Staff Responsible for Monitoring: Campus Administrators and custodians

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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 199: General, State Compensatory Education, 199.32.6299.84.104.30, \$25,000

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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: Staff retention rates and turnover data
New hire and exit interview feedback
Staff climate and satisfaction survey results
Recruitment metrics (applicant pool data, offer acceptance rates)
Participation rates in staff recognition and support programs
Records of mentorship or induction program participation and feedback
Professional development attendance and evaluation data
Vacancy reports
Documentation of staff communication efforts (newsletters, meeting notes, feedback forms)
T-TESS, T-CESS, T-PESS and observation data (to help monitor quality and support needs)

Strategy 1

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).

Strategy's Expected Result/Impact: improved staff morale and job satisfaction through meaningful appreciation efforts, contributing to higher retention rates across all job families. Maintaining competitive salaries and stipends aligned with regional 4A districts will help attract and retain high-quality employees, ensuring a stable and effective workforce that supports student success.

Staff Responsible for Monitoring: Principal, Chief Financial Officer, School Board

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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.

Strategy's Expected Result/Impact: Improved staff safety, well-being, and morale, leading to a more supportive work environment. Stronger partnerships with IHEs will help mentor and recruit highly qualified teachers, including those specializing in Early Childhood and Special Education, strengthening the future teacher pipeline.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, SEISD Curriculum & Instruction Officers

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Strategy 3

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

Strategy's Expected Result/Impact: Increased recruitment of highly qualified employees through targeted social media posts and communication efforts at strategically planned job fairs, helping ensure that all positions are filled with strong candidates to support student achievement.

Staff Responsible for Monitoring: Principal at the campus level and HR department for district wide and regionally.

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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: Evaluation of this objective will include staff performance appraisal data and staff satisfaction or climate surveys to gauge overall morale and support effectiveness. Additional data sources will include professional development attendance records and feedback, resource request and fulfillment logs, and employee input gathered through focus groups or staff meetings. Retention and turnover data, as well as documentation from staff support initiatives (including coaching and mentoring records), will help assess the impact of efforts to maintain high productivity and service quality.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher.

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: Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.104.24, \$44,400, Aide-Library Elementary 211: Title I, Part A Improving Basic Programs, 211.12.6129.00.104.24, \$40,650, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.104.24, \$21,388, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.104.24, \$42,450, Music Teacher-Elementary 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.104.24, \$146,650, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.104.24, \$20,675

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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

Strategy's Expected Result/Impact: Improved consistency and effectiveness of staff support through a clearly defined coaching manual and training processes. This refinement will ensure that coaching expectations, approaches, and documentation are aligned and understood, leading to stronger employee performance and professional growth. Campus administrators and instructional specialist will commit to implementing and modeling these practices to support staff success.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, C & I Department

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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

Strategy's Expected Result/Impact: Enhanced employee effectiveness, positive responsiveness, and culturally centered service through continuous coaching and targeted professional development. This will strengthen job-specific skills and support high-quality instruction and service delivery, including specialized training for Early Childhood Education and SPED (AU).

Staff Responsible for Monitoring: Campus Administrators and District C & I team

Funding Sources: Border Conference \$100 each Admin 199: General, Basic, 199.23.6411.11.104.99, \$200, Empowering Perceptions 199: General, Special Education, 199.13.6239.00.104.23, , FACES Conference \$45 each 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.104.30, , Adaptive Literature \$50 each 199: General, Special Education, 199.13.6239.00.104.23, \$200, Teaching Gifted Multilingual Learners with Depth & Complexity \$50 Early \$75 Late reg 199: General, Gifted & Talented, 199.13.6239.00.104.21, \$75

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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

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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)

Strategy's Expected Result/Impact: Ensured daily operational efficiency and safety across administrative and support areas by maintaining essential supplies, equipment, and technology. This will enable staff to perform transactions and provide services effectively, supporting a smooth and safe school environment for students, staff, and families. Campus budget will be utilized accordingly.

Staff Responsible for Monitoring: Campus secretary, Instructional Specialist, Campus Administration, office staff

Funding Sources: 199.52.6319.00.104.99 199: General, Basic, \$123.41

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Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities. Special Education students will be provided accommodations/modifications as per their individual education plans and supplies to ensure they are successful in the classroom.

Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning experiences by ensuring classrooms are equipped with necessary supplies and furniture to support daily activities. Budget resources will be used appropriately and efficiently to maintain a well-prepared and engaging learning environment to include purchasing instructional materials.

Staff Responsible for Monitoring: Campus Secretary, Instructional Specialist, Campus Administrators

Funding Sources: 199: General, Special Education, 199.11.6399.00.104.23, , 199: General, Special Education, 199.11.6399.23.104.11,

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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

Evaluation Data Source: Evaluation will include parent and community survey results, participation rates in events, and feedback from meetings and focus groups. Additional sources include parent-teacher conference attendance records, volunteer logs, community partnership documentation, and communication analytics to measure outreach and engagement effectiveness.

Strategy 1

Plan on learning opportunities for parents/guardians to attend monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to guide and teach parents different methods of accessing district information. Identify different ways to engage with the community (math and literacy sessions, collaboration with influential community representatives, etc.) We will have active parent participation for committees both at the campus and district (i.e. SBDM, SHAC, LPAC). Provide post-secondary information for parents.

Strategy's Expected Result/Impact: Greater parent and community engagement, leading to stronger support for student success. Parents will gain valuable skills, improved access to district information, and increased awareness of post-secondary options, empowering them to actively participate in their children's educational journey. Parents will be invited to serve on the following committees: LPAC, SHAC, and SBDM.

Staff Responsible for Monitoring: Classroom teachers, district parent liaison, campus liaison, counselor and campus administrators.

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Strategy 2

Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Strategy's Expected Result/Impact: Increased parent and community participation, leading to higher satisfaction and stronger partnerships that support student success. Improved communication and engagement efforts will help families feel more connected, informed, and empowered to actively contribute to their children's education.

Staff Responsible for Monitoring: Campus administrators, district and campus parent liaison

Formative Reviews

September

November

January

March

Performance Objective 2

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

Evaluation Data Source: Evaluation will include records of partnerships and collaborations with external organizations and businesses, documentation of joint events or initiatives, feedback from community partners, and participation data. Additional sources may include meeting notes, memorandums of understanding (MOU's), and surveys measuring the impact on home/school connections.

Strategy 1

Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Strategy's Expected Result/Impact: Strengthened community and business partnerships that support the district's mission and vision while providing additional resources and opportunities for students and staff. Increased financial support through partnerships and grants will help reduce district expenses and enhance educational programs. Partnerships will continue with EPCC, Project Vida. Community in Schools and EPCSO.

Staff Responsible for Monitoring: CIS , Counselor, SEISD Social worker, and Campus administrators.

Formative Reviews

September

November

January

March

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.

Strategy's Expected Result/Impact: Increased support and positive outcomes for high-risk students through strong, community-based mentoring relationships. Students will benefit from enhanced guidance, connection, and encouragement, leading to improved academic performance, attendance, and overall well-being.

Staff Responsible for Monitoring: Counselor, SEISD Social worker, CIS and Campus administrators

Formative Reviews

September

November

January

March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Evaluation Data Source: Financial audit reports, budget and expenditure records, fund balance data, finance committee minutes, stakeholder feedback, and availability of the CIP to stakeholders. All data sources will ensure that the campus budget is used toward improving student outcomes, while supporting sub populations, faculty, and staff.

Strategy 1

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

Strategy's Expected Result/Impact: Better alignment of resources with campus and departmental needs, supporting instruction and operations. Proactive equipment and facilities plans will ensure efficient resource use and safe, well-maintained learning environments.

Staff Responsible for Monitoring: Principal, IS, and Secretary

Formative Reviews

September

November

January

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

Strategy's Expected Result/Impact: Overseeing numbers with staffing positions will ensure we have the appropriate staff for each of classroom sections.

Staff Responsible for Monitoring: Campus administrator and SEISD HR

Formative Reviews

September

November

January

March

Performance Objective 2

Guarantee the optimization of financial resources

Evaluation Data Source: Align the campus budget to the Campus Improvement Plan (CIP) to ensure transparency of funding and expenditures.

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

Strategy's Expected Result/Impact: Ensure the facilities are up to code for our students and campus.

Staff Responsible for Monitoring: SEISD budget department will work together with the support services department to assess the needs at the campus.

Formative Reviews

SeptemberNovemberJanuaryMarch

Performance Objective 3

Focus on the implementation of operational efficiencies

Evaluation Data Source: Campus administrator will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1

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

Strategy's Expected Result/Impact: Improved staffing efficiency, competitive and equitable pay structures, and overall operational effectiveness. Findings from the efficiency audit will guide data-informed decisions to optimize resources and support district goals. Campus will continue to communicate staffing needs to HR department.

Staff Responsible for Monitoring: District HR department, CFO and upper management.

Formative Reviews

SeptemberNovemberJanuaryMarch



State Compensatory Education

State Compensatory

Budget for Borrego Elementary School

Total SCE Funds: \$189,613.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Personnel for Borrego Elementary School

Name	Position	FTE
Maldonado, Jessica	Teacher-At Risk Services	1
Murphy, Claudia	Campus Instructional Specialist	1
Nakay, Claudia	Instructional Specialist	1
Padilla, Nathaly	Aide-Computer Lab	1
Ramirez, Ruth	Teacher At Risk Services	1
Vaquera, Laura	Aide-Computer Lab	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alvarez, Nancy	Parent Liaison	Title I, Part A	1
Dominguez, Nallely	Aide-Title I	Title I, Part A	1
Estrada, Brenda	Aide-Library Elementary*	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.29
Gutierrez, Richard	Aide-Library Elementary	Title I, Part A	1
Hidalgo, Daniel	Aide-Title I*	Title I, Part A	1
Jasso, Mercedes	Librarian	Title I, Part A	0.25
Montano, Tawnya	Teacher-Elementary	Title I, Part A	1
Padilla, Christopher	Teacher-Elementary*	Title I, Part A	1



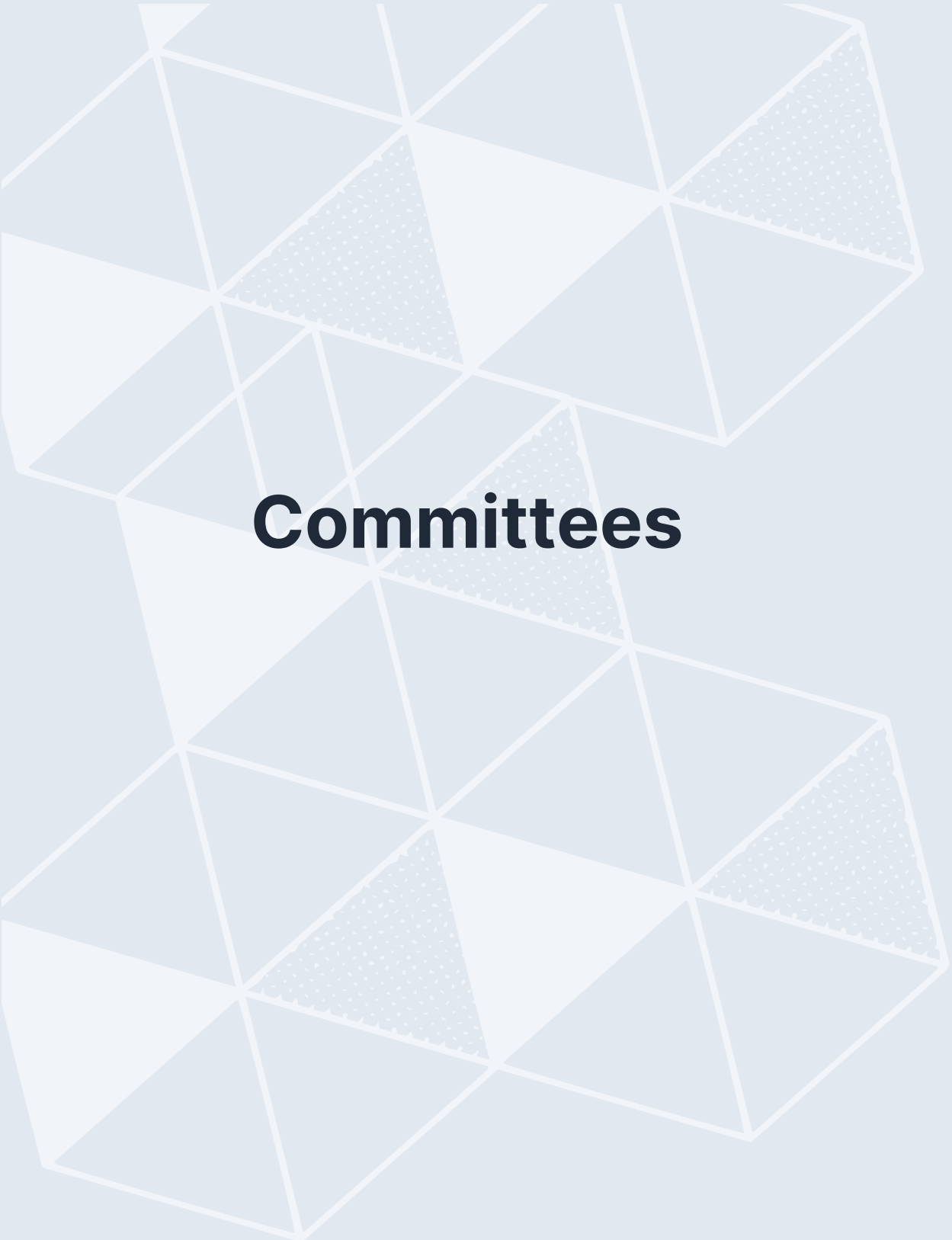
Plan Notes

Plan Notes

A committee has been established consisting of members of the Campus Leadership Team, classroom teachers and staff, parents of currently enrolled students, and community members. The committee will be committed to meeting regularly once the plan has been approved by the SEISD Board of Trustees.

The Campus Improvement Plan (CIP) will be aligned with the campus budget to ensure that expenditures directly support identified campus needs and priorities. Funding will be allocated appropriately to support teacher professional development, instructional materials and resources for students, and targeted services for special populations, including Emergent Bilingual (EB) and special education students.

The committee will regularly review campus needs, student performance data, and available resources to ensure that funding decisions remain aligned with the goals and strategies outlined in the CIP. Campus employees will be kept informed of decisions, updates, and budget allocations related to the CIP through the bi-weekly RAM News. This ongoing communication will promote transparency and ensure that staff remain informed of campus priorities, progress, and the use of resources.



Committees

Committees

26-27 Borrego Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Opal	Siqueiros	Teacher	Member
Aylin	Villalobos	Community/bgcelp	Member
Neftali	Torres	Parent	Member
Lilia	Almeraz	Parent	Member
Cristina	Garcia	Parent	Member
Kevin	Macias	Community/Parent	Community Member
Daniel	De La Rosa	Bilingual Teacher	Member
Clauida	Murphy	Instructional Specialist	Member
Vienna	Springer	SPED teacher	Member
Loyda	Esparza	Secretary	Member
Conce	Talamantes	Assistant Principal	Member
Lorena	Robles	Assistant Principal	Member
Julissa	Esquivel	Principal	Member



Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Border Conference \$100 each Admin	199.23.6 411.11.10 4.99	\$200.00
2	2	5	199.52.6319.00.104.99	--	\$123.41
Sub-Total					\$323.41

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Teaching Gifted Multilingual Learners with Depth & Complexity \$50 Early \$75 Late reg	199.13.62 39.00.10 4.21	\$75.00
Sub-Total					\$75.00

199: General, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Empowering Perceptions	199.13.62 39.00.10 4.23	\$0.00
2	2	3	Adaptive Literature \$50 each	199.13.62 39.00.10 4.23	\$200.00
2	2	6		199.11.63 99.00.10 4.23	\$0.00
2	2	6		199.11.63 99.23.10 4.11	\$0.00
Sub-Total					\$200.00

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	199.11.6399.00.104.25	--	\$0.00
Sub-Total					\$0.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.62 99.00.10 4.30	\$2,400.00
1	7	1	Communities in Schools	199.32.6 299.84.1 04.30	\$25,000.00
Sub-Total					\$27,400.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	214.11.6268.02.104.24	214.11.62 68.02.10 4.24	\$7,404.00
2	2	1	Parent Liaison	211.61.61 29.00.10 4.24	\$44,400.00
2	2	1	Aide-Library Elementary	211.12.61 29.00.10 4.24	\$40,650.00
2	2	1	Social Worker	211.32.61 19.00.10 4.24	\$21,388.00
2	2	1	Aide-Title I	211.11.61 29.00.10 4.24	\$42,450.00
2	2	1	Music Teacher-Elementary	211.11.611 9.00.104 .24	\$146,650.00
2	2	1	Librarian	211.12.61 19.00.10 4.24	\$20,675.00
2	2	3	FACES Conference \$45 each	211.61.64 19.04.10 4.30	\$0.00
				Sub-Total	\$323,617.00