San Elizario Independent School District

San Elizario High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

No

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 18, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

—

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 19

How many district staff members will be responsible for capacity building with this campus?

8

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Lift Grant - $481,200

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Campus is part of TSL which under Lever 5 there needs to be a plan to ensure all continues. Instructional Capacity Building – Developing instructional leadership, planning delivery, and data-driven targeted support. Being part of TSL will support the SI Strategy identified under LIFT. Meetings with region are done at least quarterly to review data they collected.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Campus will be assigning intervention components: logistics and material to that of the instructional specialist.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1/2/Geometry

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

228

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

228

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

149

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

San Elizario ISD continually evaluates instructional decisions to ensure they are made in the best interest of students. The district's transition to a four-day instructional week has strengthened our ability to staff classrooms with certified teachers—an improvement we were unable to achieve in the two years prior to implementation. We recognize, however, that all instructional structures, including the academic calendar, must remain responsive to student needs and state requirements.
If the 2027–2028 calendar includes fewer than 165 instructional days, the district will review student outcome data, staffing impact, and community input to determine necessary adjustments. San Elizario ISD and the Board of Trustees is committed to adopting and implementing a calendar that upholds the district's dedication to providing high-quality instruction for all student

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	Campus	Bi-Monthly	These assessment results will be used to inform future instruction.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Campus PLC and individual teacher trackers. Student trackers will include assessment data and special programs information. Teacher review, use the data analysis form to identify what areas need additional attention and instructional support.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus has a Math STAAR Lab in which the students are receiving intervention during this class period using Lowman along with released STAAR questions for support. For RLA pull outs will occur during PLC time frames two days per week. The EB population is receiving supports through Summit K-12 through World Geography and World History. In addition, writing samples are being completed in all content areas to help develop the students writing skills.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Content areas

How frequently will PLCs occur?

4x per week

Who will facilitate PLCs?

IS/administrator

Who is required to attend PLCs?

All content teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Tuesday: LP Review
Wednesday: Student Work Analysis
Thursday: LP build for following week
Friday: Coaching Conversation

Upload PLC agenda (optional):

26-27 PLC Agenda.xlsx
PLC Agendas.xlsx

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Accountability overview	Enriquez, Troy	All personnel
Other Campus Admin (Assistant Principals, Instructional Coaches)	Lesson delivery and expectations	Nunn, Melissa	All personnel

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Expectations will be provided and assistant principal will be managing. Using walkthrough data to identify areas of coaching from the administrators. Ensuring that the teachers get walkthroughs and get an equal opportunity to get feedback. Training will be provided based on areas of instruction the teacher needs support on for example within science, reading language arts, cte, social studies will all have implemented a reading and writing experience to occur weekly. Teachers and leaders requiring individualized support will receive 2x weekly check-ins to support in instructional coaching or lesson delivery.

Support for special populations will be done through coaching conversations and student work analysis which will occur on a weekly basis.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Lesson plan submission system, walk-through rubrics, submitted coaching videos, and ttess documentation.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Coaching conversations reviewing lesson planning and providing feedback.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Accountability Data Review and Action Plan: Quarter 1-2

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Improved interim assessments score from prior year and exceed established campus targets in reading and math

-Improved December EOC scores from prior year in reading and math

-Documented intervention hours for reading and math

-Replicable scope and sequence of material for reading and math

Support Needed – What training, coaching, resources, or tools are required?

Training will be relegated beginning of year PD on lesson planning and structured

Milestone 2

Description – What specific action or deliverable will be completed?

Campus/District coaching rounds on weekly and bi-weekly basis with principal/instructional specialist. Quarter 1-Quarter 2

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Updated campus coaching tracker
-Submitted coaching scripts
-Submitted video recordings
-Email feedback documenting action step feedback

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 3

Description – What specific action or deliverable will be completed?

Focus on First Instruction

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Timely submission of lesson plan for all reading and math
-Campus rounds indicate personnel providing 1-20 minute or 2-10 minute segments

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 4

Description – What specific action or deliverable will be completed?

4 and 8 Week (AP/Principal, AP/Teacher) Data Check ins

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Calendared and scheduled reteaches with evidence of regression or improvement.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 5

Description – What specific action or deliverable will be completed?

District Site Visit

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Review campus wide systems in consultation with TEA and Region 19; improved feedback from prior year's campus visit.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 6

Description – What specific action or deliverable will be completed?

Mock STAAR Assessment (Quarter 2)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Conduct campus wide mock assessment to determine operational readiness for testing and performance against established beginning of year targets.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 7

Description – What specific action or deliverable will be completed?

Coaching and Feedback Proficiency (Quarter 2)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

End of year EOY Assessment data

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 8

Description – What specific action or deliverable will be completed?

Leader Professional Development

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Organize 3 coaching sessions for December and Janaury addressing: 1) Observation/ Feedback 2) Intervention Grouping 3) Reteach Structures

Support Needed – What training, coaching, resources, or tools are required?

Region 19 LIFT

Milestone 9

Description – What specific action or deliverable will be completed?

Teacher Led Intervention: Report Outs within AP check in

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teachers provided exit ticket data on all E1 and E2 re-testers in every content and documented by AP in Wednesday report outs.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 10

Description – What specific action or deliverable will be completed?

Graduation Projections

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus tracking spreadsheet

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 11

Description – What specific action or deliverable will be completed?

Continuation of Coaching Cycle

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Updated campus coaching tracker
-Submitted coaching scripts
-Submitted video recordings
-Email feedback documenting action step feedback

Support Needed – What training, coaching, resources, or tools are required?

Region 19 LIFT

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Daily huddle and bi-weekly leadership meeting

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principal/AP: RLA I, II
Campus Principal/IS: Algebra I
Campus Principal/AP 2&3: CCMR Readiness

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

At each 4 and 8 week assessment mark, December interim assessment, January EOC return, and May EOC.

Additionally, monthly review of submitted coaching videos, recorded rehearsals, and student work analysis data.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Principal check ins, include C&I support team for principal (Associate superintendent, Principal, Team members) Assessment data will be used to check if the milestones are being met or will be met.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	10

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	40
Masters Grade Level	12

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	40
Masters Grade Level	10

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

80

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

10

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

92.9

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

86

What was your CCMR percentage for your 2025 graduation class?

88

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

92.3

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

2026- 2027 Campus Board Presentation Enriquez, Troy.pdf