EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

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Checklist for Developing New Professional Development/New Services

ESC Department/Program: Leadership & Accountability

Name of service requestor: Superintendent Dr. Meza-Chavez and Assistant Superintendent Dr. Cruz

Contact information: bcruz@seisd.net

Step	Category	Planning Activity
1 Review Request for Service (Input)	**Needs Determination**	**Input sources identified**: Describe customer need and process used to determine need (data, grant, local/state/federal requirements, etc.) – attach associated documents as appropriate. San Elizario ISD has requested engagement in LIFT services to support the strengthening of instructional systems and leadership practices aligned to district priorities. Through a collaborative Needs Assessment process, San Elizario ISD and ESC Region 19 will identify and prioritize focus areas to ensure services are strategically aligned and designed to drive meaningful improvement.
	Audience	**Describe projected audience:** San Elizario ISD leadership and teachers
	Staffing	**Describe staffing**: ESC-R19 staff delivery of professional development/service __√__ Yes _____ No If no indicate desired staffing requirements: Sessions will be conducted by TIL Coaches/ESC Region 19.
	Special Needs	**Indicate special requirements** (materials, equipment, e-learning, etc.)
	Completion of planning verification (planner) _____ **(Signature)** 11/4/25 **(Date)** **Approval (department administrator)** _____ **(Signature)** 11/4/25 **(Date)** **Not approved:** _____ (Indicate reason and procedure for notifying organizational contact person)	
2 Develop the Design	**Category**	**Design Activity** (Attach documents as needed)
	Objectives	**Summarize objectives** of the professional development event/service to be provided: • Strengthen the implementation of high-quality instructional materials through aligned instructional frameworks, internalization practices, and consistent classroom execution. • Develop leader capacity at the district and campus levels to conduct calibrated observations and deliver actionable feedback that improves teacher practice. • Establish and sustain performance management systems that connect observation data, student outcomes, and coaching actions. • Ensure consistent use of collaborative structures (e.g., PLCs, leader meetings) to support internalization, rehearsal, and continuous improvement.
	Content/Nature of Services	**Describe professional content** to be delivered (topic, concepts, etc.)/services to be provided: ***Please see attachment with details of Scope of Work.**

	Resources	**Identify resources:** Room – cost and capacity, planning time, printed materials, equipment, advertising, software, etc: 1. *LIFT Needs Assessment tools and protocols to guide identification of district priorities and system strengths/gaps* 2. *Observation and Feedback tools, including content-specific classroom observation instruments aligned to high-quality instructional materials* 3. *Coaching frameworks and planning tools aligned to the See It / Name It / Do It cycle* 4. *Instructional framework development and refinement tools aligned to research-based instructional strategies* 5. *Professional learning materials, including leader training decks, participant guides, and implementation resources* 6. *PLC and internalization protocols to support lesson preparation, rehearsal, and collaborative planning* 7. *Performance management tools and templates to support data tracking, action planning, and progress monitoring* 8. *Data analysis resources, including dashboards and protocols for reviewing student and instructional data* 9. *Ongoing implementation support through coaching sessions, calibration activities, and feedback cycles* ***Please see attachment with details of Scope of Work.*
	Staff	**Describe staff (internal or external)** who will deliver the professional development/service: Sessions will be facilitated by ESC 19 LIFT District and Campus Coaches
	Financial Information	New Total TEA award adjustment = **$361,200** (Based on New Award of $516,000 from $554,000; charge of $361,200 is new total for LIFT base charge and reflects required Approved Provider 70% charge Y1) No change to LIFT SI Add-on- $60,000.00 (reflects required Approved Provider 50% charge Y1) Original Grand total was **$447,800.00. With revision, charge has been amended to $421,200.00.** **NEW Grand Total Amount: $421,200.00** **Responsible Party: San Elizario ISD, Contact Superintendent Assistant Superintendent Dr. Cruz**
3 Review Design	**Review**	**Design reviewed** with requesting organization to verify design (customer contact or document review)
	Change	**Changes/revisions to design made, if needed – summarize changes**
	Validation	**Design approved** by appropriate administrator and/or customer/client **Completion of design (planner)** _____ **(Signature)** 11/4/24 **(Date)** **Approval/agreement (Department Administrator)** _____ **(Signature)** 11/4/24 **(Date)** **Requesting Organization Approval** _____ **(Signature)** _____ **(Date)** **(One copy forwarded to requesting organization; one copy for department files)**

4 Implement Design (Output)	**Event Registration**	**Professional development activity is required to be registered** with Events Management and participant registration arranged through Click & Learn. Provide Click & Learn Event #: _____
	Contract	**Contract and other forms completed** (if outside consultant used)
	Advertise	**Advertisement prepared** (if appropriate)

	Resources	**Supplies and equipment secured; handouts and power points** arranged/developed/obtained
	Implement	**Activity/service completed**
	Completion of design implementation (planner) _____ (Signature) _____ (Date)	
5 Assess Design	**Evaluate**	**Evaluation administered and reviewed.**
6 Review	**Review Data**	**Review of event/service conducted** by consultant/staff to determine improvements, continuance or discontinuance of the activity
7 Implement Change	**Identify Changes**	**Indicate changes made, if any** (attach records of changes made)
8 Maintain Records	**Records**	**All process records (input, design, review, output, assessment, and change) maintained** in a binder/folder
9 Document Change	**Approve Change (only if changes have been made)**	**Design and Development Change Verification (process) -** design and development output meets design and development inputs as verified throughout the design process Verification by Consultant: _____ Date: _____ **Design and Development Change Validation** – completed professional staff development design meets the requirements for the specified purpose Validation by Managing Administrator: _____ Date: _____ Validation by Requestor (if applicable): _____ Date: _____

ESC Region 19 LIFT – Year 1 Scope of Work

District: San Elizario ISD

Year: 2026-2027

Contract Dates: April 2026 to June 2027

Primary Strategic Focus: TBD Needs Assessment

Grant Award: LIFT- $554,000

LIFT SI Add-on- $120,000

I. District Context & Strategic Focus

This Scope of Work outlines ESC Region 19's Year 1 Leadership & Instructional Support model under LIFT (Leadership & Instructional Foundations for Texas). Year 1 services are intentionally structured to strengthen the instructional systems that drive sustained improvement in classroom practice — including high-quality instructional materials implementation, calibrated observation & feedback, and leader capacity development.

The Year 1 roadmap establishes a disciplined cadence of needs assessment, action planning, coaching cycles, and performance monitoring designed to increase implementation fidelity and feedback precision across campuses.

Sustained progress in Year 1 depends on maintaining coaching cadence and shared commitment to the instructional priorities outlined in this model. Both structural consistency and active belief in the work are essential to achieving lasting impact.

II. Coaching Structure & System Roles

The coaching structure below is designed to ensure aligned system leadership, consistent implementation support, and clear accountability across district and campus levels.

Role	Name	Primary Responsibilities

District Coach (DC)	Rachel Anderson	District strategy, superintendent/principal supervisor alignment, system coherence, monthly district cadence
Campus Coach (CC)	Luis Loera	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through
Campus Coach (CC)	Erica Garcia	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through
Campus Coach (CC)	Maria Casas	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through

**All coaching follows a consistent See It / Name It / Do It cycle to ensure feedback precision and leader growth.*

III. Year 1 Service Commitments

Service Category	Service Type	Frequency	Primary Audience
System Alignment	Needs Assessment & Action Planning	Initial (April–May)	Superintendent / Cabinet / Leadership Teams
System Alignment	District Strategy Meetings	1x per month	Superintendent / Cabinet / Principal Supervisors
System Alignment	Performance & Data Reviews	Quarterly + Midyear	District & Campus Leadership
Leader Capacity Building	Upfront Leader Training	1–2 annually	District & Campus Leaders

Leader Capacity Building	Principal / Leader Coaching	1–2x per month (phase dependent)	Principals / Principal Supervisors
Campus Implementation	Campus Coaching & Implementation Support	Minimum 2x per month	Campus Leadership Teams
Campus Implementation	Classroom Observations	1x per month (2x for SI PLC campuses)	Campus Leaders
Campus Implementation	PLC Observations	4 annually (8 for SI PLC campuses)	PLC Teams
Professional Learning	Additional PD (as scoped)	3–5 annually	Leaders and/or Teachers

**Service frequency and coaching cadence are structured to build system coherence and leader capacity. Adjustments to scheduling may occur due to district calendar constraints; however, significant disruption to cadence may impact Year 1 implementation outcomes and will require strategic realignment.*

**Service frequency assumes active district participation and protection of scheduled coaching time to ensure intended impact.*

IV. Year 1 Implementation Roadmap

Month	Milestones / Submissions	Touchpoints with school systems
April 2026	**By April 1:** 1) Executed Contract submitted*	**Required onsite supports:** 1) LIFT Needs Assessment 2) Relevant capacity building
May 2026		**Required onsite supports:** a. LIFT Needs Assessment b. Relevant capacity building c. Action Plan

June 2026	**By June 15:** • Needs Assessment submitted* **By June 30:** • Leader enrollment completed • Action Plan Submitted* • Exchange Onboarding submitted* • Connection to the Exchange completed* • (Optional) Assessment Audit submitted	**Required onsite supports:** • LIFT Action Plan Meeting • Relevant capacity building
July 2026		**Required onsite supports:** • Relevant capacity building
August 2026	**By August 1:** • School System and Attendance Data Touchpoint Schedule Submitted **By end of August:** • Classroom observation submission • PLC observation submission • BOY LEA Leader Survey	**Required onsite supports:** • Classroom observation at each campus • PLC observation • Performance Management Stepback meeting • Relevant capacity building
September 2026	**By end of September:** a) Instructional Insights App Access Confirmation b) Classroom observation submission	**Required onsite supports:** • Classroom observation at each campus • Performance Management Stepback meeting • Relevant capacity building
October 2026	**By end of October:** • Classroom observation submission • BOY Performance Management Stepback submission	**Required onsite supports:** 1. Classroom observation at each campus 2. BOY Performance Management Stepback meeting 3. Relevant capacity building
November 2026	**By end of November:** • Classroom observation	**Required onsite supports:** • Classroom observation at each

	submission • PLC observation submission • Performance Management Stepback submission	campus • PLC observation • Performance Management Stepback meeting • Relevant capacity building
December 2026	**By end of December:** • Classroom observation submission • MOY LEA Leader Survey	**Required onsite supports:** • Classroom observation at each campus • Performance Management Stepback meeting • Relevant capacity building
January 2027	**By end of January:** • Classroom observation submission	**Required onsite supports:** • Classroom observation at each campus • Performance Management Stepback meeting • Relevant capacity building
February 2027	**By end of February:** • Instructional Framework submitted • Adoption Decisions submitted • Updated Action Plan submitted • Classroom observation submission • PLC observation submission • Performance Management Stepback submission	**Required onsite supports:** • Classroom observation at each campus • PLC observation • Performance Management Stepback meeting • Relevant capacity building
March 2027	**By end of March:** b. Classroom observation submission	**Required onsite supports:** 3) Classroom observation at each campus 4) Performance Management Stepback meeting 5) Relevant capacity building

Year 1 services are sequenced to build leader capacity, strengthen implementation systems, and ensure sustained instructional impact. This roadmap may be adapted to district calendar constraints while maintaining overall service frequency and strategic focus.

V. Indicators of System Strength (Year 1)

• Increased inter-rater reliability in classroom observations aligned to high-quality instructional materials

• Improved precision and actionability of leader feedback conversations

• Consistent execution of priority instructional strategies across campuses

• Clear alignment between action planning, coaching cycles, and classroom implementation

VI. Partnership & Documentation Commitments

The District Coach serves as the primary strategic liaison to ensure alignment between district priorities and Year 1 implementation goals. Campus Coaches provide structured implementation support aligned to the established cadence.

All coaching activities, action steps, and deliverables will be documented and shared with district leadership to ensure transparency and measurable progress.

ESC Region 19 and district leadership jointly commit to protecting service cadence and maintaining shared ownership of Year 1 instructional priorities. Sustained implementation requires both consistent structures and collective belief in the work necessary to strengthen instructional systems.

If service cadence is materially disrupted or district engagement significantly shifts, ESC Region 19 and district leadership will reconvene to realign expectations, timelines, and Year 1 priorities to ensure continued progress toward instructional system strengthening.