San Elizario Independent School District

Instructional Support Part 1



May 21, 2025

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence













May 21, 2025

Dear Board Members,

The following report includes information regarding the instructional activities for the 2024-2025 school year.

The report is organized as follows:

- Part 1 Instructional Activities Overview
 - Local Assessment Information
 - o District-Wide Systems Refinement
 - Accountability for All
 - District Support to Campuses
 - Classroom Walkthroughs (non-administrative)
 - Classroom Walkthroughs (Campus Administration)
 - Targeted Support for Campuses
 - Collaboration
 - Special Education
 - Leadership Development
 - o School Improvement at San Elizario High School
- Part 2 Principal's Journey Each Principal shared their journey since their arrival at their current campus.
- Part 3 Campus Reports 2024-2025
- Part 4 Department Reports 2024-2025
- Part 5 Dual Language Report
- Part 6 CTE Update

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Local Assessment Information

A summary of the local assessments is included on pages 11-13.

District-Wide Systems Refinement

ARD Procedures and Roles - August 30, 2024 (pages 15-44)

PLC Refresher – January 21, 2025 (pages 45-86)

Campus administration received training on streamlining the Professional Learning Communities to transition into a teacher-led planning and data analysis model.

Lesson Plan Template Alignment with AVID strategies (pages 87-88)

Data Analysis Template - January 22, 2025 (page 89)

Elementary Principals aligned the instructional programs used in the district

Lesson internalization training – In progress (page 90)

Accountability for All

Grading deadlines were established district-wide (page 91)

UIL Academic Coaches' Expectations were developed (pages 92-93)

Campus Visits During PLCs to communicate and reiterate expectations

During March 2025, the Superintendent and the Associate Superintendent visited all campuses and held two faculty meetings, one at Loya Primary and one at Alarcon Elementary, to communicate the following expectations:

- Use of High-Quality Instructional Materials
- Bell to Bell Instruction
- Professional Development transferability into the classroom
- Growing Leaders within our Roles

District Support to Campuses

Direct Teacher Support from Instructional Officers (pages 94-101)

- Modeling for Teachers
- Direct Student Support
- Instructional Officers working with students
- Other duties Instructional Officers (pages 103 107)

Microsoft Office Walkthrough Form Implementation for P&I staff and Instructional Specialists – This form has allowed teachers to receive feedback from staff. It has increased the opportunities for

observations for individuals in non-administrative positions to support and improve instruction (pages 108-110)

Ticket System - The Planning and Instruction Team resolved 343 tickets submitted via the help desk (pages 111-120)

Classroom Walkthroughs (non-administrative)

The Planning and Instruction Team and Instructional Specialists have performed 326 non-administrative walkthroughs to date (page 111).

Classroom Walkthroughs - Campus Administration

A summary of Principals and Assistant Principals is attached to this report (page 112).

Coordination of Vertical Meetings (pages 113-122).

December 10, 2024 - Dual Language (Zoom)

January 29, 2025 - Dual Language (Zoom)

May 13, 2025 - Math Teams from the High School and Middle School*

Elementary and Pre-K

Targeted support for Elementary Campuses

Instructional Specialists provided support in their area of expertise to teachers on their neighboring campuses. The ISs' schedules were adjusted to serve the other campus.

Instructional Officers – Assigned to specific teachers for support and lesson modeling

Math Curriculum Selection for 2025-2026 (pages 123-126)

High-quality instructional Material has been secured for elementary and secondary schools. A training plan is being developed for the following year to support teachers in implementing the curriculum. Conversations and informational sessions have already been held with teachers to clarify and transparently communicate expectations.

Dual Language

Learning Walk Form Re-vamped 19 (pages 127-129)

Alignment – Posters were provided for all Dual Language Classrooms (pages 130-133)

- 4 + 1 Domain Icons
- Bilingual Pairs Poster
- Regionalismos Poster
- El Puente Poster
- Content and Language Objectives Poster
- T-Chart Poster
- Venn Diagram Poster

Corrective Action Plans in Progress (page 134-135)

SSP and OSSP

Special Populations (page 136)

Partnered with Region 19 to support the Migrant and Homeless Student Population – January 22, 2025. Targeted assistance is provided to students with academic and social-emotional needs.

- Migrant
- MKV

Collaboration

The new teacher project TNTP is made possible through the GEAR UP grant. The support is mainly for San Elizario High School. However, this year, we included Middle School teachers in delivering and planning reading and language arts lessons.

The Gear UP High School Needs Assessment Report can be found on **pages 137-141**. The recommendations in this report are currently being addressed:

- Develop an Instructional Framework
- Implement a Schoolwide Protocol for Lesson Internalization Currently awaiting information from Region 19 on the TXLS Grant
- Plan Annual Campus or Content Area Instructional Priorities Professional Development, Coaching, Etc.

Vertical Team Meetings Dates (GEAR UP): San Elizario High School – Please see details on **pages 142-144.**

- October 30, 2024
- November 20, 2024
- January 15, 2025
- February 14, 2025
- April 4, 2025

Project Vida (pages 145-147).

Project Vida provides a variety of social-emotional services to students and families. One of the focuses this year was anti-bullying awareness at Alfonso Borrego Sr. Elementary and Lorenzo Alarcon Elementary, with plans to expand district-wide next year.

Student Efforts

1. Alfonso Borrego's Sr. anti-bullying presentations

Presented Part 1 on March 21st

Conducted presentations for 3rd - 6th graders

A total of 520 students attended these presentations. 2.

Lorenzo G. Alarcon's anti-bullying presentations

Presented Part 1 on April 2nd to 3rd-6th grade students

282 students attended

Presented Part 2 on April 8th to 5th and 6th grade students

150 students attended

Parent Efforts - Anti-Bullying

1. Presented at Alfonso Borrego Sr. Parent Night on March 25th

Approximately 55 parents

2. Presented at the Mission Progressing Together meeting on April 9th

A total of 23 parents attended

Other Events

National Adolescent Health Month (NAHM) is a national observance held each May that focuses on raising awareness about key issues related to adolescent health and well-being. Facilitators hosted tabling events at San Elizario HS, GEMS, and at Borrego throughout the month of May, as well as providing youth-serving professionals and parents with resources on how to curb bullying and body shaming.

- GEMS May 7th and 20th
- Borrego May 13th
- San Elizario HS May 14th

Virtual Parent Presentation

An extensive session for parents of our community to learn more about Bullying and Cyberbullying.

May 22nd at 9 am & 6 pm, English and Spanish

Special Education

Established the collaboration between special education and CTE. CTE Administrator, Special Education Director, and Transitional Specialist met to discuss including special education students in CTE to increase their opportunities (page 149).

Internship Opportunity - Food Truck (page 150).

Outlook for 2025-2026- Integration of CTE students into CTE classes for certification attempts.

Lorenzo Loya Primary School Targeted Support (Special Education) (page 152).

 May 16, 2025 - All instructional aides are scheduled to receive training on Autism and will learn how to use non-verbal cues and strategies to work with all students • **July 16, 2025** – Teacher training - Trauma-Informed Practices for Early Childhood Educators (at Region 19)

Targeted Training for Teachers and Instructional Aides at Lorenzo Loya Primary (page 154)

- Day 1, July 17, 2025 "Pre-K with a Purpose: Strategies for Success, Support, and Smiles"
- Day 2, October 31, 2025: Purposeful Roles: Cultivating Student Skills and Confidence through Classroom Jobs
- Day 3, February 13, 2026: Autism 101: Creating Success and 'I Love Me' Moments in PreK

Objectives:

- To provide teachers and paraprofessionals with practical strategies to manage and understand student behavior effectively.
- To improve the learning experience for students with autism spectrum disorder (AU) by
- equipping staff with targeted instructional and behavioral strategies.
- To strengthen collaboration between teaching faculty and paraprofessionals, clarifying
- roles and improving communication for optimal student support.

Behavioral Training Specialists Training for Assistant Principals 31-33

Assistant Principals participated in specialized training to become behavior specialists. The plan is to have them train teachers and staff as needed. Teachers and instructional aides have constantly requested training on behavior strategies. The special education department sponsored the cost. Three Assistant Principals completed the course (pages 155-157).

Dyslexia Screeners

Conducted every year for Kinder and 1st-grade students. Ms. Georgina Diaz, Instructional Officer, leads this effort (pages 158-159).

The plan is to expand to 2nd grade in 2025-2026.

Positive Behavioral Interventions and Supports (PBIS) Alignment and Refinement (page 160).

The PBIS team at Alfonso Borrego Sr. has begun refining its PBIS practices to improve discipline and school culture. The Alfonso Borrego Sr. PBIS Plan will be used as an exemplar to train and align other campuses.

Gifted and Talented Program

Plan in motion is to grow the program - All 2nd graders will be tested in 2025-2026.

TIA

Added additional content areas:

- US History
- English III
- Cosmetology
- Graphic Design, Illustration II
- Business Information Management

- Special Education (Resource Math and Reading)
- Piloting the Brigance Assessment for the possible addition of the specialized units

Instructional Programs

- Summit K-12 District-Wide Implementation
- Advanced Math implementation for 6th grade
- 2025-2026 All students will be eligible for advanced Math (6th grade and up)
- Math Curriculum Selection for 2025-2026 with a formal transition plan of support for teachers, teacher input, and parent meetings.

Leadership Development

A Coaching Model (See it, Name it, Do it) has been customized based on the district's needs for implementation in the 2025-2026 school year. A summary of the professional development plan is included below:

Preview Meeting	Clarifies goals, outlines support, solidifies expectations, and
	reviews ESF Diagnostics & Readiness Assessment-½ Day
Face-to-Face	2 Full Days of Base Training
	½ Day for PM/PS (skill building)
	½ Day for PM/PS (planning)
	2 Practice Labs
Implementation	12 half days (at least one per month per individual being
Support	coached by ESC)
	Whole Group Walk-throughs in Teams/Practice SiNiDi Protocol
One-on-One	12 half days (at least once per month over a year-long
Coaching for	engagement)
Principal Supervisor	

Texas Strategic Leadership (TSL)

Texas Strategic Leadership (TSL) provides customized executive coaching and cohort experience opportunities to superintendents and their leadership teams seeking to engage deeply in the Effective District Framework (EDF) – **See pages 157-179**

Other areas

- At-Risk Folders Revamp in process (identified areas for improvement)
- LPAC Folders Revamp in process (identified areas for improvement)
- Instructional Focus of Principal Meetings
- Under review is the Assessment Schedule and the Data-Driven Professional Development Calendar for 2025-2026.
- Under review Campus and District Improvement Plan alignment with strategic plan
- Implementation of the Library plan for House Bill 900 (pages 175-176)

School Improvement at San Elizario High School

In collaboration with the High School Team, Planning and Instruction Team, and Region 19, we have been engaged in the school improvement process, implementing and monitoring systems such as:

- District presence at PLCs
- Region 19 presence during PLCs
- TEA presence during PLCs
- Observations by Region 19, TEA, and district personnel
- Ensuring that Math and Reading pull-outs are taking place as per the targeted improvement plan
- Master schedule intentionality Addition of 2 language development sections for 9th and
 10th grade, as well as common planning for content and special education teachers
- Working with the High School Principal in ensuring the protection of instructional time and a focus on the administration's presence in classrooms
- Ongoing meetings with Region 19 representatives, leadership, and TEA will continue, as will
 the development and monitoring of systems.
- Implementation of Graduation Review and Discussion (GRAD) meetings to review the loss of credit status for the incoming cohort of seniors (current 11th graders)
- Pending meetings with coaches to develop a system of monitoring failures during the year
- Collaboration with the parent liaison to improve attendance and parent communication
- Principal training on time management
- Effective School Framework (pages 177-192)
- TEA visits (pages 193-196)
- Targeted Improvement Plan (pages 197-218)
- In progress: Development of an automatic check–in/check–out system for credit recovery that will be more efficient in tracking lost credit hours.
- In progress: Development of a system to track the creation of 45-day plans for students

Plans in 2025-2026 – Continue incorporating best practices of the Effective Schools Framework district-wide.



Local Assessment Results

2024-2025

Grade		Math Number of Local	Percent Score
		Assessments	
K	Math	10	86.69%
1	Math	10	71.55%
2	Math	10	66.88%
3	Math - Alarcon	10	60.97%
3	Math -Borrego	10	54.61%
3	Math - ALL	10	56.74%
4	Math - Alarcon	10	61.36%
4	Math -Borrego	10	61.79%
4	Math - ALL	10	61.64%
5	Math - Alarcon	10	72.98%
5	Math -Borrego	10	63.05%
5	Math - ALL	10	66.94%
6	Math - Alarcon	6	68.55%
6	Math -Borrego	6	69.52%
6	Math - ALL	6	69.11%
7	Math	6	47.77%
8	8th Math	6	57.85%
8	8th Alg. 1	7	69.87%
Secondary	Alg. 1	10	56.40%
Secondary	Geometry	6	60.17%
Secondary	Alg. 2	6	67.89%

Grade		RLA Number of Local Assessments	Percent Score
K	RLA	15	76.44%
1	RLA	16	77.23%
2	RLA	16	69.34%
3	Reading/RLA - Alarcon	16	54.90%
3	Reading/RLA - Borrego	16	52.65%
3	Reading/RLA - ALL	16	52.59%
4	Reading/RLA - Alarcon	16	51.54%
4	Reading/RLA - Borrego	18	62.87%
4	Reading/RLA - ALL	18	58.77%
5	Reading/RLA - Alarcon	16	67.90%
5	Reading/RLA - Borrego	16	61.29%
5	Reading/RLA - ALL	16	63.89%
6	Reading/RLA - Alarcon	8	58.08%
6	Reading/RLA - Borrego	8	62.41%
6	Reading/RLA - ALL	8	59.96%
7	Reading/RLA	6	57.42%
8	Reading/RLA	6	50.34%
Secondary	English 1	6	55.66%
Secondary	English 2	7	50.99%
Secondary	English 3	6	57.95%
Secondary	English 4	2	65.45

Grade		Science Number of Local Assessments	Percent Score
K	Science	N/A	N/A
1	Science	N/A	N/A
2	Science	N/A	N/A
3	Science - Alarcon	11	60.09%
3	Science - Borrego	11	58.43%
3	Science - ALL	11	58.96%
4	Science - Alarcon	9	59.22%
4	Science - Borrego	9	61.60%
4	Science - ALL	9	60.81%
5	Science - Alarcon	14	69.89%
5	Science - Borrego	14	59.33%
5	Science - ALL	14	63.02%
6	Science - Alarcon	6	64.09%
6	Science - Borrego	6	65.05%
6	Science - ALL	6	64.87%
7	Science	9	65.80%
8	Science	7	55.59%
Secondary	Biology	6	70.80%
Secondary	Chemistry	5	70.97%
Secondary	Physics	5	67.17%

Note: Science tests are not administered to K-2 students.

Grade		SS Number of Local Assessments	Percent Score
K	Social Studies	N/A	
1	Social Studies	N/A	
2	Social Studies	N/A	
3	Social Studies	N/A	
3	Social Studies	N/A	
3	Social Studies	N/A	
4	Social Studies	N/A	
4	Social Studies	N/A	
4	Social Studies	N/A	
5	Social Studies	N/A	
5	Social Studies	N/A	
5	Social Studies	N/A	
6	Social Studies	N/A	
6	Social Studies	N/A	
6	Social Studies	N/A	
7	Social Studies	6	84.60%
8	Social Studies	6	71.54%
Secondary	W. Geography	3	56.09%
Secondary	W. History	5	53.11%
Secondary	US History	12	57.25%

Note: Social Studies tests are not administered to K-6 students.

SPECIAL EDUCATION REFINEMENT MEETING

SEISD Board Room

August 30, 2024

MEETING PURPOSE

- · To have an open discussion on a variety of SPED-related topics that are impacting the district in terms of A-F Accountability.
- To begin looking for causes and discuss solutions.
- To take action to improve student outcomes.

GENERAL STATISTICS

Total enrollment of SPED students:

2024-2025-517 students out of 2926 (18% of population) 2023-2024—476 students out of 3019 (16% of population) At 18% of the student population, the SPED subgroup is significant to our STAAR and A-F performance.

GENERAL STATISTICS

Do you know which of your SPED students are dual or triple coded? How are they served to take care of each need?

SPED + At-Risk + EL...etc.

GENERAL STATISTICS

School	# of SPED	% of Total	SPED
Year	Teachers in	SEISD	Teachers—
	SEISD	Workforce	State % of Workforce
2024-2025	29		TBD
2023-2024	27		TBD
2022-2023	29	14.9%	9.7%
2021-2022	31	15.1%	%9.6

SPED IMPACT ON ACCOUNTABILITY-DISTRICT

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	33%	20%
RLA	38%	%81
Math	64%	49%
Science	%19	20%
Social Studies	34%	%81

SPED IMPACT ON ACCOUNTABILITY-ALARCON

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	34%	%61
RLA	41%	13%
Math	34%	25%
Science	%8	<u>%</u>

SPED IMPACT ON ACCOUNTABILITY-BORREGO

2024 STAAR Test	All Students	Special Ed Students
(not ALT)	(Meets)	(Meets)
All Subjects/All Grades	36%	25%
RLA	41%	22%
Math	34%	29%
Science	22%	%61

SPED IMPACT ON ACCOUNTABILITY-GEMS

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	28%	%91
RLA	36%	%61
Math	30%	15%
Science	25%	%61
Social Studies	%01	13%

SPED IMPACT ON ACCOUNTABILITY-SEHS

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	34%	17%
RLA	37%	15%
Math	7%	%01
Science	35%	23%
Social Studies	23%	28%

STAAR ALTERNATE 2

Eligibility requirements for STAAR Alternate 2 changed for 24-

SEISD has over 1% identified for STAAR Alt annually, which is higher than the state cap.

• We fluctuate between 1.1%-2.0%

• Old vs. New STAAR Alternate 2 Participation Requirements

SPED IMPACT ON ACCOUNTABILITY

Special Education Impacts our A-F in Multiple Ways:

Domain I, Student Achievement (Grades 3-12 and district)

Domain I, Graduation Rate (HS and district)

Domain I, CCMR (HS and district)

Domain 2A, Academic Growth (Grades 3-12 and district)

Domain 2B, Relative Performance (Grades 3-12 and district)

Domain 3, Closing the Gaps (Grades 3-12 and district)

CCMR

There are currently 9 ways to earn a CCMR point.

. Meet TSI Requirements in BOTH Reading and Math

a) ACT, SAT, TSIA 2

b) College Prep Math/RLA or Bridge Course

2. AP Test Scores

3. Level I or II Certificate

4. Dual Course Credit

Industry-Based Certification + Aligned Program of Study

6. Associate Degree

7. Armed Forces Enlistment

8. IEP Graduate (Workforce Readiness)

SPED Student under an Advanced Degree Plan

CCMR AND SPED

SPED students had a hard time earning the CCMR point in high school.

SPED-Related ways to earn a CCMR Point:

Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

0 students in 2024 10 students in 2023

employment or has demonstrated mastery of specific employability and self-help skills that do not completed his/her IEP and has either obtained full-time employment with self-help skills to maintain graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness. A require public school services.

0 students in 2024 3 students in 2023

CCMR AND SPED

SPED students had a hard time earning the CCMR point in high school.

There were 33 SPED seniors in 2024.

Of these, 20 students did <u>not</u> earn a CCMR point.

percentage was 8 points lower due to this. It would This was 8% of the senior class, and our CCMR have gone from 68% to 75%. If they had earned the point, what would the impact on A-F have been?

SPED IMPACT ON CCMR-SEHS

2024 Proliminary Accountability Donost Card - Dish School (with COMD)	What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component	Campus Number 071904001		Scale Letter Overall Grade Weight Total Score Grade	62 D	62 D	62 D	60 D Best	Scale Scale Score: G9 D Domain G9 70% 48,3	S4 F Domain II	Q 69	Q 69	O 89	Scale Score 53 30% 15.9	Overall Score 64	
•	ccountability	SAN ELIZARIO H S	92.3	Component Score		36	54	F		51		36	54	28		
cierilora P.005	What 2024 A	Campus Name SAN EL	%EcoDis (Fall 2023 Snapshot)		Domain I - Student Achievement STAAR Performance	STAAR Performance (40%)	CCMR (40%)	Graduation Rate (20%)	Domain II - School Progress (Better of Part A or Part B)	Part A - Academic Growth	Part B - Relative Performance	STAAR Performance (50%)	CCMR (50%)	Domain III - Closing the Gaps		

2024 Pr	elimin	ary Accoui	ntability l	2024 Preliminary Accountability Report Card - High School (with CCMR)	d - High So	chool (wit	h ccMR)	
Who	nt 2024 A	ccountability w and p	vould look like ossible "raw s	What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component	osed 2024 Acco component	ountability Ma	mual	
Campus Name	SANEL	SAN ELIZARIO H S				Сатр	Campus Number	071904001
%EcoDis (Fall 2023 Snapshot)		92.3				-		_
		Component Score	Scale Score	Letter Grade	Overall Grade Components	Grade	Weight	Total
Domain I - Student Achievement STAAR Performance	vement		64	Q				
STAAR Performance (40%)	(40%)	7.5	62	q				
CCMR (40%)	(40%)	(62)	89	Q				
Graduation Rate (20%)	(50%)	90	09	Q	Best			
Domain II - School Progress (Better of Part A or Part B)	sss ort B)		11	၁	Scale Score: Domain I	11	70%	49.7
Part A - Academic Growth	ith	51	54	u.	or Domain II			
Part B - Relative Performance	псе		11	0				
STAAR Performance (50%)	(20%)	36	69	Q				
CCMR (50%)	(20%)	62	73	С				
Domain III - Closing the Gaps	sde	28	23	F	Domain III Scale Score	53	30%	15.9
						Ove	Overall Score	99
						Overall Letter Grade	ter Grade	٥

SPED GRADUATION RATES

Graduation Rate	All Students	Special Education Students
Class of 2020	91.4%	85.7%
Class of 2021	92.2%	87.5%
Class of 2022	81.7%	* 65.6 % + I year = 74.2%
Class of 2023	89.1%	80.0%
Class of 2024	TBD	TBD

Why are graduation rates for SPED students significantly lower than "all students?"

Why does it take 5 or 6 years for many SPED students to graduate?

SPED DROPOUT RATES

Graduation Rate Class of 2021	All Students 2.6%	Special Education Students *4.0% Flagged for RDA
Class of 2022	4.1%	6.3%
Class of 2023	2.2% (24 students)	3.2% (4 students)

Why are dropout rates higher for SPED students than for "all students?"

RESULTS-DRIVEN ACCOUNTABILITY

We are flagged for SPED passing rates in STAAR/EOC almost annually. We then write a Strategic Support Plan to address the issues.

Content Area	2021-2022	2022-2023
SPED 3-8 Reading	Yes	Yes
SPED 3-8 Math		
SPED Algebra I	Yes	
SPED English I	Yes	Yes
SPED English II	Yes	Yes
SPED Science 3-8, Biology	Yes	Yes
SPED Social Studies 3-8	Yes	Yes

SPED scores caused Alarcon to be flagged for Targeted Support and Improvement several years ago.

RESULTS-DRIVEN ACCOUNTABILITY-STEPS

- · We get flagged for SPED performance.
- We write a "Strategic Support Plan (SSP)."
- We share the SSP with campus leadership.
- Affected campuses submit evidence of the strategies mentioned in the plan.
- Does the plan actually happen?
- Is the plan monitored?

SSP: WHAT HAVE WE SAID WE'RE DOING?

- New PLC process
- PLC preparedness
- PLC monitoring
- · Monitoring fidelity of reading programs
- Heavier teacher monitoring
- · Work on high teacher turnover
- Teachers will list modifications/accommodations in lesson plans.
- Teachers will execute RTI plans
- · Monitoring via Instructional Rounds
- More training on TEKS RS

SSP: WHAT HAVE WE SAID WE'RE DOING?

- Small group; 1:1 instruction for SPED students
- Parent sessions for SPED families
- Backwards design training
- Backwards design lesson expectations
- Focus on first-teach
- · Lessons will focus on supplemental aids
- STAAR-like questions in comprehension checks
- Time will be allocated for General-ed and SPED teachers to plan together
- More 1:1 assistance provided for HS ELAR teachers

If we have done all these things for the past 5+ years.... Why are our SPED students still failing?

SPED ATTENDANCE RATES—BY CAMPUS

Campus	All Students	SPED Students
District	94.64%	94.21%
Loya	94.11%	93.53%
Sambrano	%00.56	95.20%
Alarcon	%99.96	95.75%
Borrego	95.88%	95.21%
GEMS	%95.56	95.22%
SEHS	92.89%	91.45%

Why are attendance rates for SPED students lower than "all students?"

SPED CHRONIC ABSENTEEISM

Location	All Students	SPED Students
District Overall	12.8%	13%
Loya	14.5%	10.3%
Sambrano	11.2%	88.6
Alarcon	8.6%	12.7%
Borrego	8.5%	9.3%
GEMS	9.2%	11.3%
SEHS	18.3%	20.5%

Why are chronic absenteeism rates for SPED higher than "all students at most campuses?"

ARD PARTICIPATION/COMMITTEE ATTENDEES

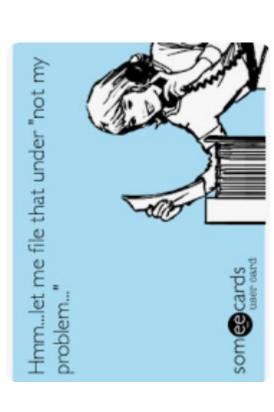
Who should participate in ARD's?

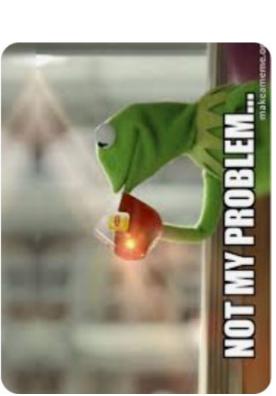
SPECIAL EDUCATION STUDENT PLACEMENT IN GENERAL-ED CLASSROOMS

In which general-ed classrooms should SPED students be placed?

ACTION STEPS

• We <u>all</u> have ownership over our Special Education students.







ACTION STEPS

Are we seeking and expecting excellence from <u>all</u> populations?

ACTION STEPS

- Know your Students.
- Awareness of dual/triple coded students.
- RDA/SSP-Periodic Review and Monitoring.
- What goals is each campus setting for their SPED population?
- Ask your teachers what they need.
- What are YOU going to do differently?

PLC Redesign



Enhancing PLC and Instructional Processes for Continued Growth

San Elizario ISD Leadership Team

January 22, 2025









Introduction/Agenda



2. Go Over the Workout Plan (Introduction/Agenda)

3. SSP

4. Examination of Past Fitness Goals (Classroom Observations) 5. Exercise Review and Current Strength (PLC Activity)

6. Current Fitness Presentation (PLC Presentation)

7. Composition Review (Data Analysis Form)

8. Future Workout Template (Lesson Plan Template 25-26 Feedback) 9. Self-Motivation Goals (Campus Administration Autonomy)







SSP SPED/OSP

Soaring to Excellence

Objective of the Day (Framing)

By the end of the PLC today...

 Revisit the understanding of the process for establishing a guaranteed and viable curriculum.





Your Role

➤ Become PLC experts

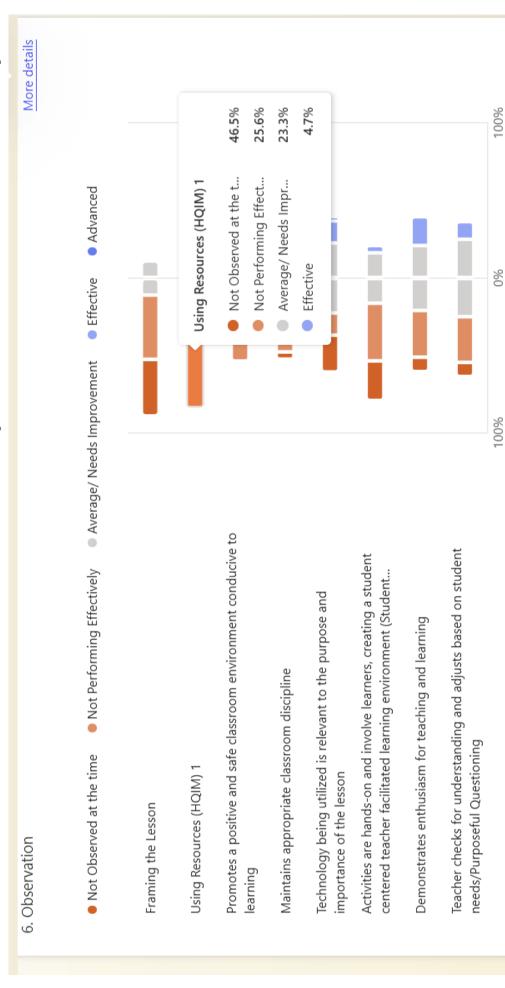
➤ Build strong collaborative teams

➤ Model expectations

➤ Monitor and lead adjustments



Examination of Past Fitness Goals (Classroom Observations)





jouring to Scellence

More details

Not Observed at the time
 Not Performing Effectively

Average/ Needs Improvement

EffectiveAd

Advanced

Framing the Lesson

Using Resources (HQIM) 1

Promotes a positive and safe classroom environment conducive to learning

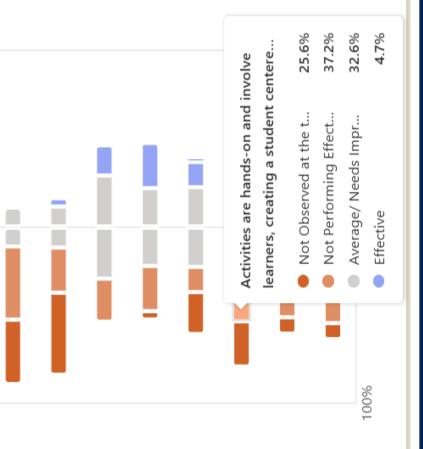
Maintains appropriate classroom discipline

Technology being utilized is relevant to the purpose and importance of the lesson

Activities are hands-on and involve learners, creating a student centered teacher facilitated learning environment (Student...

Demonstrates enthusiasm for teaching and learning

Teacher checks for understanding and adjusts based on student needs/Purposeful Questioning





poaring to Seellence

Examination of Past Fitness Goals (Classroom Observations)

Framing the Lesson

Using Resources (HQIM) 1

Promotes a positive and safe classroom environment conducive to learning

Maintains appropriate classroom discipline

Technology being utilized is relevant to the purpose and importance of the lesson

Activities are hands-on and involve learners, creating a student centered teacher facilitated learning environment (Student...

Demonstrates enthusiasm for teaching and learning

Teacher checks for understanding and adjusts based on student needs/Purposeful Questioning

Teacher checks for understanding and adjusts based on student...

Not Observed at the ti... 9.1%

Not Performing Effect... 29.5%

Average/ Needs Improv... 50%

Effective 11.4%

7. Notes On Question 6. (HQIM Materials, engagement





Bellringer Data Review



Role Play PLC

Task: Role playing a Professional Learning Community (PLC) Discussion

Objective: Groups will be given a scenario and all group members will role play the given scenario

Instructions for the role playing:

- Assign Roles (Teachers, ISS, Administrator, Note Taker, Time Keeper)
- Prepare for the meeting (10 minutes for planning, 3–5-minute role play)
- Conduct the role-playing meeting





Salving To Excell

Jouring to Speellence

Role Play PLC "Workout"

-3 to 5 minutes "Workout"

-2 minutes

Reflect:

After role play discuss as a group the following:

a. What went well in the PLC

b. What challenges arose and how were they addressed?

c. How can you apply this practice to your actual PLC meetings?





Souring to Exellence

1 Minute Meditation





2 Minutes



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As a Professional Learning Community...

- We believe ALL students can learn at high levels.
- We take collective responsibility for student learning.

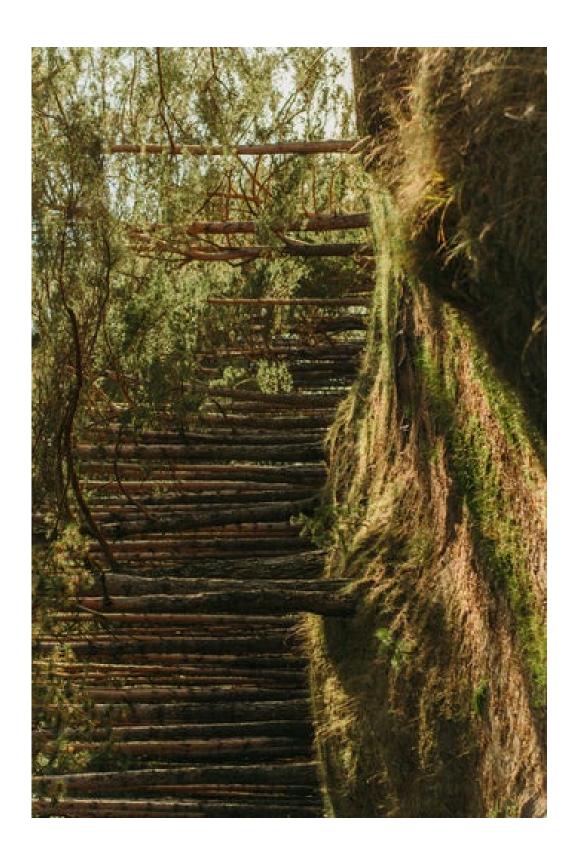














What is a PLC



members of the organization. It is a culture adopted by all



It is the way we think about adult practice and student learning.



The entire school community is the PLC.







Calendars

What is a PLC









oaring to Speellence

What a PLC is NOT..



It is not a weekly meeting.



It is not a grade-level team or content team.



It is not a program to be implemented.

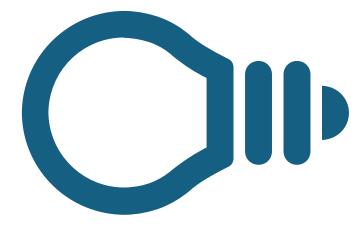








3 Big Ideas that Drive the PLC





Big Idea #1

Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all.

It's not our job to just teach, it's our job to ensure students learn.

based on their impact on students learning. Decision made in the school are made





Big Idea #2

Culture of Collaboration

No single person in the school building can ensure ALL students learn at high levels. We learn together through cycles of inquiry and action research.

The students in the building are all OUR students.





Salling Sallin

Big Idea #3

Results Oriented

We measure the effectiveness of our practice using results, not intentions.

We use evidence of student learning to inform and improve practice.

We respond to students who need intervention or extension.



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Big Idea #3

Results Oriented







The PLC is Driven by 4 Critical Questions

What do we want students to know and be able to do?

How will we know when they have learned

How will we respond when some students don't learn it? How will we extend the learning for students who have demonstrated proficiency?

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common assessment extension based on Plan intervention / 2 ACT essential knowledge, skills and dispositions? results. students who have already mastered Introduce students to nonessential outcomes. How will we deepen the learning for Unit Development. Produce a product based on the essential. PLAN STUDY I lesson / How will we know when each student has mastered an essential? improve both student I learning & teacher Analyze data to ĺ practice. Collaborative teams engage in continuous cycles of collective inquiry around practice that are grounded in evidence of student learning. ĺ What do we want all students to learn? ĺ I Understand collectively each standard / I I I learning target. Give common assessment. I I I experiences initial difficulty in learning? I How will we respond when a student Targeted reteach --- individualize/small groups. I Reassess – student learning AND practices. I Teach, differentiate, understanding. I check for I I I create learning targets. Identify essentials and I ĺ determine proficiency and set SMART goal. ĺ Develop common assessment, I I I 7 I



Create a Lesson

Strand 1: Understanding and Applying Food Preparation Skills

Student Expectations (SE):

The student will be able to:

1.1 Follow written or oral instructions to prepare a food product safely.

1.2 Identify and use appropriate kitchen tools and equipment for food preparation.

1.3 Demonstrate measurement and portioning skills using standard measuring tools. 1.4 Describe and apply safe food handling practices during food preparation.

1.5 Sequence and execute preparation steps to create a quesadilla.





Activity: Making a Quesadilla

Objective:

while practicing kitchen safety, proper measurements, and preparation Students will follow step-by-step instructions to prepare a quesadilla Strand 1: Understanding and Applying Food Preparation Skills

You have 5 minutes to individually draft out how you would deliver this lesson for a 60 minute class using best practices

Student Expectations (SE):

The student will be able to:

- 1.1 Follow written or oral instructions to prepare a food product safely.
- 1.2 Identify and use appropriate kitchen tools and equipment for food preparation.
- 1.3 Demonstrate measurement and portioning skills using standard measuring tools. 1.4 **Describe and apply safe food handling practices** during food preparation.
- 1.5 Sequence and execute preparation steps to create a quesadilla.





Create a Lesson

Activity: As a table, collaborate and develop one draft. Use the chart paper to write it out - 5 minutes



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SEISD Academic Review

Results Overview

RLA

64%

of assignments are TEKS Aligned

31%

31%

of assignments are considered high quality

aligned to the RBIS

of assignments are

considered high

Math

of assignments are

TEKS Aligned

74%

10%

aligned to the RBIS of assignments are

10%

of assignments are

*Percentage of assignments that scored at or above the 1.6 threshold.

powing to Excellence



- 1. Analyzing Content, Internalizing, should be done before assessments
- Discuss and collaborate, development of topics and delivery.
- Use best practices, WICOR, Engagement, checking for understanding, chunking the lesson, roles and expectations
- 4. Data Walls
- 5. Environment
- 6. Self-Accountability, Arriving on Time, Prepared, Willingness to collaborate, (Our actions result in student success)
- Role assignment- Note taker, time keeper, facilitator (Rotation Schedule) Use of PLC Agenda
- 8. Monitor





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When will the data be scored and analyzed?

When will CFA be given?

What instructional strategies will be used?

What CFA will be used?



PLC Agenda

Time Management	Remember our purpose:	Student Progress
Open Dialogue	Stay on Task/Be Focused	
PLC Norms:	Be Prepared	Be on time

24.25 Alarcon Elementary PLC Meeting Agenda

Discussion Summary:

Grade Level: Content:	Date: Unit:		
Name	Role	Present	AR
	Collaborator	×	
	Collaborator	×	
	Collaborator	×	
	Recorder	×	
	Facilitator		

me	Role	Present Absent	Absent
	Collaborator	×	
	Collaborator	×	
	Collaborator	×	
	Recorder	×	
	Facilitator		

Agenda Items and date for next meeting: Artifacts attached from this meeting:

Person Responsible:

Action Steps:

Meeting Minutes	Purpose/Goal for the meeting:	Lesson Planning	Data	Other:

to learn?	
What do we want students to learn?	
What do we w	
	1

How will we know they've learned it?

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PLC Data Talks

- 1. Have data Prepared
- Data Talks should take place Week 5 and 9.
- Deadline to scan or submit will be week 5 and 9 on Tuesday by the end of the day – Non-Negotiable
- 4. District reports will be worked on and sent on Wednesday.
- 5. Campus has the window but they can re-adjust and assign a content to a specific day?
- 6. What systems are in place during these tests, supplemental aides, using notes, reviews should be discussed and aligned. This helps ensure consistency
- 7. Campus led



Souring to Excellence



PLC Data Talks Form



Campus Walkthrough Adjustments

- 1. Walkthroughs for non- administrative staff (IS's and IOs) Report will be sent out to principals on Friday Afternoon
- observations. Identify areas of focus or if areas discussed in PLC Principals weekly communication with staff on coaching and are moving on to the classroom.
- 3. Dates:
- Week of 1/28/25 (Walkthroughs, IOs support)
- Campus Data Talks will take place week of 2/4/25 (Local **Assessment)**







Phase 2 IS's



.. Data Talks

3. Walkthroughs

4. Working with students

5. Teacher instructional practices support







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Walk Through Form

- 1. Substitutes and Instructional Aides
- on Eduphoria
- Assign Teacher Aides
- Select Substitute Organization
- 2. Planning and Instruction, ISS, 10s



owing to Seellence

Lesson Plan Template 25-26 (Review)

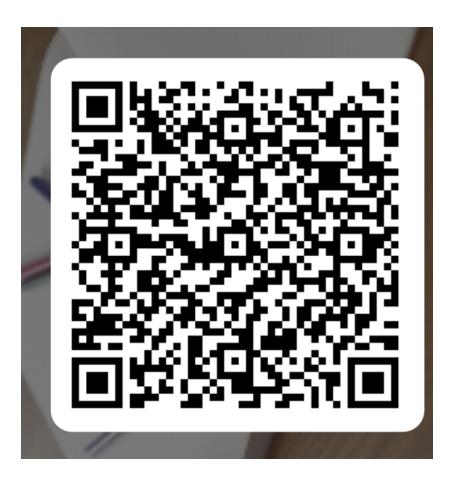
-7 Minutes to review and make suggestions on form





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Lesson Plan Template 25-26





Next Steps

Three adjustments based on PLC process and how will they be implemented (One answer per campus) - 2 minutes to discuss, 3 minutes to fill out form)







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am grateful for ... and I commit to Closing Task

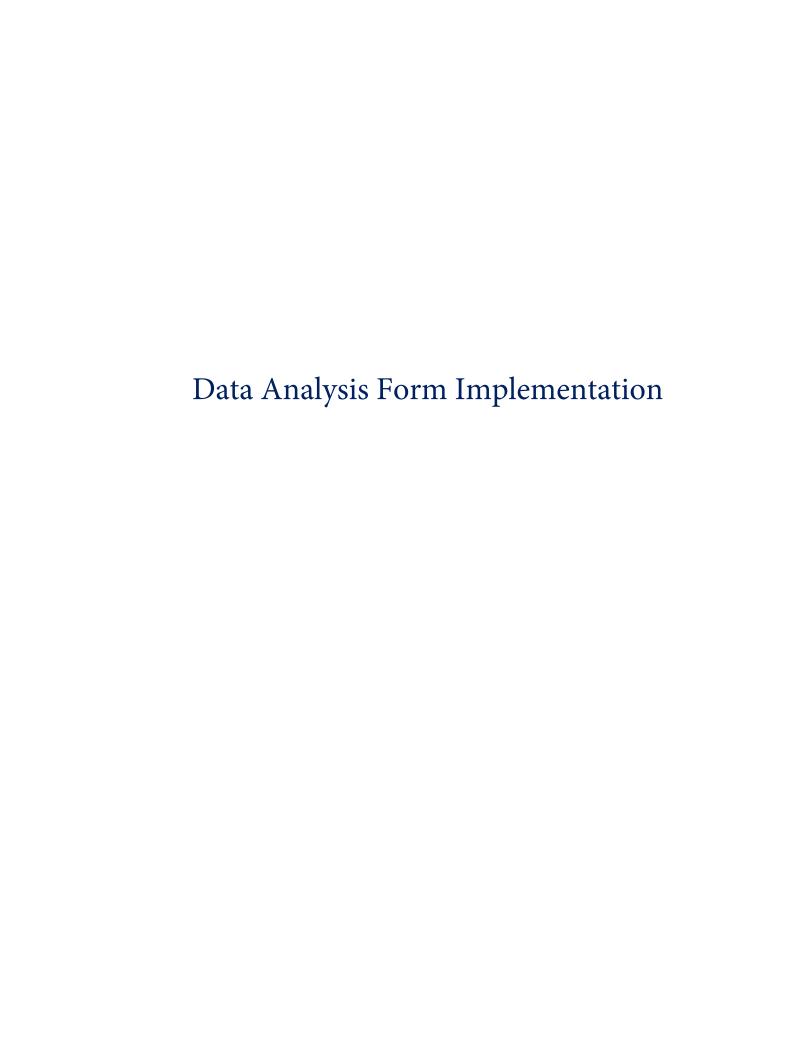


Lesson Plan Redesign

Lesson Plan

Date Range and Subject:	Subject:			
1.1 Standards are standards and are	1.1 Standards and Alignment: The Teacher desi standards and are appropriate for diverse learners.	designs clear, well organized, sers.	1.1 Standards and Alignment: The Teacher designs clear, well organized, sequential lessons that reflect the best practice, align with standards and are appropriate for diverse learners.	ne best practice, align with
Name(Unit, Theme, Lesson):	me, Lesson):			
TEKS/Guidelines and ELPS:	es and ELPS:			
2.1 Achieving E	xpectations: The teacher sup	ports all learners in their pursu	2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success	nd social- emotional success
	T	M	Th	Ŧ
Essential				
Question:				
Content				
Objectives:				
Language Objectives:				
Essential				
Vocabulary:				
1.4 – Activities:	The teacher plans engaging, f	lexible lessons that encourage	1.4 - Activities: The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.	nce and achievement.
D.II Diagos				
bell Kinger				
1.3 - Knowledge	of Students: Through knowl	ledge of students and proven pr	1.3 - Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-	gh levels of learning, social-
2.4 – Differentia	emotional development and achievement for all students 2.4 – Differentiation : The teacher differentiates instruct	II students. es instruction aligning method	emotional development and achievement for all students. 2.4 – Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse students needs.	idents needs.
Activity	1.I do	1.I do	1.I do	1.I do
WICOR	2.We do	2.We do	2.We do	2.We do
	3.You do	3.You do	3.You do	3. You do
Planning	o STEMscopes	o STEMscopes	o STEMscopes	o STEMscopes
Materials:			'	
HOIM-	O McGraw Hill	O McGraw Hill O HALL	O McGraw Hill	O McGraw Hill
-Supplemental	o Scholastics	o Scholastics	o Scholastics	o Scholastics
11				
	o Fundations	o Fundations	o Fundations	o Fundations

	o Cengage o Certiport o Other:	o Cengage o Certiport o Other:	o Cengage o Certiport o Other:	o Cengage o Certiport o Other:
		Special Populations:	ns:	
Modifications/ Accommodations (SpED/504/MTSS)				
LÐ				
EB				
1.2 Data and Assessmen data to inform instruction	essment: The teacher uses for truction	1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction	measure student progress, then	manages and analyzes student
Exit Ticket (Success Criteria)				



Assessment Information:

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
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SEISD After Assessment: Data Driven Decisions SAMBRAND

Student Learning Br	ייים ייים אייים אייים	י איוומו.			Step 2	Step 2: So What		Step 3: Now	Step 3: Now What (Next Steps)
	Student Learning Breakdown: Analyze SE's by Test Questions	nalyze SE's	by Test G	Questions	Asses	Assessment Items		What can I do	What can I do to address the gap(엶
Question SE # < 65%	Campus SE%	Teacher SE%	Teacher EB%	Teacher SPD%	Instructional Implications	Academic Language	Is this a Highly Tested SE?	Whole/Small Group	Resource/How
1. Analyze assessment and fill out Data Portion. 2. Identify SE student that could be. 3. For each tested SE identify the Academic Language the SE is highly tested. 5. How will the lowest SE be adressed along with w these areas should be covered and scaffolded 7. What PLC date will w	ent and fill our reach tested 5. How will the socovered ar	it Data Pori SE identify e lowest SI id scaffold	tion. 2. Ida the Acade E be adress ed 7. Wha	entify SE s emic Lang sed along t PLC date	1. Analyze assessment and fill out Data Portion. 2. Identify SE students did not perform well in and discuss why that could be. 3. For each tested SE identify the Academic Language that is/was needed to master it. 4. Identify if SE is highly tested. 5. How will the lowest SE be adressed along with what resource? 6. What is the day in which these areas should be covered and scaffolded 7. What PLC date will we review this information?	I in and discuss why naster it. 4. Identify if it is the day in which ion?		Time Frame To Complete The Now What Section	
Additional Notes:								Follow Up Date To Discuss In PLC	

DEPARTMENT OF PLANNING AND INSTRUCTION

Fax: (915) 872-3921



TXLS is looking for LEAs interested in engaging in a year-long professional development that will take the leaders through:

- 6 professional development sessions
- 8 PLC supports provided to one grade level and content (i.e. 2nd grade Math)
- Gradual release of PLCs to assist districts leadership in creating sustainable systems
- Office Hours and leader check-ins

LEAs interested in joining the 2025-2026 cohort will have a financial responsibility of \$1,500 for the year. LEAs are encouraged to identify the leadership team that will be attending the sessions over the course of the year and the PLC

₽.			
T		TXLS Monthly Coaching Training Schedule	
Г	Date	Professional Development Topic	
Г	July	Agendas, Leader Prep and module/lesson internalization*	
Г	August	Lesson Internalization & Lesson Rehearsal Coaching	8 Gpmpus
	September	Observation Tool and (other TIL related topic)	PLC Supports scheduled
	January	SWAP & Review data and provide PD on highest area need based on the observations	with ESC TXLS
\perp	M I-		Coach
\perp	March	Reviewing the data and Preparing for the new year	
	May	Celebrations and creating sustainable systems	

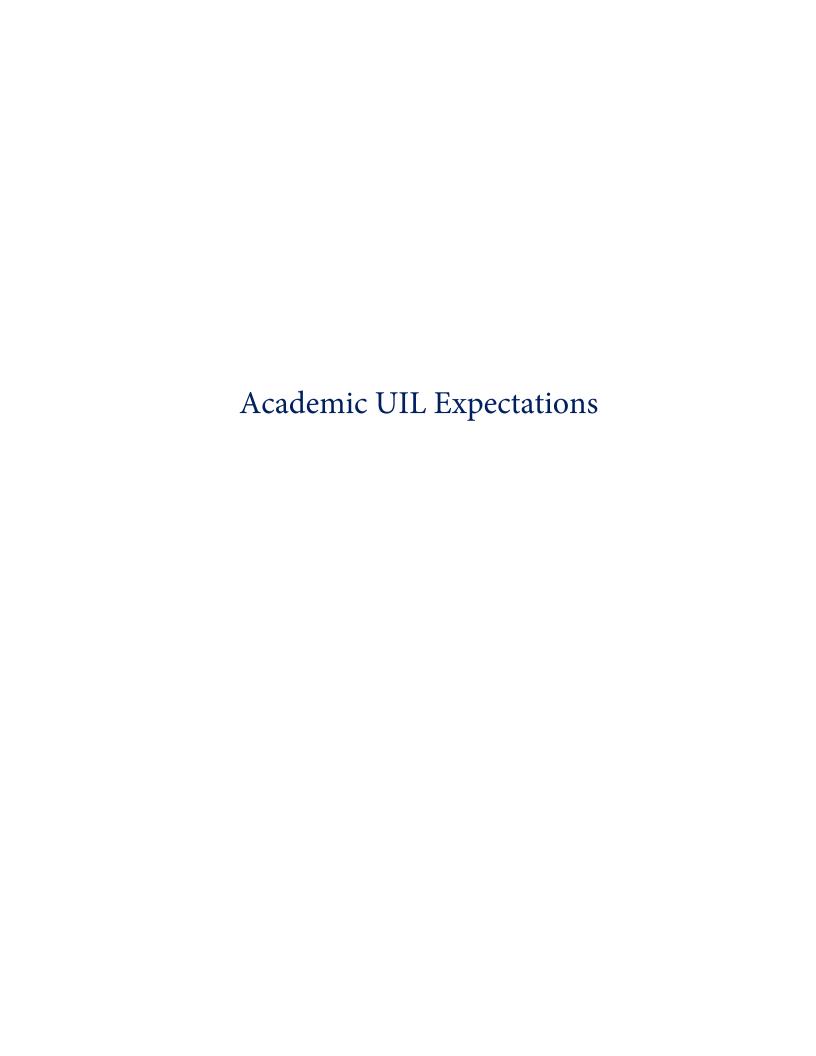
	Training Dates
July 30, 2026	March 25, 2026
August 27, 2025	May 27, 2026
Sep 24, 2025	
January 28, 2026	

Non- Compliance Form - Grading

Non-Compliance with Grading Deadlines

Teacher Name:	Campus:	
Grade Submission Deadline not Met:	Progress Report	Report Card.
Reason for Non-Compliance:		
Actions that will be taken to prevent this	in the future:	
Teacher Signature By signing above, I acknowledge that As per EI nine weeks on a form approved by the Superinte issued for all students after each grading period reports may be issued at the teacher's discretion I also understand that by policy, student grades is established method and deadlines for collecting submission is essential.	endent or designee." Further I's third and sixth week of ea n." must be reported to parents.	rmore, "interim progress reports shall be ach grading period. Supplemental progress It is crucial to follow the district's
Principal Use Only		
	ond Offense	3 rd Offense
Principal's Name	Principal Signat	ure/ Date
Central Office Use Only		
Reviewed by: Associate Superintenden	Date:	
Signature:		

Created on 10/8/2024



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Campus UIL Academic Coaching Duties

- Coaches may coach up to 3 UIL events. If coaching more than 3 events you must have approval from UIL campus coordinator and campus administration.
- Meet with team for regularly scheduled practices (this is a mandatory requirement). Documentation will be required. A log of hours coached with a list of student names attached must be turned in.
- Practices must occur a minimum of 1 time per week for the 5 weeks prior to the UIL event.
- Decide on materials needed and give the UIL campus coordinator a written list of supplies and orders for materials as needed.
- Sign up students for meets and give lists to campus coordinator in a timely manner in order to meet entry deadlines.
- Make students aware of rules.
- Collect from each student an emergency health card, permission slip, student contract, and parent contract. (This information will be necessary for every meet.)
- Tournaments:
- All UIL coaches must attend the UIL meet scheduled for February 8, 2025.
- If UIL meet is scheduled on a Saturday you will not need to clock in.
- If coaching a UIL sports event on the day of the UIL Academic meet, you may attend the sports event. This must be communicated with the UIL campus coordinator and campus administration.
- Each UIL coach is responsible for all students participating in the UIL events from the time they arrive on your respective campus to board the bus until they are picked up by their parents after the meet.

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Phone: (915) 872-3900 Fax: (915) 872-3921

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- Return all materials to UIL campus coordinator at end of coaching term.
- Follow all UIL rules.

UIL Academic Coach Agreement

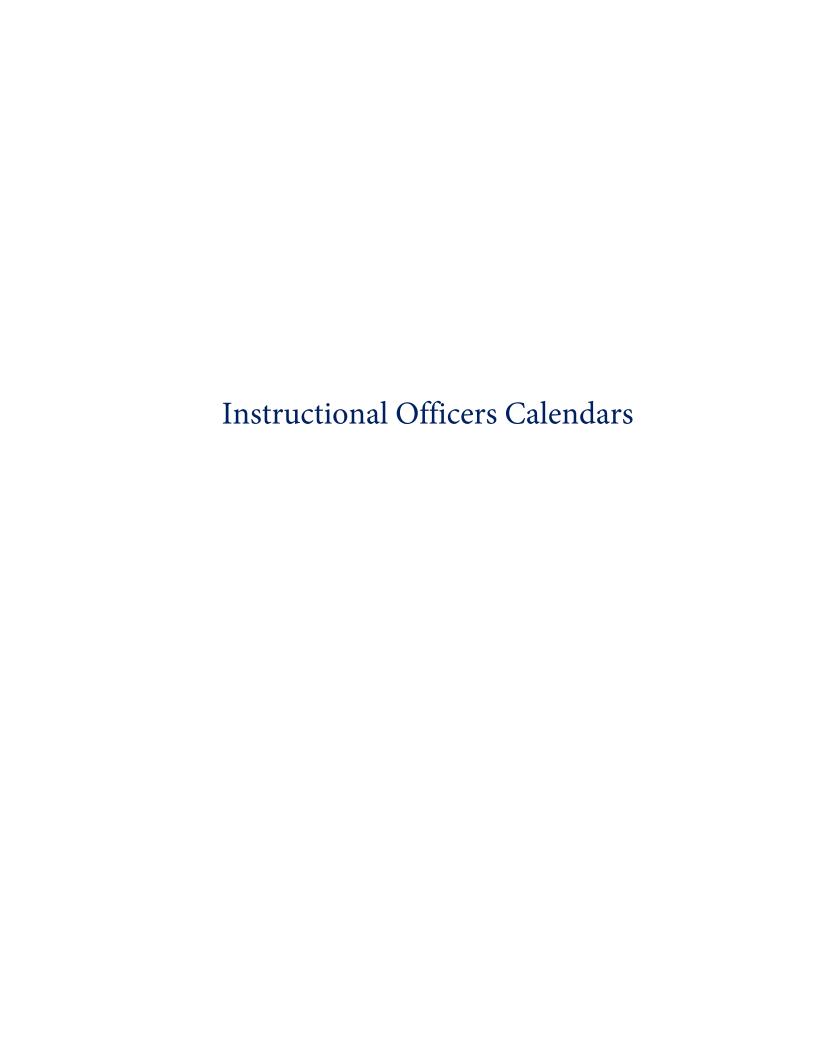
I understand the duties assigned to me as a UIL academic coach. I will meet the requirements as outlined in the coaching duties. I understand that upon full completion of the assignment, I will be paid a \$500 stipend per event in June. Failure to comply with these duties will impact the compensation of the UIL stipend.

UIL Academic Coach	
UIL Campus Coordinator	
Principal's Signature	
Date	
Date	

DEPARTMENT OF PLANNING AND INSTRUCTION

Phone: (915) 872-3900

Fax: (9153872-3921



JANUARY 2025

7 6					
SATURDAY					
	4	=	82	25	
FRIDAY	м	10	71	24	31
THURSDAY	2	6	16 GEMS RLA MAP TESTING WITH STUDENTS 9:34-1:02 PM	GEMS MATH MAP TESTING WITH STUDENTS 9:34-1:02 PM MASKED READER WORK 3 PM	30 IS MEETING 12:30-4:30 PM
WEDNESDAY	ı	ω	51	22	GEMS SCIENCE FAIR JUDGING 8:30 AM- 2 PM MENTOR ACADEMY 1-4PM
TUESDAY		7	41	2]	GEAR UP LEADERSHIP PLC 8-9:30 AM FOLLOW UP SEHS TIP 2-3 PM
MONDAY		⋄	23	20	27
SUNDAY		ν,	12	6	26

2025 FEBRUARY

96						
SATURDAY						
FRIDAY	_	MASKED READER EVENT 9:00 AM LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	14 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP ROCKIN' REVIEW ROLL	21 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	28 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	
THURSDAY		6 N' REVIEW RLA	15 SSMENTS STER MTG OS 50 AM	20 GUEST TEACHER ORIENTATION 1-3PM	27	
WEDNESDAY		MTG TO FINALIZE SEHS TIP 10AM GEAR UP MONTHLY PLANNING 1 PM PREP ELEM ROCKIN' REVIEW RLA	PREP SEHS 8WK ASSESSMENTS WEBMASTER MTG 8:30-10:30 AM PREP ELEM ROC	6	26	
TUESDAY		4 TSL MTG 8:30-11:30 AM	TH PREP GEMS BWK ASSESSMENTS	TNTP COACHING COHORT 11 AM	25	
MONDAY		S LOYA GENTRY SUPPORT WITH ELB OBSERVATION	01	17 LOYA GENTRY SUPPORT WITH ELB OBSERVATION	24 LOYA GENTRY SUPPORT WITH ELB OBSERVATION	
SUNDAY		2	۵	92	23	

MARCH 2025

96							
SATURDAY	- ω	52		22		29	
FRIDAY	\(\)		^ ! ! ! !	21		28	
THURSDAY	\$ PLA \$ \$ \$ \$ \$	13		20 ROLL OUT ROCKIN' REVIEW SEHS RLA	ROLL OUT ROCKIN' REVIEW GEMS RLA	27 ROLL OUT ROCKIN' REVIEW GEMS SS	
WEDNESDAY	S SEHS ROCKIN' REVIEW LITERARY ANTHOLOGY	12		PROLL OUT ROCKIN'	ROLL OUT ROCKIN' REVIEW GEMS RLA	26 ROLL OUT ROCKIN' REVIEW GEMS SS	
TUESDAY	PREP GEMS			18 ROLL OUT ROCKIN' REVIEW SEHS RLA	ROLL OUT ROCKIN' REVIEW GEMS RLA	ROLL OUT ROCKIN' REVIEW GEMS SS	
MONDAY	2	01	INTERSESS	71		24	31
SUNDAY	2	6		91		25	30

Cortez Schedule 1/29/25-5/25

Teacher selection is based on the combined 4 and 8-week assessment averages at the meets level.

The schedule will be adjusted for Data PLCs.

Ē	7			1000
пте	luesday	Wednesday	Inursday	Friday
7:30-8:15 Intervention	Borrego Munoz 3rd	Borrego Munoz 3rd	Alarcon Guillen 3rd	Alarcon Guillen 3rd
8:15-9:15	Assist with Math Lesson	Assist with Math Lesson	Assist with Math Lesson C.Morales 4th	Assist with Math Lesson C. Morales 4th
9:15-10:30		Classroom Walkthroughs & Assistance as Needed	& Assistance as Needed	
11:00-12:00		Lunch/Emails/Tickets	ails/Tickets	
12:15-1:15	Observations at Loya or Sambrano	/a or Sambrano	Alarcon Assist with	Alarcon: Guillen 3 Assist with Math Lesson
1:30-5:00	Office hours: Answer emails, troubleshoot Eduphoria, McGraw Hill, Sharon Wells, STEMScopes Math issues, create 4 & 8 assessments, create PD, create interventions, prepare for IS meetings, work on STEM Tank logistics, Math Bee logistics, P & I meetings, support FYTA, etc	shoot Eduphoria, McGraw Hill, Sha for IS meetings, work on STEM Tar	oria, McGraw Hill, Sharon Wells, STEMScopes Math issues, create 4 & 8 assessments, creags, work on STEM Tank logistics, Math Bee logistics, P & I meetings, support FYTA, etc	Les, create 4 & 8 assessments, create & I meetings, support FYTA, etc

Compilation of 3rd Grade TRS District Common Assessments 2024-2025 (September 2024–January 2025)

	Percent Score	Meets Grade Level	Percent Score Meets Grade Level Masters Grade Level
Beltran, Darlene	67.33%	47.83%	
Enriquez, Norma	61.52%	43.65%	8.29%
Alarcon: Guillen, Allison	27.89%	35.14%	
Loveless, Gloria	68.29%	56.25%	
Borrego: Munoz, Mariana	52.37%	27.75%	
Rodriguez, Herlinda	64.82%	42.57%	21.78%
Santiesteban, Adriana	66.02%	49.49%	

*Please note the following dates when I will be attending professional development sessions or training and will not be in the classrooms:

- January 28: Attending Rockin' Review Math in SISD (All day)
- February 4: Attending the Texas Strategic Leadership Framework at Region 19 (AM only)
- February 5: Attending/Facilitating Sharon Wells session and Data PLCs
- February 12: Webmaster PD
- February 14: Facilitating the Science Rockin' Review session (AM)
- Week of February 24th: Data PLCs

Diaz Schedule

Beginning 01/29/2025

Teacher selection is based on the combined 4 and 8-week assessment averages at the meets level.

The schedule will be adjusted for Data PLCs.

The schedule will be adjusted for Data PLCs. Tuesday Wednesday Thursd	ne schedule will b Wednesday	e aajustea	Tor Data PLCS. Thursday	Friday
Idesday		Wednesday	inui suaj	rituay
Borrego Rocha 3rd		Borrego Rocha 3rd	Alarcon Navarro 4th	Alarcon Navarro 4th
Borrego - Sandoval 6th		Borrego - Sandoval 6th	Alarcon - Michael 6th	Alarcon - Michael 6th
Borrego Classroom Walkthroughs & Assistance as Needed	ghs &	t Assistance as Needed	Alarcon Classroom Walkthroughs & Assistance as Needed	hs & Assistance as Needed
		Lunch	ıch	
Observations at Loya	ons	at Loya	Observati	Observations at Sambrano
		Office Hours	Hours	

Compilation of TRS District Common Assessments English/Spanish

	Grade 3 Reading	3/ELA 2025 TRS	District Common Ass	Grade 3 Reading/ELA 2025 TRS District Common Assessments (ENG/SPAN)
	Total Students	Percent Score	Meets Grade Level	Total Students Percent Score Meets Grade Level Masters Grade Level
Beltran, Darlene	16	55.55%	29.31%	3.45%
Guillen, Allison	16	59.95%	27.12%	3.39%
Macias, Yvette	40	20%	33.33%	9.80%
Moreira-Puentes, Elena	55	58.01%	28.64%	6.03%
Rocha, Maria	41	57.52%	27.04%	8.18%
Rodriguez, Herlinda	23	57.19%	29.27%	8.54%
Santiesteban, Adriana	21	20.90%	16.22% (Palomino)	2.70%
Testing Instructor: N/A	25	0%	%0	0%
	Grade 4 Reading	(/ELA 2025 TRS	District Common Ass	Grade 4 Reading/ELA 2025 TRS District Common Assessments (ENG/SPAN)
	Total Students	Percent Score	Meets Grade Level	Total Students Percent Score Meets Grade Level Masters Grade Level
De Leon, Lourdes	41	75.20%	%99	24.67%
Navarro Orona, Cinthia	42	50.49%	21.38%	6.92%
Quinones, Rachel	28	60.41%	39.05%	9.52%
Sandoval, Zulema	55	61.87%	41.29%	7.46%
Santiesteban, Enrique	41	63.63%	44.44%	12.50%
	Grade 6 B	Pading/FLA 202	Grade 6 Reading/ELA 2025 TRS District Common Assessments	on Assessments
	All and an In	cauling/ LLM 202.	The District Collins	ASSESSINCTION

Total Students Percent Score Meets Grade Level Masters Grade Level

30.99%

57.49% 67.57% 78.92% 54.93% 72.39% %

Michael, Deborah

Sanchez, Claudia Mireles, Bertha

38

12.06%

20% 4.29% %

46.10% 50% 25.32% 0% 61.70%

62 14 49

Tinajero Betancourt, Sa Testing Instructor: N/A Sandoval, Lisandra

5.85%

16.49%

Galaviz Schedule

Time	Tuesday (SEHS)	Wednesday (GEMS)	Thursday (SEHS)	Friday (GEMS)
730-930am	-Office hours	-Office hours	-Office hours	-Office hours
930-1115am	-HS math PLC/intervention -Learning walks	-Learning walks -Work with individual teachers	-HS math PLC/intervention -Learning walks	-Learning walks -Work with individual teachers
1115-1230pm	-HS science PLC/learning walks -Work with individual teachers	-MS science PLC/learning walks -Work with individual teachers	-HS science PLC/learning walks -Work with individual teachers	-MS science PLC/learning walks -Work with individual teachers
1230-1pm		Lur	Lunch	
1-330pm	-Work with biology team -Learning walks	-MS math PLC -Learning walks	-Work with biology team -Learning walks	-MS math PLC -Learning walks
330-5pm	-Office hours	-Office hours	-Office hours	-Office hours

Time	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	Providing	Providing	Providing	Providing
Intervention	intervention	intervention	intervention	intervention
	support, working	support, working	support, working	support, working
	with students at	with students at	with students at	with students at
	Borrego 3rd	Alarcon 3rd Grade	Borrego 3rd	Alarcon 3rd Grade
	Grade Dual	Dual Language –	Grade Dual	Dual Language –
	Language – Ms.	Mrs. Santiesteban	Language – Ms.	Mrs. Santiesteban
	Enriquez (Math).	(Reading).	Enriquez (Math).	(Reading).
8:30-9:30	Conducting	Conducting	Conducting	Conducting
	Learning Walks @	Learning Walks @	Learning Walks /	Learning Walks @
	Borrego (Dual	Alarcon (Dual	Supporting HS	Sambrano (Dual
	Classrooms)	Classrooms)	Teachers /	Classrooms)
			Monitoring our	
			ESL Program /	
			Support ESL HS	
			Teachers with	
			Strategies to	
9:30-11:30	Supporting and	Supporting and	support our EB	Supporting and
	Mentoring Ms.	Mentoring Ms.	Students. / Co-	Mentoring Ms.
	Meza & Ms.	Zuniga & Ms.	Teach in ESL Class	Garcia & Ms.
	Galache (5 th	Corral (5 th Grade	/ Model	Castaneda /
	Grade Dual) /	Dual) /	Strategies /	Monitoring our
	Monitoring our	Monitoring our	Supporting	Dual Language
	Dual Language	Dual Language	Teachers with EBs	Program @
	Program @	Program @	/ Supporting	Sambrano
	Borrego	Alarcon	Students at High	
			School School	
11:30-12:00	Lunch	Lunch	Lunch	Lunch
12:15 – 12:45 /	Providing	Supporting Dual	Support Spanish	Providing
Thursdays 12:49-	intervention	Language	Teacher/	intervention
1:46 (GEMS	support, working	Teachers /	Providing	support, working
Interventions)	with 8th-grade	Support LPAC	intervention	with 8th-grade
	students during	audits /Strategies	support, working	students during
	Golden Hour <mark>at</mark>	/Prepare for	with 7th-grade	Golden Hour <mark>at</mark>
	GEMS – Mrs.	Interventions	students during	GEMS – Mrs.
	Franco.	Support in our	Golden Hour at	Franco.
		Dual Language	GEMS – Mrs.	
		classrooms at	Franco.	

12:15 – 12:45 /	Providing	Loya, Meeting	Support Spanish	Providing
Thursdays 12:49-	intervention	with Teachers	Teacher/	intervention
1:46 (GEMS	support, working	and IS and	Providing	support, working
Interventions)	with 8th-grade	recognizing best	intervention	with 8th-grade
(1:20 Student	students during	practices.	support, working	students during
Intervention at	Golden Hour <mark>at</mark>		with 7th-grade	Golden Hour <mark>at</mark>
Loya)	GEMS – Mrs.	Intervention	students during	GEMS – Mrs.
	Castruita. /	Support	Golden Hour <mark>at</mark>	Castruita. /
	Support Spanish		GEMS – Mrs.	Support Spanish
	Teacher		Castruita.	Teacher
2:00-3:30	Supporting EBs	Providing	Supporting EBs	Supporting EBs
	throughout the	intervention	throughout the	throughout the
	District / Review	support, working	District / Review	District / Review
	Data / Plan for	with students at	Data / Plan for	Data / Plan for
	Interventions / IS	Loya (EB students	Interventions / IS	Interventions / IS
	support for Dual	from Ms.	support for Dual	support for Dual
	Language / Plan	Ballesteros, Ms.	Language / Plan	Language / Plan
	for Dual Language	Berumen & Ms.	for Dual Language	for Dual Language
	Resources / Plan	Montoya)	Resources / Plan	Resources / Plan
3:30-5:00	for Co-Support /	Vertical	for Co-Support /	for Co-Support /
	Create	Alinement	Create	Create
	Resources/ Plan	Meetings /	Resources/ Plan	Resources/ Plan
	with IOs /	Planning Time /	with IOs /	with IOs /
	Monitor Data	Office Time	Monitor Data	Monitor Data

Teacher selection is based on the combined 4 and 8 -week assessment averages at the meets level.



Reading 3rd Grade Dual

			Mathematics	
	Total Students	Percent Score	Moote Grade Level	Masters Grade Level
Bettran, Darlene	16	67.33%	47.83%	10.14%
Economic Disadvantage	13	68.00%	40.10%	11,119
Hispanio	14	07.73%	50%	11.07%
White	2	04.05%	33.33%	0%
Currently Emergent Bilingual	1	48.83%	33,33%	0%
Special Ed Indicator		60.29%	36%	420
Enriquez, Norma	41	61.62%	43.00%	8.29%
Economic Disadvantage	9.7	00.00%	41.90%	0.02%
Hispanic	41	01.0226	43.05%	0.292
Currently Emergent Bilingual	30	90.20%	49.72%	0.302
Special Ed Indicator	7	54.77%	34.48%	0.920
Quillen, Allison	10	07.89%	30.14%	12,102
Economic Disadvantage	14	56.41%	31.26%	10.04%
Hispanio	10	57 00%	20.14%	12 102
Currently Emergent Billingual		00.0006	40%	202
Special Ed Indicator		67.30%	44.44%	22,227
Lovelega, Otoria	first first	00.20%	50.25%	10.20%
Economic Disadvantage	43	99.90%	93.17%	11,225
Hispania	54	68.20%	86.26%	13.28%
Currently Emergent Billinguel	10	59.48%	30.73%	0.122
Special Ed Indicator	10	87.20%	31.82%	0.027
Munoz, Meriana	40	09.37%	27.78%	10.99%
Economic Disastvantage	39	02.90%	20.49%	11.20%
Hispanie	38	92.24%	27.02%	11.057
White	2	54.86%	30%	10%
Currently Emergent Bilingual	37	52.19%	20.20%	10.87%
Special Ed Indicator		45,49%	11.04%	3,657
Modriquez, Herlinda	23	04.02%	42.07%	21.782
Economic Disartyantage	10	00.31%	41.07%	22.47%
Hispanic	22	80.00%	43.70%	22.92%
White	1	50.04%	20%	029
Currently Emergent Bilingual	23	04.02%	42.57%	21.78%

Math 3rd Grade Dual

Office hours: Answer emails, data, online meetings with TEA/ Title III/ Bilingual / Region 19 Meetings, Dual Language Program planning, resources, lessons, LPAC, LAS testing, Latino Literacy, ESL, teacher support, create interventions, prepare for IS meetings, work on Spanish Spelling Bee logistics, P & I meetings, support FYTA, PLC / PD planning, etc..

*Please note the following dates when I will be attending professional development sessions or training and will not be in the classrooms:

- January 28: Planning with Sambrano ISs for Dual
- January 29: Science and Engineering Fair
- January 30: IS Meeting
- February 7: Transition Visit
- February 13: Facilitating Dual Language PLC
- February 19-21: Attend NABE
- February 27: IS Meeting
- February (Fridays) Latino Literacy
- First Thursday of every Month (TEA / Bilingual Meetings at Region 19)
- Leadership Meetings
- FYTA
- Sembrando El Futuro Committee Meetings

Other Areas of Suppor	rt - Instructional Officers

Planning and Instruction Additional Areas of Support

Anna Alvarez, Secondary RLA and Social Studies

- Literary Anthology
- Masked Reader
- GEAR UP Grant:
 - Monthly Coaching Cohort Meeting
 - o Monthly Literacy PD Meeting
 - o Monthly Leadership PLCs Meeting
 - Monthly TEA/TNTP Meeting
 - Two Vertical Team Meetings
 - Ensuring SEHS meets GEAR UP Instructional Objectives
- Support District Literacy Nights
- Mentor Academy: Planning, Creating & Facilitating 4 Sessions
- Instructional Specialist Meetings: Planning, Creating & Facilitating 7 Sessions
- Campus Instructional Specialists Support
- Guest Teacher Training(s)
- Librarian Point of Contact
- District Eduphoria Tech Support & Troubleshooting
- SEHS Weekly Strategy Meetings with Leadership
- Artificial Intelligence Deployment Team with H. Hernandez & E. Batson
- Webmaster for Planning & Instruction RLA Page
- Monthly Newsela Check-In
- Creation of Pacing Calendars (15)
- Vet Instructional Resources & meet with vendors
- Work with Technology to ensure district-adopted resources are rostered correctly for teachers

- GEMS RLA Weekly Student Interventions- Students Who 'Did Not Meet Low'
- GEMS Small Group Administration for MAP/STAAR
- GEMS/SEHS RLA Student Writing Conferences
- SEHS 4 & 8 week Student Data Coaching Conversations
- SEHS Administration of MAP, EOC, TSIA2

Ulises Galaviz, Secondary Math and Science

- Assist in facilitating campus science fairs
- Provide STAAR 2.0 redesign PD
- Provide technology instructional support
- Participate in district instructional rounds
- Participate in campus learning walks and feedback
- Co-design, plan and implement professional development for guest teacher training
- Co-design, plan and implement professional development for district instructional specialist academy
- Assist teachers with the new science SAVVAS platform

- GEMS Math intervention
- Model instructional strategies in the math/science classrooms
- SEHS Alg.1 intervention
- Assist with science lab planning
- Assist with small group testing administration
- Assist with STAAR proctoring
- Assist with MAP and TSI proctoring

Debbie Cortez, Elementary Math and Science

- Create STEM Tank year competition
- Facilitate Math Bee competitions at the elementary campuses
- Assist instructional specialists with PLCs, creating professional development, and data sessions
- Conduct learning walks
- Troubleshoot issues with the following platforms: Eduphoria, STEMscopes, Sharon Wells Edcite, and McGraw Hill Science
- Instructional Specialist Meetings: Planning, Creating & Facilitating Sessions
- Co-create Guest Teacher sessions
- Assist campuses with Math Night
- Create the 6th grade Advanced Mathematics Class
- Facilitate VEX Robotics initiative for GT students
- Create LEGO robotics sessions for GEMS STEAM Academy
- Monthly Leadership Meetings
- 5th grade Science Check in sessions
- Create mathematics content document to assist principals with walk throughs on specific TEKS
- Science Lab Aides point of contact
- Train and assist Science Lab Aides with new science platform, weekly set up, and instruction

- Co-teach with teachers to include small group instruction
- Work with small groups for STAAR Review
- 6th grade Advanced Math course
- VEX Robotics for elementary students

Georgina Diaz, Elementary RLA and Social Studies

- K-2 ERI Early Reading Data District Contact utilizing Amplify mCLASS Dibels and Lectura
- PK Circle District Support
- Dyslexia Screening 1st Grade MOY; scheduling screenings and debriefs; compiling report for TEA reporting
- Dyslexia Screening Kinder EOY; scheduling screenings and debriefs; compiling report for TEA reporting
- Literary Anthology
- Masked Reader
- Support District Literacy Nights
- Mentor Academy: Planning, Creating & Facilitating Sessions
- Instructional Specialist Meetings: Planning, Creating & Facilitating Sessions
- Campus Instructional Specialists Support
- Guest Teacher Training(s)
- District Eduphoria Tech Support & Troubleshooting
- Webmaster for Planning & Instruction RLA Page
- Creation of Elementary Pacing Calendars K-6 RLA & SS
- Work with Technology to ensure district-adopted resources are rostered correctly for teachers

- This year, I have not directly supported students, however, I work on enhancing student outcomes through teacher-focused initiatives
- Students benefit from improved instructional quality and support in the classroom through my work in equipping teachers with tools and strategies needed

Josue Palomino, Bilingual/Dual Language/ESL

- Spanish Bee
- Facilitate **Professional Learning Communities (PLCs)** to foster collaboration and consistency across dual language programs
- Plan **Professional Development (Dr. Medina, Seidlitz) logistics**, including organizing locations, materials, schedules, and communication to ensure seamless sessions
- Work with **Dr. Medina on planning and coordinating professional development**, aligning sessions with program goals and district standards
- Coordinate **family engagement activities** to educate families on bilingual program objectives and how to support learning at home
- Serve as a **district representative at bilingual conferences** (e.g., Sembrando El Futuro), returning with resources and insights to share with colleagues
- Develop and maintain documentation for E3 and Dual Language Professional Development, providing clear records for district reporting and accountability
- Oversee data collection and analysis for program evaluations, presenting findings to improve instruction and support student outcomes
- Lead **cross-campus vertical alignment meetings** to establish consistent language instruction practices across grade levels
- Plan **end-of-year summits** for dual language teachers to reflect on the year, celebrate successes, and set future goals
- Support **community outreach initiatives** that increase awareness and support for dual language education in the district
- Guide teachers on **acquiring bilingual resources** such as books, visual aids, and digital tools to enhance instruction
- Organize **collaborative planning days** for dual language teachers to align curricula, share insights, and address program challenges
- Facilitate **feedback and reflection sessions** after professional development to gauge effectiveness and gather teacher input
- Engage in **professional collaboration** with other districts, exchanging strategies and insights to strengthen dual language programs district-wide
- Webmaster for Planning & Instruction Bilingual & Dual Page
- Campus Instructional Specialists Support
- Monthly Leadership PLCs Meeting

- Lead **small group interventions** for high school newcomers, focusing on academic language and vocabulary development
- Conduct **student-centered bilingual activities** such as 'The Island: What Matters Most?' to promote language skills and collaboration
- Develop **individualized goal-setting** and check-ins for students, helping them track progress in bilingual or biliteracy goals

Instructional Walkthrough Form Implementation

4/30/25, 9:47 AM SEISD Instructional Walkthroughs 2025 (Preview)	4/30/25, 9:47 AM	SEISD Instructional Walkthroughs 2025 (Preview)
	ELA/Reading	
	Science	
	Social Studies	
	○ PE	
SEISD Instructional Walkthroughs 2025	COTE	
Hi, Edgar. When you submit this form, the owner will see your name and email address.	Fine Arts	
1. Teacher Name 🗔		
Enter your answer	6. Grade Level 🖽	
	О РК3	
2. Date 🗔	O PK4	
Please input date (M/d/yyyy)	○ Kinder	
3. Time	2	
Enter your answer	ж ()	
	4	
4. Campus 🗔	5	
Select your answer	9	
	7 ()	
5. Content 🖫	8	
treM (6	

2/6

4/30/25, 9:47 AM	SEISD Instructional Walkthroughs 2025 (Preview)	4/30/25, 9:47 AM	SEISD Instructional Walkthroughs 2025 (Preview)
01 (Spanish	
) 12		12. Notes or comments on	12. Notes or comments on Observed Lesson Activities $\; \square_{\!\scriptscriptstyle 0} \;$
		Enter your answer	
7. Learning Standard (1.1) 🖫	1.1)		
Enter your answer			
		13. High Yield Strategies - ^v quick writes, sentence f	13. High Yield Strategies - Writing - (writing to learn) (2, 3 column notes, one pagers, quick writes, sentence frames) (2.2, 2.3, 2.4) \square_3
8. Learning Objective (1.1) 🖫	.1.1) [Enter your answer	
Enter your answer			
9. Attachments (Non-	9. Attachments (Non-anonymous question⊙) ⊡,	14. High Yield Strategies - I (2.2, 2.3, 2.4)	14. High Yield Strategies - Inquiry - (EQs, Levels of questioning, Academic Language) (2.2, 2.3, 2.4) 🗔
		Enter your answer	
File number limit: 3 Single	File number limit: 3 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio		
10. Lesson Activities 🖽	E ²		
Select your answer	>	15. High Yield Strategies - 0 students for purposeful	15. High Yield Strategies - Collaboration - (collaborative structures used to organize students for purposeful work/ discussions) (2.3, 2.4, 2.5, 2.1)
		Enter your answer	
11. Language of Instruction 🖫	tion 🖫		
English			

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SEISD Instructional Walkthroughs 2025 (Preview)

011

 High Yield Strategies - Organization - (expectations of organized materials, organized environment, time management) (3.3, 3.1) ☐ 	ed materials,	
	16. High Yield Strategies - Organization - (expectations of organiz	(3.3, 3.1)

Enter your answer

17. High Yield Strategies - Reading - (reading to learn strategies-key reading strategies/ comprehension strategies) (2.2, 2.3, 2.4, 2.5)

Enter your answer

18. Providing recognition or reinforcing effort (3.3) 🗔

 \odot \odot



19. Suggestion/Feedback/Reflection 🖫

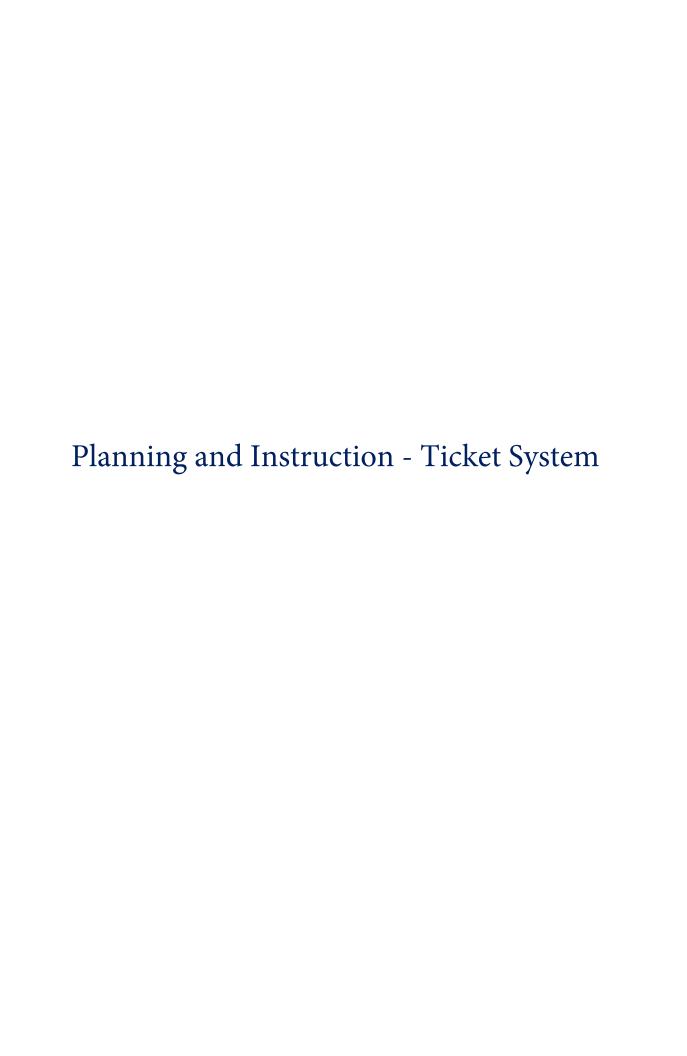
Enter your answer

Send me an email receipt of my responses

Microsoft 365

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	Ticket #	Subject	Status	Δεείση Το	Campile	Created Time	Besolved Time	Contact Name
1	4423	Re: (3) Personal Financial Literacy and Economics Materia Resolved	Resolved	Anna Alvarez	SEHS	7/23/2024 8:40	3:41	Alvarez, Anna
		Meeting to Discuss Student Support and Language						
2	4427	Development Strategies	Resolved	Josue Palomino	Borrego	7/23/20249:17	7/24/2024 13:52	Cynthia Meza
3	4435	Alg.2 Curriculum Assistance	Resolved	Ulises Neira Galaviz	SEHS	7/23/2024 10:47	7/23/2024 10:47	Ulises Neira Galaviz
4	4436	Physics Curriculum and HQMI	Resolved	Ulises Neira Galaviz	SEHS	7/23/2024 10:49	7/23/2024 10:50	7/23/2024 10:50 Ulises Neira Galaviz
2		4438 SEHS_Creative Writing Materials & Savvas Access	Resolved	Anna Alvarez	SEHS	7/23/2024 10:59	7/31/2024 19:29 xarmendariz	xarmendariz
9	4456	Teacher Support	Resolved	Josue Palomino	P&I	7/23/2024 14:13	7/24/2024 13:52 Rogelio Segovia	Rogelio Segovia
7	4457	New Dual Teacher Support	Resolved	Josue Palomino	P&I	7/23/2024 14:17	7/24/2024 13:52 Rogelio Segovia	Rogelio Segovia
8	4458	Eduhero Assistance	Resolved	Deborah Cortez	P&I	7/23/2024 14:18	7/24/2024 9:50 Ofelia Torres	Ofelia Torres
6		4466 Fw: Roman 7th Pd Data	Resolved	Anna Alvarez	GEMS	7/23/2024 16:04	7/23/2024 16:05 Quezada, Eva	Quezada, Eva
10		4473 RLA Resource	Resolved	Georgina Diaz	P&I	7/24/2024 6:52	7/24/2024 9:28	7/24/2024 9:28 Michael, Deborah
11	4491	GEMS SpEd Clarifiers & Co-Teach Status	Resolved	Anna Alvarez	GEMS	7/24/2024 9:51	7/26/2024 11:56	7/26/2024 11:56 Ernesto Villalobos
12		4510 Professional Learning - Access'	Resolved	Josue Palomino	P&I	7/24/2024 13:51	7/26/2024 8:59	7/26/2024 8:59 Rogelio Segovia
13	4531	Safety Test	Resolved	Ulises Neira Galaviz	GEMS	7/25/20247:58	7/25/2024 15:09	7/25/2024 15:09 Ulises Neira Galaviz
14	4532	SAVVAS Science Access for Students	Resolved	Ulises Neira Galaviz	SEHS	7/25/2024 8:00	7/30/2024 7:10	7/30/2024 7:10 Ulises Neira Galaviz
15	4533	SAVVAS Science Access	Resolved	Ulises Neira Galaviz	GEMS	7/25/2024 8:01	8/16/2024 12:33	8/16/2024 12:33 Ulises Neira Galaviz
16	4536	Dual Language Teacher Support	Resolved	Josue Palomino	P&I	7/25/2024 8:09	7/25/2024 12:24	7/25/2024 12:24 Figueroa, Patricia
17	4558	Assistance with Science Materials	Resolved	Deborah Cortez	P&I	7/25/2024 10:44	7/25/2024 10:56 Norma Bustillos	Norma Bustillos
18	4562	Science Materials and set up	Resolved	Deborah Cortez	P&I	7/25/2024 11:00	7/25/2024 11:58 Yvette Macias	Yvette Macias
19	4567	Assist teacher with lab setup	Resolved	Ulises Neira Galaviz	SEHS	7/25/2024 11:52	7/25/2024 11:55	7/25/2024 11:55 Ulises Neira Galaviz
20	4569	4+1 Strategy	Resolved	Josue Palomino	P&I	7/25/2024 12:08	7/26/2024 8:59	7/26/2024 8:59 Rogelio Segovia
21		4573 Dual Language Planning	Resolved	Josue Palomino	P&I	7/25/2024 12:23	7/26/2024 8:59	7/26/2024 8:59 Rogelio Segovia
22	4577	Fw: Newsela BTS meeting follow up	Resolved	Anna Alvarez	Administration	7/25/2024 12:40	7/26/2024 6:29	7/26/2024 6:29 Rogelio Segovia
23	4581	Support with Collating Files for State Testing for 2023-202 Resolved	Resolved	Lisa Renegar	P&I	7/25/2024 14:29	7/26/2024 14:45 Renegar, Lisa	Renegar, Lisa
24	4582	District-Level Setup for Texas College Bridge Program	Resolved	Lisa Renegar	SEHS	7/25/2024 14:30	8/6/2024 15:30 Troy Enriquez	Troy Enriquez
20	7502	June EOC Re-test Scores/Files + Information on Students	portoso	I concern	טבחט	7/25/2007 44:22	7/36/2003 411.40 Trov. Engineer	Tross Engineer
62		Close to 1 daying	nesouved.	Lisa Nellegal	0E115	7120/2024 14:02	7,20,2024 11.43	iloy ciiilqaez
26		DAT Determination/Voting for 24-25 DAT Team	Resolved	Lisa Renegar	P&I	7/25/2024 14:33	7/26/2024 8:04	7/26/2024 8:04 Rogelio Segovia
27	4586	SEHS Library/Textbooks/Technology	Resolved	Anna Alvarez	SEHS	7/26/2024 6:42	7/26/2024 12:26	7/26/2024 12:26 JACQUEZ, NANCY
28		4602 Sharon Wells Curriculum/Edcite Platform	Resolved	Deborah Cortez	P&I	7/26/20248:41	7/26/20248:41	7/26/2024 8:41 JESSICA MALDONADO
29		4606 Eduphoria Strive	Resolved	Deborah Cortez	P&I	7/26/20248:51	7/26/2024 8:51	7/26/2024 8:51 Alexander Corona
		Meeting with Principal Esquivel on LPAC Support						
30		Following Mrs. Esquivel's Email	Resolved	Josue Palomino	P&I	7/26/20249:31	7/31/20248:54	7/31/2024 8:54 Rogelio Segovia
31		4623 HMH Upload & 1st 9 Weeks 4 Week Assessment	Resolved	Georgina Diaz	Borrego	7/26/2024 11:51	7/26/2024 12:24 Whitney Surratt	Whitney Surratt
32		4625 RTAP Assistance	Resolved	Deborah Cortez	P&I	7/26/2024 12:27	7/26/2024 12:27 Rogelio Segovia	Rogelio Segovia
33		McGraw Hill Science Spanish Book	Resolved	Deborah Cortez	P&I	7/26/2024 12:29	12/11/2024 14:30 CARRILLO, MARIA	CARRILLO, MARIA
34		4630 SEHS Strive Teacher Information Blank	Resolved	Anna Alvarez	SEHS	7/26/2024 13:21	7/26/2024 14:11 Melissa Nunn	Melissa Nunn
35	4632	SEHS_Grading & Multiple Sections	Resolved	Anna Alvarez	SEHS	7/26/2024 14:11	7/31/2024 19:19	7/31/2024 19:19 Carmen Frances Harding
36	4637	SEHS 7 Classroom Learning Walks_7.26.24	Resolved	Anna Alvarez	SEHS	7/26/2024 14:46	7/26/2024 14:48 Troy Enriquez	Troy Enriquez
37		Laboratory Setup Support	Resolved	Ulises Neira Galaviz	GEMS	7/30/20247:12	8/1/2024 7:32	Ulises Neira Galaviz
38		4642 Dual Language support and lesson planning	Resolved	Josue Palomino	P&I	7/30/20247:51	7/31/20248:54	7/31/2024 8:54 Rogelio Segovia

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	IICKet#	Subject	Status	Assign 10	Campus	Created IIMe	Resolved IIMe	Contact Name
85	4044	4044 Dual Language Flamming and Resource	naviosay	Josue Patomino	אַר	//30/2024 /.33	//31/2024 8.34 Rugello Seguvia	Rugello Segovia
40	4645	4645 Math/Science Assessments	Resolved	Ulises Neira Galaviz	GEMS	7/30/20247:55	8/16/2024 12:33	8/16/2024 12:33 Ulises Neira Galaviz
41	4646	4646 Emergent Bilingual Support	Resolved	Josue Palomino	P&I	7/30/20247:58	7/31/2024 8:54 Rogelio Segovia	Rogelio Segovia
42	4659	4659 Additional EOC Files Provided for Spring 2024 TestingGHResolved	Resolved	Lisa Renegar	SEHS	7/30/20249:11	7/30/2024 9:11 Renegar, Lisa	Renegar, Lisa
43	4667	4667 🕒 Librarian TexQuest & Updates	Resolved	Anna Alvarez	Administration	7/30/2024 10:14	8/1/2024 10:49	8/1/2024 10:49 JACQUEZ, NANCY
44	4670	4670 Notifications of Enrolled GT Students	Resolved	Lisa Renegar	P&I	7/30/2024 10:35	7/30/2024 10:35 Renegar, Lisa	Renegar, Lisa
45	4671	Assistance with McGraw Hill Science	Resolved	Deborah Cortez	P&I	7/30/2024 10:39	8/13/2024 15:06	8/13/2024 15:06 Figueroa, Patricia
46	4674	Feedback on Science Roadmap	Resolved	Deborah Cortez	P&I	7/30/2024 10:50	7/30/2024 14:56 Whitney Surratt	Whitney Surratt
47	4676	Assist with 2025 Targets and Projected Scores	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 10:57	7/30/2024 11:03	7/30/2024 11:03 Ulises Neira Galaviz
48	4677	4677 Science Data PLC	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 11:02	7/30/2024 11:03	7/30/2024 11:03 Ulises Neira Galaviz
49	4678	4678 GT SupportGT Pullout Instructions and Resources	Resolved	Lisa Renegar	P&I	7/30/2024 11:27	7/30/2024 11:27 Renegar, Lisa	Renegar, Lisa
20	4683	4683 Materials for ESOL	Resolved	Anna Alvarez	SEHS	7/30/2024 12:41	8/2/2024 12:28 Melissa Nunn	Melissa Nunn
51	4690	4690 "DATSchedule, Establish Team, Agenda/Planning for Me Resolved	Resolved	Lisa Renegar	P&I	7/30/2024 13:40	7/30/2024 13:40 Rogelio Segovia	Rogelio Segovia
52	4696	4696 Science Support for Aides	Resolved	Deborah Cortez	P&I	7/30/2024 14:56	7/30/2024 15:19 Rogelio Segovia	Rogelio Segovia
23	4703	GEMS 2 Learning Walks_7.30.24	Resolved	Anna Alvarez	GEMS	7/30/2024 21:42	7/30/2024 21:42 Richard Salcido	Richard Salcido
54	4726	LAS test	Resolved	Josue Palomino	P&I	7/31/20249:00	8/2/2024 11:56 Melissa Nunn	Melissa Nunn
22	4731	Texas Performance Standards ProjectsGT Grade-Level dResolved	Resolved	Lisa Renegar	P&I	7/31/20249:58	7/31/2024 9:59 Renegar, Lisa	Renegar, Lisa
26	4732	4732 Determination of MAP Contract/Purchasing for 24-25	Resolved	Lisa Renegar	P&I	7/31/2024 10:02	8/2/2024 14:35 Rogelio Segovia	Rogelio Segovia
22	4734	San Elizario ISD Proposals - 2024-2025 Dual Language PDResolved	Resolved	Josue Palomino	P&I	7/31/2024 10:07	7/31/2024 10:09 Rogelio Segovia	Rogelio Segovia
28	4737	4737 PK4 Scholastic On My Way	Resolved	Georgina Diaz	P&I	7/31/2024 10:40	8/9/2024 14:59 Rogelio Segovia	Rogelio Segovia
29	4749	4749 Re: Eduphoria	Resolved	Anna Alvarez	GEMS	7/31/2024 19:08	7/31/2024 19:10	7/31/2024 19:10 Claudia Andrea Alvarez
09	4750	Re: Autentico Choices	Resolved	Anna Alvarez	SEHS	7/31/2024 19:41	8/2/2024 12:28	8/2/2024 12:28 Villarreal, Cynthia
61	4783	SS Standards Uploaded to Eduphoria	Resolved	Anna Alvarez	Administration	8/1/2024 12:38	8/1/2024 13:28 Batson, Ernest	Batson, Ernest
62	4790	4790 Thank you	Resolved	Josue Palomino	P&I	8/1/2024 13:18	8/1/2024 13:22 Melissa Nunn	Melissa Nunn
63	4791	Assistance with SBITA Purchase Form	Resolved	Deborah Cortez	P&I	8/1/2024 13:20	8/1/2024 15:07 Susana Frescas	Susana Frescas
64	4792	4792 Borrego: Eduphoria Access SPED Co-Teach Sections	Resolved	Georgina Diaz		8/1/2024 13:31	8/9/2024 14:58 Diaz, Georgina	Diaz, Georgina
65	4798	4798 McGraw Hill Product Assignment for Teachers and Studer Resolved	Resolved	Deborah Cortez	P&I	8/1/2024 15:15	8/1/2024 15:32 Rogelio Segovia	Rogelio Segovia
99	4799	4799 Troubleshooting Rostering Issues/McGraw Hill Elementar Resolved	Resolved	Deborah Cortez	P&I	8/1/2024 15:17	8/1/2024 15:32 Rogelio Segovia	Rogelio Segovia
67	4800	4800 Re: McGraw Hill Accounts	Resolved	Deborah Cortez		8/1/2024 15:19	8/1/2024 15:32 Claudia Murphy	Claudia Murphy
89	4820	4820 Resources	Resolved	Deborah Cortez		8/2/20249:10	8/13/2024 15:06	8/13/2024 15:06 Daniel De La Rosa
69	4835	Dictado	Resolved			8/2/2024 11:57	8/2/2024 12:01 Melissa Leyva	Melissa Leyva
70	4836	Planning Meeting Confirmation	Resolved	Josue Palomino	P&I	8/2/2024 12:00	8/9/2024 10:12 Melissa Leyva	Melissa Leyva
71	4839	4839 "Revised SS TEKS ""such as"" to ""including"""	Resolved	Anna Alvarez	SEHS	8/2/2024 12:40	8/2/2024 12:42 Lori Estrada	Lori Estrada
72	4841	4841 Fw: iLit ELL for Newcomers: Demo and Quote	Resolved	Anna Alvarez	SEHS	8/2/2024 13:24	8/23/2024 15:43 Melissa Leyva	Melissa Leyva
73	4850	4850 GT Coordinator Informational Meeting	Resolved	Lisa Renegar	Alarcon	8/2/2024 14:33	8/2/2024 14:35	JESSICA MALDONADO
74	4851	Creation of GT Awareness Videos for District Faculty and	Resolved	Lisa Renegar	P&I	8/2/2024 14:35	8/22/2024 8:58 Renegar, Lisa	Renegar, Lisa
		Management/editing of Gifted and Talented District						
75	4852		Resolved	Lisa Renegar	P&I	8/2/2024 14:36	8/22/2024 8:58 Renegar, Lisa	Renegar, Lisa
9/	4853		Resolved	Lisa Renegar	P&I	8/2/2024 14:38	8/9/2024 10:12 Renegar, Lisa	Renegar, Lisa
77	4854	Region 19 Strategic Plan Project 4854 Locating/Creating/Uploading Required Artifacts	Resolved	Lisa Renegar	-8A 	8/2/2024 14:40	8/14/2024 15:03 Renegar. Lisa	Renegar, Lisa
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	Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
		Migrant Education ReportSTAAR Data Request for			i	:	Č	(
8/	4855	4855 Migrant Students	Resolved	Lısa Kenegar	Finance	8/2/2024 14:41	8/2/2024 15:03 Edgar Ponce	Edgar Ponce
79	4858	Re: Transgender Presentation	Resolved	Anna Alvarez	SEHS	8/2/2024 15:46	8/2/2024 15:47 Veronika Pulido	Veronika Pulido
80	4887	GEMS RLA STAAR Genre Posters	Resolved	Anna Alvarez	GEMS	8/6/2024 7:51	8/14/20249:59	8/14/2024 9:59 HERNANDEZ, BRENDA
81	4909	4909 Revised 7th TX History Pacing to Support USH	Resolved	Anna Alvarez	GEMS	8/6/2024 13:07	8/6/2024 13:16	8/6/2024 13:16 HERNANDEZ, BRENDA
82	4911	4911 Re: Newsela Access	Resolved	Anna Alvarez		8/6/202413:15	8/6/2024 13:16 Josue Palomino	Josue Palomino
83	4913	4913 Assistance with Math and SPED	Resolved	Deborah Cortez	P&I	8/6/2024 13:30	8/6/2024 14:23	8/6/2024 14:23 Martha Santana-garcia
84	4917	Guidance for Mathematics	Resolved	Deborah Cortez	P&I	8/6/2024 14:23	8/7/2024 8:10 Nataly Ruiz	Nataly Ruiz
85	4935	4935 Science Padlet	Resolved	Deborah Cortez		8/7/20248:04	8/7/2024 9:28 Ortiz, Pablo	Ortiz, Pablo
98	4949	4949 Math-Sharon Wells	Resolved	Deborah Cortez	Alarcon	8/7/20249:57	8/13/2024 15:06 Morales, Claudia	Morales, Claudia
87	4967	Data Request9th graders who 8th grade reading	Resolved	Lisa Renegar	SEHS	8/7/2024 13:54	8/7/2024 14:49	8/7/2024 14:49 Sappenfield Max
		Data Request10th graders who failed English I and are						
88	4968	4968 in World History	Resolved	Lisa Renegar	SEHS	8/7/2024 13:55	8/7/2024 15:53	8/7/2024 15:53 Sappenfield Max
88	4969	4969 Bridge ProgramRosters/Training Support	Resolved	Lisa Renegar	SEHS	8/7/2024 13:56	8/7/2024 13:56	8/7/2024 13:56 Garcia, Alejandra
90	4970	"Start, Stay, and Soar InitiativeInitial Planning w/Team"	Resolved	Lisa Renegar	Sambrano	8/7/2024 13:59	8/9/2024 12:46 Susana Frescas	Susana Frescas
91	4974	. Sharon Wells - Alarcon	Resolved	Deborah Cortez		8/7/2024 15:27	8/9/2024 15:29	8/9/2024 15:29 TALAMANTES, CONCEPCION
92	4975	, 启 🖹 Canutillo ISD Findings in Science & SS	Resolved	Anna Alvarez	GEMS	8/7/2024 15:33	8/7/2024 15:39 Richard Salcido	Richard Salcido
93	4977	4977 Science Alarcon	Resolved	Deborah Cortez		8/7/2024 18:48	8/14/2024 12:49	8/14/2024 12:49 TALAMANTES, CONCEPCION
94	4978	4978 Dual Language Professional Development with Dr. Medind Resolved	Resolved	Josue Palomino	P&I	8/8/2024 6:32	8/9/2024 10:12 Josue Palomino	Josue Palomino
92	4979	4979 LPAC BOY Training (LPAC Teams) District Wide	Resolved	Josue Palomino	P&I	8/8/2024 6:38	8/9/2024 10:12 Josue Palomino	Josue Palomino
96	4982	4982 US History Data	Resolved	Anna Alvarez	SEHS	8/8/2024 7:25	8/8/2024 7:27 Gloria Lerma	Gloria Lerma
97	4984	4984 SEHS PLC BOY Overview	Resolved	Anna Alvarez	SEHS	8/8/2024 7:33	8/8/2024 12:20 Erika Morales	Erika Morales
98	4985	ECR Work with RLA Teachers	Resolved	Anna Alvarez	SEHS	8/8/2024 7:35	8/13/2024 14:17 Erika Morales	Erika Morales
66	5038	Re: SAVVAS access	In Progress	Anna Alvarez	GEMS	8/9/2024 10:05		nmitchell
100	5041	5041 TELPAS Scores	Resolved	Lisa Renegar		8/9/2024 10:10	8/9/2024 10:12 Melissa Nunn	Melissa Nunn
101	5045	Uploads of MAP Growth Files into Student Analytics	Resolved	lica Benedar	Technology Denair	8/9/202411.36	esil 160008	Renegar Lica
101		Daring Calandars	Recolved	Dehorah Cortez	D&I			Mariana Minoz
103		5062 Sambrano - Access to HMH for C. Garcia	Resolved	Georgina Diaz	P&I	8/9/2024 15:04		Diaz, Georgina
104		Alarcon - Access to HMH Ed for Veliz	Resolved	Georgina Diaz	P&I	8/9/2024 15:08		Angela Veliz
105		Alarcon - Access to Support Center in Clever	Resolved	Georgina Diaz	P&I	8/9/2024 15:13		Talia Reyes
106	2067	Assistance with NWEA Login Issue	Resolved	Lisa Renegar	Alarcon	8/9/2024 15:16	8/9/2024 15:16 Daisy Baeza	Daisy Baeza
107		5068 Alarcon - new teacher support logging into laptops	Resolved	Georgina Diaz	P&I	8/9/2024 15:17	8/9/2024 15:18 Diaz, Georgina	Diaz, Georgina
		Alarcon - 3rd Hard Copy of 1st 9 Weeks 4-Week						
108	5069		Resolved	Georgina Diaz	P&I	8/9/2024 15:23	8/9/2024 15:23	8/9/2024 15:23 TALAMANTES, CONCEPCION
109	5070	Teachers access to TEKSRS and iTRS	Resolved	Georgina Diaz	P&I	8/9/2024 15:27	8/9/2024 15:29 Diaz, Georgina	Diaz, Georgina
		Request for 2nd Year Teacher Academy/ Guest Teacher						
110	5071	Funds	Resolved	Deborah Cortez	P&I	8/9/2024 15:30	8/21/2024 12:18 Rogelio Segovia	Rogelio Segovia
111	5072	Sharon Wells Information	Resolved	Deborah Cortez	P&I	8/9/2024 15:32		Rogelio Segovia
112	5073	Sambrano - Clever Badges	Resolved	Georgina Diaz	P&I	8/9/2024 15:33		Cesar Duran
113	5074	5074 Adjustment to 4-Week Math Assessment	Resolved	Deborah Cortez	P&I	8/9/2024 15:36	8/9/2024 15:43 OLIVAS, JOHN	OLIVAS, JOHN

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114	1	Planning	Resolved	Josue Palomino	P&I	8/9/2024 15:51	:54	Melissa Leyva
115	5078 LPAC	LPAC	Resolved	Josue Palomino	P&I	8/9/2024 15:54	8/9/2024 15:54 Sandate, Lydia	Sandate, Lydia
116	5079	5079 LPAC Support	Resolved	Josue Palomino	P&I	8/9/2024 15:58	8/9/2024 16:03	8/9/2024 16:03 Zurisaday Mendoza
117	2080	LPAC Support	Resolved	Josue Palomino	P&I	8/9/2024 15:59	8/9/2024 16:03	8/9/2024 16:03 Sylvia Paloma Samayoa
118	5081	LPAC Support	Resolved	Josue Palomino	P&I	8/9/2024 16:00	8/9/2024 16:03	8/9/2024 16:03 PAYAN, PATRICIA
119	5082	5082 LPAC Support	Resolved	Josue Palomino	P&I	8/9/2024 16:03	8/9/2024 16:03 Abigail Salcedo	Abigail Salcedo
120	5083	5083 SEHS 4 Learning Walks_8.9.24	Resolved	Anna Alvarez	SEHS	8/11/2024 7:54	8/11/2024 7:54 Troy Enriquez	roy Enriquez
121	5084	5084 SEHS RLA PLC Facilitation 8.9.24	Resolved	Anna Alvarez	SEHS	8/11/20248:13	8/11/2024 8:13 Troy Enriquez	roy Enriquez
122	2086	SEHS Strive Assistance	Resolved	Anna Alvarez	SEHS	8/11/20249:21	8/13/2024 7:22 Melissa Nunn	Melissa Nunn
123	5091	Alarcon: Sharon Wells	Resolved	Deborah Cortez		8/13/20246:46	8/13/2024 15:07	8/13/2024 15:07 TALAMANTES, CONCEPCION
124	5092	5092 RBIS 1 Overview Meeting	Resolved	Ulises Neira Galaviz	SEHS	8/13/20246:49	8/13/2024 6:49	8/13/2024 6:49 Ulises Neira Galaviz
125	5093	5093 PLC Support Topics	Resolved	Deborah Cortez	P&I	8/13/20246:57	8/13/2024 6:57	8/13/2024 6:57 Martha Santana-garcia
126	5123	5123 Re: Pacing Calendars	Resolved	Deborah Cortez		8/13/2024 9:53	8/13/2024 15:07 Mariana Munoz	Mariana Munoz
127	5125	5125 Re: McGraw Hill Science- Accounts and Rosters	Resolved	Deborah Cortez		8/13/2024 10:05	8/21/2024 12:14 Ortiz, Pablo	Ortiz, Pablo
128	5128	5128 "Learning Walks-Bio, Alg 1, Chem"	Resolved	Lisa Renegar	SEHS	8/13/2024 10:50	8/13/2024 10:50	8/13/2024 10:50 Ulises Neira Galaviz
129	5133	5133 Re: DRC Credentials	Resolved	Josue Palomino	SEHS	8/13/2024 13:20	8/16/2024 9:59 Melissa Nunn	Helissa Nunn
130	5137	Science Lab Materials	Resolved	Ulises Neira Galaviz	GEMS	8/13/2024 14:24	8/13/2024 14:24	8/13/2024 14:24 Ulises Neira Galaviz
131	5145	Overview of the Sharon Wells Curriculum	Resolved	Deborah Cortez	P&I	8/13/2024 15:04	8/13/2024 15:04	8/13/2024 15:04 Allison Monie Guillen
132	5147	Feedback on Math Walkthrough	Resolved	Deborah Cortez	P&I	8/13/2024 15:09	8/13/2024 15:10 Christian Romero	Christian Romero
133	5166	5166 Location	Resolved	Josue Palomino		8/14/20248:48	8/14/2024 14:09 Josue Palomino	osue Palomino
134	5167	Math Spanish Glossary	Resolved	Deborah Cortez	P&I	8/14/20248:50	8/14/2024 8:50	8/14/2024 8:50 Daniel De La Rosa
135	5168	5168 Re: Location	Resolved	Deborah Cortez	P&I	8/14/20248:51	8/20/2024 15:27	8/20/2024 15:27 CORTEZ, DEBORAH
136	5169	5169 Fw: 8th grade SS- need to try something new?	Resolved	Anna Alvarez	GEMS	8/14/20248:59	8/15/2024 15:59	8/15/2024 15:59 HERNANDEZ, BRENDA
137	5174	5174 Access to McGraw Hill	Resolved	Deborah Cortez	P&I	8/14/2024 10:16	8/21/2024 12:17 Norma Enriquez	Norma Enriquez
138	5176	5176 GEMS 7th Grade Vocabulary Flashcards	Resolved	Anna Alvarez	GEMS	8/14/2024 10:21	8/14/2024 12:09 Adriana Castruita	Adriana Castruita
139	5183	5183 TSIA Proctors / Compliance Information for 24-25	Resolved	Lisa Renegar	SEHS	8/14/2024 11:08	8/14/2024 11:12 Garcia, Alejandra	Sarcia, Alejandra
140	5191	5191 4 Weeks exam	Resolved	Anna Alvarez		8/14/2024 12:27	8/14/2024 12:29 Gloria Lerma	Sloria Lerma
141	5198	5198 LAS Testing	Resolved	Josue Palomino		8/14/2024 14:03	8/16/2024 9:59 Melissa Nunn	Melissa Nunn
142	5204	GEMS RLA PLC_Administering Assessments in New Aware 8:14:24	Resolved	Anna Alvarez	GFMS	8/14/2024 15:17	8/14/202415:18	8/14/202415:18 HEBNANDEZ BBENDA
143	5205	Request to revise Default Parent Volunteers LPAC members on ESPED	Resolved	Josue Palomino		8/14/2024 15:26	8/14/2024 16:02 Alexander Corona	Alexander Corona
144	5207	Regional Science/Engineering Fair Training Session	Resolved	Ulises Neira Galaviz	P&I	8/14/2024 15:55	8/14/2024 15:59	8/14/2024 15:59 Ulises Neira Galaviz
145	5208	5208 Visit from Science/Engineering fair director	Resolved	Ulises Neira Galaviz	P&I	8/14/2024 15:59	8/14/2024 15:59	8/14/2024 15:59 Ulises Neira Galaviz
146	5231	5231 Texas College Bridge Diagnostic Testing Issue	Resolved	Lisa Renegar	SEHS	8/15/2024 7:49	8/15/2024 7:49 Elia Rosales	Elia Rosales

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	licket#		Status	Assign 10	Campus	Created IIme	Resolved lime	Contact Name
147	5233	Compilation of 2024 A-F Files and Data Tables for Campuses with Analysis	Resolved	Lisa Renegar	P&I	8/15/20248:40	8/22/2024 8:58 Renegar, Lisa	Renegar, Lisa
148	5249	5249 Access to assessments on the Pacing Calendar	Resolved	Deborah Cortez	P&I	8/15/2024 11:03	8/15/2024 11:04 OLIVAS, JOHN	OLIVAS, JOHN
149	5250	5250 GFMS 3 Learning Walks with Teachers 8.15.24	Resolved	Anna Alvarez	SEMS	8/15/2024 11:06	8/15/202411:06 Richard Salcido	Richard Salcido
150	5253	5253 World History Text book	Resolved	Anna Alvarez	GEMS	8/15/2024 11:13	8/27/2024 13:27 Ouezada. Eva	Ouezada, Eva
151	5257	HB900_Library Question Assistance	Resolved	Anna Alvarez		8/15/2024 12:15	8/27/2024 13:28 Alvarez, Anna	Alvarez, Anna
152			Resolved	Anna Alvarez		8/15/2024 12:19	8/15/2024 15:58 Josh Sanchez	Josh Sanchez
153	5267	Science Support	Resolved	Deborah Cortez	P&I	8/15/2024 12:50	8/15/2024 12:50 Claudia Carrillo	Claudia Carrillo
154		5268 GEMS Step by Step Guide for Starting an Assessment	Resolved	Anna Alvarez	GEMS	8/15/2024 12:51	8/15/2024 12:52	8/15/2024 12:52 HERNANDEZ, BRENDA
155	5269	5269 SEHS Step by Step Guide for Starting an Assessment	Resolved	Anna Alvarez	SEHS	8/15/2024 12:53	8/15/2024 12:54 Erika Morales	Erika Morales
156	5275	GEMS Vocabulary Assistance	Resolved	Anna Alvarez	GEMS	8/15/2024 13:23	8/15/2024 13:24 Quezada, Eva	Quezada, Eva
157	2829	Teacher Access to HMH	Resolved	Georgina Diaz		8/15/2024 15:02	8/15/2024 15:03 CADENA, ALYSSA	CADENA, ALYSSA
158		5292 Access to HMH via Clever	Resolved	Georgina Diaz	Sambrano	8/15/2024 15:22	8/15/2024 15:23 Perez, Jennifer	Perez, Jennifer
159		5295 Removed Waggle and iRead	Resolved	Georgina Diaz	P&I	8/15/2024 15:45	8/15/2024 15:45 Diaz, Georgina	Diaz, Georgina
160	5298	5298 Access to Sharon Wells Spanish Version	Resolved	Deborah Cortez	P&I	8/15/2024 15:57	8/15/2024 15:58 Mariana Munoz	Mariana Munoz
161	5299	5299 Req for Quote KWOT	Resolved	Georgina Diaz	Technology Depar	8/15/2024 16:08	8/15/2024 16:08 Mayra Pena	Mayra Pena
162	5319	5319 Re: Request for Team Support with LAS Testing at High Sc	Resolved	Josue Palomino		8/16/20249:46	8/16/2024 12:27	8/16/2024 12:27 Mendoza, Maryjane
163		5320 AP Stipend Question	Resolved	Anna Alvarez	SEHS	8/16/20249:47	8/16/2024 10:01 Villarreal, Cynthia	Villarreal, Cynthia
164		5321 Immigrant 263	Resolved	Josue Palomino		8/16/2024 9:50	8/16/2024 12:27 Edgar Ponce	Edgar Ponce
165		5322 SEHS_SS Back Up Plan 4wk Assessments	Resolved	Anna Alvarez	SEHS	8/16/2024 9:52	8/16/2024 10:50 Erika Morales	Erika Morales
166	5324	4th Grade 4th Week Assessment	Resolved	Georgina Diaz		8/16/2024 10:36	8/16/2024 10:38 Cinthia Navarro	Cinthia Navarro
167	5326	5326 GT 30-hour core and GT 6-hour update training records	Resolved	Lisa Renegar	P&I	8/16/2024 10:40	8/16/2024 10:40 Renegar, Lisa	Renegar, Lisa
168		5328 Math and science	Resolved	Deborah Cortez	Alarcon	8/16/2024 12:19	8/27/2024 15:07	8/27/2024 15:07 Claudia J Sanchez
169		5346 3rd Period - Incomplete Roster	Resolved	Anna Alvarez	GEMS	8/19/2024 22:25	8/21/2024 15:28 nmitchell	nmitchell
170	5369	5369 RLA - 4 Week Assessment Support	Resolved	Georgina Diaz	Borrego	8/20/2024 10:54	8/20/2024 10:55 Zulema Sandoval	Zulema Sandoval
171		5370 RLA 1st 9 Weeks 4-week assessment not visible	Resolved		Borrego	8/20/2024 10:58	8/20/2024 10:58 OUTRAM, ELENA	OUTRAM, ELENA
172	5371	RLA unable to view assessment (English)	Resolved	Georgina Diaz	Borrego	8/20/2024 11:01	8/20/2024 11:01	8/20/2024 11:01 Enrique Santiesteban
173		5387 GEMS_Re: Euphoria Roster - 3rd Period	Resolved	Anna Alvarez	GEMS	8/20/2024 13:54	8/20/2024 13:56 nmitchell	nmitchell
174		5388 GEMS_Re: Text To Speech	Resolved	Anna Alvarez	GEMS	8/20/2024 13:57	8/20/2024 15:25	8/20/2024 15:25 HERNANDEZ, BRENDA
175		5389 GEMS_Re: ASC Social Studies 6th period	Resolved	Anna Alvarez	GEMS	8/20/2024 14:07	8/20/2024 15:31	8/20/2024 15:31 Ernesto Villalobos
176	2335	4th week reading test	Resolved	Georgina Diaz	Alarcon	8/20/2024 15:21	8/21/20249:03	Michael, Deborah
177	5394	Science Planning with McGraw Hill Platform/	Resolved	Ze	P&I	8/20/2024 15:33	8/20/2024 15:33	8/20/2024 15:33 Herlinda Rodriguez
178		5395 Math/Science learning walks	Resolved	Ulises Neira Galaviz	SEHS	8/20/2024 15:38	8/20/2024 15:38 Troy Enriquez	Troy Enriquez
179	5398	5398 ESL Support	Resolved	Josue Palomino	P&I	8/20/2024 15:47	8/23/2024 13:04 Melissa Leyva	Melissa Leyva
180	5399	5399 PLC Strategy Meeting	Resolved	Ulises Neira Galaviz	SEHS	8/20/2024 15:50	8/20/2024 15:50 Troy Enriquez	Troy Enriquez
181	5400	SEHS 4 Learning Walks_8.20.24	Resolved	Anna Alvarez	SEHS	8/20/2024 15:51	8/20/2024 15:52 Troy Enriquez	Troy Enriquez
182		Feedback	Resolved	Josue Palomino	P&I	8/20/2024 15:52	8/30/2024 7:37	Adriana Ramirez
183		5402 GEMS Re: 1st Unit Assessment	Resolved	Anna Alvarez	GEMS	8/20/2024 15:55	8/27/20249:31	8/27/2024 9:31 Kimmel, Genoveva

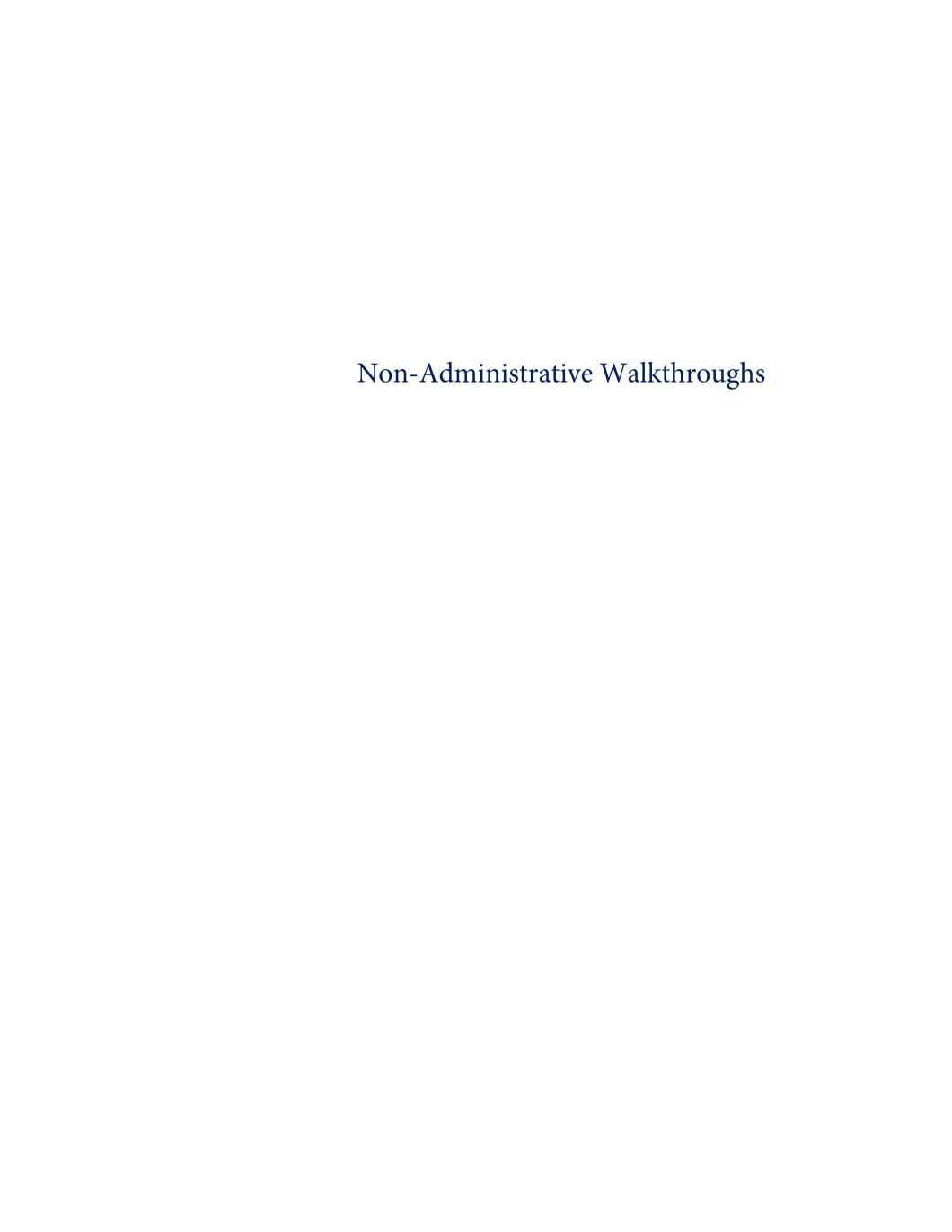
Tic	Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
		Questions on Renewals, Licenses, and ESL		b	-			
184	5422	5422 Certification Policy"	Resolved	Anna Alvarez	Administration Bui	8/21/2024 10:25	8/21/2024 10:27	8/21/2024 10:27 Alfredo Cardona Jr.
185	5431	Alarcon Sharon Wells	In Progress	In Progress Deborah Cortez		8/21/2024 12:32		TALAMANTES, CONCEPCION
186	5435	MAP BOY Instructions and Resources for Campuses	Resolved	Lisa Renegar	P&I	8/21/2024 14:05	8/21/2024 14:05 Renegar, Lisa	Renegar, Lisa
187	5436	Calculations related to repeated school absences	Resolved	Lisa Renegar	P&I	8/21/2024 14:17	8/21/2024 14:17 Renegar, Lisa	Renegar, Lisa
188	5437	Dual Language Support	Resolved	Josue Palomino	P&I	8/21/202414:18	8/30/2024 7:37	8/30/2024 7:37 Enrique Santiesteban
189	5439	5439 Dual Language Support	Resolved	Josue Palomino	P&I	8/21/2024 14:25	11/12/2024 7:40 Cynthia Meza	Cynthia Meza
190	5440	Dual Language Program	Resolved	Josue Palomino	P&I	8/21/2024 14:37	8/30/2024 7:37 Mariana Munoz	Mariana Munoz
191	5442	"SEHS GEAR UP_Fw: PD on September 27, 2024"	Resolved	Anna Alvarez	SEHS	8/21/2024 15:38	8/21/2024 15:41 Troy Enriquez	Troy Enriquez
192	5443	5443 GEMS 4 & 8 wk Assessment Targets	Resolved	Anna Alvarez	GEMS	8/21/2024 15:44	8/23/2024 12:42	8/23/2024 12:42 GONZALEZ, SOLEDAD
193	5445	5445 Unit Assessment Scoring	Resolved	Georgina Diaz	Borrego	8/21/202417:05	8/21/2024 17:05 OUTRAM, ELENA	OUTRAM, ELENA
194	5446	Request for Co-Teacher access in Clever	Resolved	Georgina Diaz	Alarcon	8/21/2024 17:09	8/21/202417:10	8/21/2024 17:10 TALAMANTES, CONCEPCION
195	5447	5447 RE: Learning Without Tears Delayed Billing Option	Resolved	Georgina Diaz		8/21/2024 17:19	8/21/2024 17:21 Mayra Pena	Mayra Pena
196	5448	5448 SBITA Form needed for Social Studies books	Resolved	Georgina Diaz		8/21/202417:20	8/21/202417:21	8/21/2024 17:21 Alfredo Cardona Jr.
197	5466	"Cannot log into clever, teams "	Resolved	Deborah Cortez		8/22/2024 8:06	8/23/2024 15:17 Claudia Carrillo	Claudia Carrillo
198	5477	EduHero Login Assistance	Resolved	Lisa Renegar	P&I	8/22/20249:31	8/22/20249:31	Jose Cardona
199	5480	5480 Alarcon Science	Resolved	Deborah Cortez		8/22/20249:52	8/22/2024 13:07 TALAMANTES,	TALAMANTES, CONCEPCION
200	5490	5490 Access to Amplify mCLASS Rosters	Resolved	Georgina Diaz	Sambrano	8/22/2024 11:55	8/22/2024 11:55 Cesar Duran	Cesar Duran
201	5491	5491 Request update on Amplify	Resolved	Georgina Diaz	Sambrano	8/22/2024 12:02	8/22/2024 12:03 Sandate, Lydia	Sandate, Lydia
202	5507	Darleen Perez #103117628	Resolved	Georgina Diaz		8/22/2024 14:25	8/22/2024 14:25	8/22/2024 14:25 Herlinda Rodriguez
203	5512		Resolved	Deborah Cortez		8/22/2024 14:58	10/22/20248:21	10/22/2024 8:21 Claudia J Sanchez
204	5513	5513 Student in McGraw Hill	Resolved	Deborah Cortez		8/22/2024 15:00	9/5/2024 10:47 Guillen, Sarah	Guillen, Sarah
205	5521	5521 GEMS_RE: i Station for 7th Grade Screening Requirements Resolved	Resolved	Anna Alvarez	GEMS	8/23/2024 6:57	8/27/2024 9:57	8/27/2024 9:57 HERNANDEZ, BRENDA
206	5524	Alarcon Science	Resolved	Deborah Cortez		8/23/2024 7:13	8/23/2024 8:27	Adriana Santiesteban
207	5526	5526 Re: LAS Training Help DRC-237475	Resolved	Josue Palomino		8/23/2024 7:23	8/23/2024 13:04 Veronika Pulido	Veronika Pulido
208	5527	5527 Re: GEAR UP & CoPilot Question	In Progress	In Progress Anna Alvarez		8/23/2024 7:28	- 0	Sanchez, Sandra
209	5528	5528 edcite	Resolved	Deborah Cortez		8/23/2024 7:40	10/22/2024 8:21 Mariana Munoz	Mariana Munoz
210	5540	5540 Unit 02 test (8wk)	Resolved	Anna Alvarez	SEHS	8/23/2024 11:10	8/23/2024 14:57	8/23/2024 14:57 Federico Contreras
211	5543	5543 El Dictado	Resolved	Josue Palomino	P&I	8/23/2024 12:57	12/6/2024 11:34 Melissa Leyva	Melissa Leyva
212	5545	5545 Planning	Resolved	Josue Palomino	P&I	8/23/2024 13:03	8/23/2024 14:11 Blanca Jara	Blanca Jara
213	5547	Enrollment_Incoming 7th Graders-Reading Instrument	Resolved	Anna Alvarez	GEMS	8/23/2024 13:24	8/27/2024 9:35	8/27/2024 9:35 HERNANDEZ, BRENDA
214	5549	"GEMS Espinoza, M Unable to see Student Data"	Resolved	Anna Alvarez	GEMS	8/23/2024 13:32	8/23/2024 13:33 Mario Espinoza	Mario Espinoza
215	5553	5553 Availability for Planning Meeting	Resolved	Josue Palomino	P&I	8/23/2024 14:14	11/12/2024 7:40	11/12/2024 7:40 HERNANDEZ, BRENDA
216	5555	SEHS_Fw: Eduphoria aware Access	Resolved	Anna Alvarez	GEMS	8/23/2024 14:53	8/27/2024 9:54 Melissa Nunn	Melissa Nunn
217	5557	mClass Romero	Resolved	Georgina Diaz		8/23/2024 15:34	8/27/2024 14:22 Cesar Duran	Cesar Duran
218	5560	5560 HMH Access	Resolved	Georgina Diaz	Borrego	8/23/2024 15:51	8/23/2024 15:51 Yvonne Sandoval	Yvonne Sandoval
219	5564	5564 Another Issue with Eduphoria Scores	Resolved	Anna Alvarez	GEMS	8/27/2024 6:36	8/27/2024 9:35 Mario Espinoza	Mario Espinoza
220	2600	5600 RLA First Grade	Resolved	Georgina Diaz		8/27/2024 14:02	8/27/2024 14:03 Cesar Duran	Cesar Duran
221	5601	Social Studies Support	Resolved	Georgina Diaz	Borrego	8/27/2024 14:06	8/27/2024 14:08	Claudia Carrillo
222	5602	5602 CLI Engage Data Upload	Resolved	Georgina Diaz	Loya	8/27/2024 14:10	8/27/2024 14:10 Maribel Vallejo	Maribel Vallejo

	Ticket #	Subject	Ctatue	Assign To	Campile	Crostod Time	Besolved Time	Contact Name
200	5609	t# Jubject 5609 SEHS Librarian	Becolved	Assign to Dehorah Cortez	campus	8/27/2024 14·58	8/27/2024 15:00	8/27/2024 15:00 IACOLIEZ NANCY
222	5612	Assistance with Edunboria Aware and Frontline	Resolved	Dehorah Cortez	P&I	8/27/2024 17:33	9/12/2024 12:50 7/30gocci, 10/30gocci	Claudia Carrillo
225	5613	5613 GEMS SS Summary Salad Vocabulary Activity	Resolved	Anna Alvarez	3	8/27/2024 15:35	8/27/2024 15:39	8/27/2024 15:39 HERNANDEZ. BRENDA
226	5614	5614 Provide copy of District Improvement Plan for 23-24	Resolved	Lisa Renegar	GEMS	8/27/2024 15:39	8/27/2024 15:39	8/27/2024 15:39 Ulises Neira Galaviz
227	5618	5618 GEMS Sentence Stems for Comparing	Resolved	Anna Alvarez	GEMS	8/28/2024 6:49	8/28/2024 6:49	8/28/2024 6:49 Stephanie Zaragoza
228	5635	5635 Re: CLI Engage	Resolved	Georgina Diaz		8/28/2024 11:19	8/30/2024 7:45	8/30/2024 7:45 Ivonne Ballesteros
229	5637	4th Week Assessment Two-Digit Subtraction	Resolved	Deborah Cortez		8/28/2024 12:18	9/10/2024 12:36 Gloria Loveless	Gloria Loveless
230	5649	5649 Intervention 4.3B	Resolved	Georgina Diaz		8/28/2024 15:10	8/28/2024 15:11 Diaz, Georgina	Diaz, Georgina
231	5678	5678 Reopen 4 week exam	Resolved	Anna Alvarez	SEHS	8/29/2024 11:33	8/29/2024 11:35 Manuel Reveles	Manuel Reveles
232	2692	5695 Password for mClass	Resolved	Georgina Diaz		8/30/20247:24	9/3/2024 6:33 Marta Velasco	Marta Velasco
		Fw: LEP exits missing parental consent - ** Immediate						
233	2696	5696 Action Requested **	Resolved	Josue Palomino		8/30/20247:36	11/12/2024 7:40	11/12/2024 7:40 De Santos, Leticia
234	5713	5713 Learning Walks	Resolved	Josue Palomino	P&I	8/30/2024 13:05	11/12/2024 7:40 Cesar Duran	Cesar Duran
235	5755	5755 Re: GEMS Scores_Current Freshmen	Resolved	Anna Alvarez	SEHS	9/3/2024 11:28	9/3/2024 11:30 Melissa Nunn	Melissa Nunn
236	5772	7th Science Lab Assistance	Resolved	Ulises Neira Galaviz	GEMS	9/3/2024 15:51	9/3/2024 15:51	9/3/2024 15:51 Ulises Neira Galaviz
237	5773	<u></u> ✓₃ G EMS ECR	Resolved	Anna Alvarez	GEMS	9/3/2024 15:55	9/3/2024 15:59	9/3/2024 15:59 HERNANDEZ, BRENDA
238	2800	5800 FW: CLI engage monotoring	Resolved	Georgina Diaz		9/4/2024 14:11	9/6/2024 6:25	9/6/2024 6:25 Susana Frescas
239	5801	5801 Re: Spanish Resources	Resolved	Anna Alvarez	SEHS	9/4/2024 14:37	9/5/2024 15:46	9/5/2024 15:46 Villarreal, Cynthia
		Re: 🅭 Employee Online Training Requirements for the						
240	5824	. 2024-2025 School Year	Resolved	Deborah Cortez		9/5/2024 10:44	9/5/2024 10:46 Andrew Munoz	Andrew Munoz
241	5861	5861 Help	Resolved	Georgina Diaz		9/10/20246:34	9/10/2024 6:38 Lourde DeLeon	Lourde DeLeon
242	5885	"GEMS_Reading Selection, ""Grandfather's Legacy"""	Resolved	Anna Alvarez	GEMS	9/10/2024 12:00	9/10/2024 12:01	9/10/2024 12:01 Stephanie Zaragoza
243	5886	5886 McGraw Hill/Automatic Rostering	Resolved	Deborah Cortez	P&I	9/10/2024 12:38	9/11/2024 8:35 Claudia Carrillo	Claudia Carrillo
244	5888	5888 Materials for lab	Resolved	Deborah Cortez		9/10/2024 12:52	9/12/2024 13:03 Daniel Hidalgo	Daniel Hidalgo
245	5938	SEHS_Revise W. History Pacing Calendar	Resolved	Anna Alvarez	SEHS	9/11/2024 14:26	9/11/2024 14:29 Manuel Reveles	Manuel Reveles
246	2962	SEHS_Genre Album Cover	Resolved	Anna Alvarez	SEHS	9/12/2024 9:52	9/12/2024 10:17	9/12/2024 10:17 Patricia Gonzalez
247	5973	5973 Lorena Lopez- Issues with Eduphoria	Resolved	Deborah Cortez	Technology Depar	9/12/2024 11:46	10/22/20248:20	10/22/2024 8:20 Hernandez, Horacio
248	262	5975 Eduphoria issues	Resolved	Deborah Cortez		9/12/2024 11:52	10/22/2024 8:21 Lorena Lopez	Lorena Lopez
249	6016	6016 SEHS_Anotojos & The Crucible Resources	Resolved	Anna Alvarez	SEHS	9/13/2024 14:01	9/18/2024 7:57 Melissa Leyva	Melissa Leyva
250	0209	6070 Fw: Materials for lab	Resolved	Deborah Cortez		9/18/20247:48	10/22/20248:20	10/22/2024 8:20 CORTEZ, DEBORAH
251	6071	Fw: Eduphoria	Resolved	Anna Alvarez		9/18/2024 7:52	9/18/2024 7:57	9/18/2024 7:57 Susana Frescas
252	6809	6089 McGraw Hill Platform Support	Resolved	Deborah Cortez	P&I	9/18/2024 12:21	10/22/2024 8:21 Talia Reyes	Talia Reyes
253	6093	6093 RLA Alarcon	Resolved	Georgina Diaz		9/18/2024 12:38	9/20/20248:10	9/20/2024 8:10 TALAMANTES, CONCEPCION
254	6094	Fw: Paper Exam	Resolved	Anna Alvarez	SEHS	9/18/2024 12:53	9/18/2024 12:57 Manuel Reveles	Manuel Reveles
255	6111	Co-Support Assistance	In Progress	Ulises Neira Galaviz	GEMS	9/19/20246:44		Richard Salcido
256	6129	Eduphoria - unable to see course data	Resolved	Georgina Diaz	Borrego	9/20/20248:04	9/20/2024 8:05	9/20/2024 8:05 OUTRAM, ELENA
257	6208	6208 Fw: Online Sharon Wells	Resolved	Deborah Cortez		9/25/2024 6:53	10/22/20248:20	10/22/2024 8:20 CORTEZ, DEBORAH
258	6229	6229 Guided Planning for EB Strategies for Science and Math	Resolved	Josue Palomino		9/25/2024 13:28	9/25/2024 14:05 Quezada, Eva	Quezada, Eva
259	6274	6274 RE: Math Support and Co-Teaching	Resolved	Deborah Cortez		9/26/2024 12:46	10/31/20249:50	10/31/2024 9:50 Allison Monie Guillen
260	6287	6287 8 Wk Assessment/SCR Grading	Resolved	Anna Alvarez	SEHS	9/27/2024 6:49	9/27/2024 6:53 nmitchell	nmitchell

Ţ	Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time Co	Contact Name
261	6288	6288 Re: Learning Walk	Resolved	Josue Palomino		9/27/2024 6:56	11/12/2024 7:40 Yvette Macias	ette Macias
262	6289	6289 Re: Learning Walk	Resolved	Josue Palomino		9/27/20247:04	11/12/2024 7:40 CARRILLO, MARIA	ARRILLO, MARIA
263	6290	6290 Re: Learning Walk	Resolved	Josue Palomino		9/27/20247:07	11/12/2024 7:40 Lourde DeLeon	ourde DeLeon
264	6291	Re: Agradecimiento y apoyo para seguir avanzando juntos	Resolved	Josue Palomino		9/27/2024 7:08	12/6/2024 11:34 Norma Enriquez	orma Enriquez
265	6353	6353 RE: Eduphoria Questions	Resolved	Anna Alvarez	Sambrano	10/4/2024 12:41	10/4/2024 12:42 Susana Frescas	usana Frescas
266	6354	6354 Eduphoria Lesson Planner	Resolved	Georgina Diaz	P&I	10/4/2024 13:11	10/4/2024 13:12 Susana Frescas	usana Frescas
267	6372	SEHS MAP RLA Data_BOY	Resolved	Anna Alvarez	SEHS	10/8/2024 16:07	10/8/2024 16:07 Tr	Troy Enriquez
268	6427	Access to Eduphoria Aware	Resolved	Anna Alvarez	SEHS	10/15/2024 9:43	10/15/2024 9:46 Laura Isabel Silva	ıura Isabel Silva
269	6434	6434 Spanish workbooks	Resolved	Anna Alvarez	SEHS	10/15/2024 10:43	10/18/2024 9:53 Villarreal, Cynthia	llarreal, Cynthia
270	6511	SEISD SS Resources	Resolved	Anna Alvarez		10/18/20247:24	10/23/2024 15:25 Alvarez, Anna	varez, Anna
271	6517	SEHS Released EOC Assessments	Resolved	Anna Alvarez	SEHS	10/18/2024 9:53	10/21/2024 19:37 Veronika Pulido	eronika Pulido
272	6541	6541 Science Materials and McGraw Hill Account	Resolved	Deborah Cortez	P&I	10/22/20248:23	10/22/2024 9:21 Perla Rubi Ortega	erla Rubi Ortega
273	6545	6545 Fw: Amplify - mCLASS website	Resolved	Georgina Diaz		10/22/20248:54	10/22/2024 10:29 Diaz, Georgina	iaz, Georgina
274	6546	6546 MAP access to data	Resolved	Georgina Diaz	Borrego	10/22/20249:07	10/22/2024 9:08 Vi	10/22/2024 9:08 Vienna Gomez-Springer
ļ		Model Classroom Management/Cooperative Learning						:
275	6577	Structure	Resolved	Deborah Cortez	P&I	10/23/2024 13:46	10/31/2024 9:51 Allison Monie Guillen	lison Monie Guillen
276	6583	6583 SEHS_If Then Statement Support	Resolved	Anna Alvarez	SEHS	10/24/20246:55	10/24/2024 6:56 Sappenfield Max	appenfield Max
277	6584	6584 Rosario Follow Up	Resolved	Anna Alvarez		10/24/2024 7:08	10/24/2024 7:13 Nora Gutierrez	ora Gutierrez
278	6595	GEMS Eduphoria Question	Resolved	Anna Alvarez	GEMS	10/24/2024 10:05	10/24/2024 10:08 GONZALEZ, SOLEDAD	ONZALEZ, SOLEDAD
279	6602	SEHS Key Entry on STAAR 2.0	Resolved	Anna Alvarez	SEHS	10/24/2024 11:23	10/24/2024 11:27 Veronika Pulido	eronika Pulido
280	6099	6609 GEMS Released STAAR 6th Grade Reading	Resolved	Anna Alvarez	GEMS	10/24/2024 14:03	10/24/2024 14:16 CI	10/24/2024 14:16 Claudia Andrea Alvarez
281	6634	6634 SEHS_Fw: 2.4 - 2.9 reading check APHG	Resolved	Anna Alvarez	SEHS	10/28/2024 18:48	10/28/2024 18:51 Sappenfield Max	appenfield Max
282	9299	6676 Re: 🗐 West Texas Social Studies Congress_January 23rd Resolved	Resolved	Anna Alvarez	SEHS	10/29/2024 14:44	10/29/2024 14:45 Laura Isabel Silva	iura Isabel Silva
283	6730	6730 Science investigation supplies needed	Resolved	Deborah Cortez	P&I	10/31/20249:52	10/31/2024 9:53 Perla Rubi Ortega	erla Rubi Ortega
284	6731	Alarcon 3rd Sharon Wells	Resolved	Deborah Cortez	Alarcon	10/31/2024 9:54	1/16/2025 14:18 TA	1/16/2025 14:18 TALAMANTES, CONCEPCION
285	6752	Responsive Learning	Resolved	Deborah Cortez	P&I	11/1/20249:37	11/1/2024 9:42 JE	11/1/2024 9:42 JESSICA MALDONADO
286	6764	GT	Resolved	Deborah Cortez	P&I	11/2/2024 11:48	11/6/2024 12:14 Figueroa, Patricia	gueroa, Patricia
287	6765	EduHero Training	Resolved	Deborah Cortez	P&I	11/2/2024 12:02	11/22/2024 12:31 Sandra Martinez	andra Martinez
288	6834	SEHS_Spanish Translation in Eduphoria	Resolved	Anna Alvarez	SEHS	11/8/2024 11:03	11/8/2024 11:04 Hugo Carrizales	ugo Carrizales
289	6836	Re: Multi-test analysis for RLA	Resolved	Anna Alvarez	SEHS	11/8/2024 11:21	11/8/2024 11:23 Nora Gutierrez	ora Gutierrez
0	L	Re: Solution for Helping Students Read Scanned	-		-			-
730	8689	6858 Document in Google Classroom	Kesolved	Josue Palomino	P&I	11/12/2024 /:38	11/12/2024 /:50 Lourde DeLeon	ourde DeLeon
291	7128	Amplify MOY Dyslexia Data	Resolved	Georgina Diaz	Sambrano	12/3/2024 15:12	12/3/2024 15:13 Cesar Duran	esar Duran
292	7133	7133 Conference or training	Resolved	Josue Palomino		12/3/2024 16:15	12/6/2024 11:32 Ma	12/6/2024 11:32 Martha Santana-garcia
293	7153	7153 Re: Update on Brisk Chrome Extension	Resolved	Anna Alvarez	GEMS	12/4/2024 11:02	12/4/2024 11:06 Stephanie Zaragoza	ephanie Zaragoza
294	7165	7165 Fw: SEHS Creating a Teacher Test_Video	Resolved	Anna Alvarez	SEHS	12/5/2024 8:07	12/5/2024 8:08 Sappenfield Max	appenfield Max
295	7167	7167 SEHS Hero's Journey_Informational	Resolved	Anna Alvarez	SEHS	12/5/2024 8:59	12/10/2024 10:17 Nora Gutierrez	ora Gutierrez
296	7186	GEMS Examples of Summary Questions on STAAR	Resolved	Anna Alvarez	GEMS	12/6/20248:14	12/6/2024 8:14 12/10/2024 10:17 Vitela, Julieta	tela, Julieta

	Ticket #	Subject	Status	Assiøn To	Campiis	Created Time	Resolved Time	Contact Name
	7212	GEMS 8 Week Assessment Access	Resolved	Anna Alvarez	GEMS	7:00	117	nmitchell
298	7258	RE: Eduhero Courses	Resolved	Deborah Cortez	P&I	12/11/2024 14:06	1/16/2025 14:17	Susana Frescas
299	7261	Issues with assigning on Edcite	Resolved	Deborah Cortez	P&I	12/11/2024 14:33	2/21/2025 13:21 Talia Reyes	Talia Reyes
300	7274	GEMS RLA 8 week assessment	Resolved	Anna Alvarez	GEMS	12/12/20249:36	12/13/2024 16:45 nmitchell	nmitchell
301	7276	Assistance with Eduhero Access	Resolved	Deborah Cortez	P&I	12/12/2024 10:16	1/16/2025 14:17 Peter Salazar	Peter Salazar
302	7307	7307 GEMS 8th Grade PDF Assessments	Resolved	Anna Alvarez	GEMS	12/13/2024 10:13	12/13/2024 16:45	12/13/2024 16:45 HERNANDEZ, BRENDA
303	7376	7376 2nd 9 weeks 8 week Assessment	Resolved	Georgina Diaz		1/7/20259:54	1/16/2025 12:06 Yvette Macias	Yvette Macias
304	7401	Explore Lab 6.9B from McGraw Hill Curriculum	Resolved	Deborah Cortez	P&I	1/7/2025 16:24	1/16/2025 14:17	Thalia Nevarez
305	7436	DRC	In Progress	Josue Palomino		1/9/2025 13:53		Esperanza Lopez
306	7519	7519 Fw: McGraw Science	Resolved	Deborah Cortez		1/15/2025 7:44	2/21/2025 13:21	2/21/2025 13:21 <mark>СОRTEZ, DEBOR</mark> AH
307	7562	7562 ECRs STAAR 2024	Resolved	Georgina Diaz		1/16/2025 12:02	1/16/2025 12:05 Diaz, Georgina	Diaz, Georgina
308	7561	Re: Writing samples	Resolved	Georgina Diaz		1/16/2025 12:02	1/16/2025 12:05 Claudia Murphy	Claudia Murphy
309	7563	Guided Reading PD	Resolved	Georgina Diaz	Sambrano	1/16/2025 12:08	1/16/2025 12:09 Susana Frescas	Susana Frescas
310	7571	Access to Science Assessment in Eduphoria	Resolved	Deborah Cortez	P&I	1/16/2025 14:19	1/16/2025 14:19 Mariana Munoz	Mariana Munoz
311	7573	7573 Math Classroom Observation	In Progress	Deborah Cortez	P&I	1/16/2025 14:25		Mariana Munoz
312	7574	Re: Science Presentation	Resolved	Deborah Cortez		1/16/2025 14:28	2/21/2025 13:21	Corral, Marisela
313	7649	Linking Creative Writing to RLA	Resolved	Anna Alvarez	SEHS	1/22/2025 10:59	1/24/2025 16:12 Patricia Gonzalez	Patricia Gonzalez
314	7703	7703 GEMS STAAR Genres & Cross- Curricular Content	Resolved	Anna Alvarez	GEMS	1/24/2025 16:12	1/24/2025 16:17 nmitchell	nmitchell
315	7724	7724 Re: Eduphoria Strive_Guest Teachers	Resolved	Anna Alvarez	Sambrano	1/28/2025 14:42	1/28/2025 14:44 Susana Frescas	Susana Frescas
316	7725	2024 ECR Spanish	Resolved	Georgina Diaz	Borrego	1/28/2025 14:45	1/28/2025 14:46 Lourde DeLeon	Lourde DeLeon
317	7726	7726 Access to CLI Engage	Resolved	Georgina Diaz	P&I	1/28/2025 14:56	1/28/2025 14:57 Edgar Ponce	Edgar Ponce
318	7747	7747 Re: assessment	Resolved	Anna Alvarez	GEMS	1/29/2025 10:48	1/29/2025 10:58	1/29/2025 10:58 HERNANDEZ, BRENDA
319	7748	7748 Re: English II & III Unit Assessment_Data View	Resolved	Anna Alvarez	SEHS	1/29/2025 10:58	1/29/2025 11:01	1/29/2025 11:01 Christina Martinez
320	7758	Fw: Re:	Resolved	Deborah Cortez		1/29/2025 14:49	1/29/2025 14:57	CORTEZ, DEBORAH
321	7760	7760 Fw: Eureka Session is Back On!	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57	1/29/2025 14:57 СОRTEZ, DEBORAH
322	7759	7759 Re: Math Benchmark	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57	1/29/2025 14:57 CARRILLO, MARIA
323	7761	7761 Re: Sharon Wells Workshop Copies	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57 CADENA, ALYSSA	CADENA, ALYSSA
324	7762	7762 Re: McGraw Hill	Resolved	Deborah Cortez		1/29/2025 14:51	1/29/2025 14:57	Daniel De La Rosa
325	7763	access Science digital	Resolved	Deborah Cortez		1/29/2025 14:52	1/29/2025 14:57	1/29/2025 14:57 MALDONADO, ISELA
326	7764	7764 3rd 9Wks-4Wk Assessment	Resolved	Deborah Cortez		1/29/2025 14:53	1/29/2025 14:57 joselyn Zuniga	joselyn Zuniga
327	7765	7765 5th 6 Weeks Sharon Wells Workshop Attachment	Resolved	Deborah Cortez		1/29/2025 14:54	1/29/2025 14:57	dbeltran
328	7766	7766 Sharon Wells 5th Six Weeks Training	Resolved	Deborah Cortez		1/29/2025 14:55	1/29/2025 14:57	dbeltran
329	7767	7767 Re: Math Frequency Distribution Report	Resolved	Deborah Cortez		1/29/2025 14:56	1/29/2025 14:57 Morales, Claudia	Morales, Claudia
330	7847	7847 GEMS_Scoring Other Section in Eduphoria	Resolved	Anna Alvarez	GEMS	2/4/2025 16:59	2/4/2025 17:01	2/4/2025 17:01 GONZALEZ, SOLEDAD
331	7848	7848 Re: 🔘 Monday_ELB Classroom Visit	Resolved	Anna Alvarez	Loya	2/4/2025 17:02	2/18/2025 9:19 Xylina Gentry	Xylina Gentry
332	7903	Fw: SEHS_TELPAS 5 Year Data	Resolved	Anna Alvarez	SEHS	2/6/2025 14:32	2/6/2025 14:36 Erika Morales	Erika Morales
333	7949	7949 GEMS 7th Grade Released 2024	Resolved	Anna Alvarez	GEMS	2/11/2025 9:45	2/11/2025 9:47	2/11/2025 9:47 Kimmel, Genoveva
334	7950	7950 GEMS 8th Grade Released STAAR Tests	Resolved	Anna Alvarez	GEMS	2/11/2025 9:49	2/11/2025 9:52 Amanda Franco	Amanda Franco
335	7960	7960 Re: SEHS BOY AVID Presentation	Resolved	Anna Alvarez	SEHS	2/11/2025 13:10	2/11/2025 13:12 Richard Salcido	Richard Salcido
336	7968	Conferencing	Resolved	Anna Alvarez	GEMS	2/11/2025 17:13	2/11/2025 17:15	Idania Soto Rodarte
337	7976	7976 Fw: TexQuest	Resolved	Anna Alvarez	SEHS	2/12/2025 11:33	2/14/2025 7:46	2/14/2025 7:46 JACQUEZ, NANCY

	Ticket # Subject		Status Assign To	Assign To	Campus	Created Time	Resolved Time	Contact Name
338		8032 3rd 9th wks./8wk assessment	Resolved	Resolved Anna Alvarez	GEMS	2/18/2025 10:15	2/18/2025 10:17	2/18/2025 10:15 2/18/2025 10:17 HERNANDEZ, BRENDA
339		8041 Missing Bin	In Progress	In Progress Deborah Cortez		2/18/2025 11:24		Nallely Catalina Dominguez
340	8075	8075 Access on Aware for Data	Resolved	Resolved Deborah Cortez		2/19/2025 15:28	2/19/2025 15:28 2/21/2025 15:35 Daisy Baeza	Daisy Baeza
341	8095	8095 Fw: GEMS ECR_Information Request	Resolved	Resolved Anna Alvarez	GEMS	2/20/2025 11:20	2/21/2025 8:25 nsullivan	nsullivan
342		8118 Eduphoria Assessment	Resolved	Resolved Deborah Cortez		2/21/2025 13:05	2/21/2025 13:15 Gloria Loveless	Gloria Loveless
343		8359 ECR Question Stems	Resolved	Resolved Anna Alvarez	GEMS	3/19/2025 18:58	3/19/2025 19:01	3/19/2025 19:01 Idania Soto Rodarte

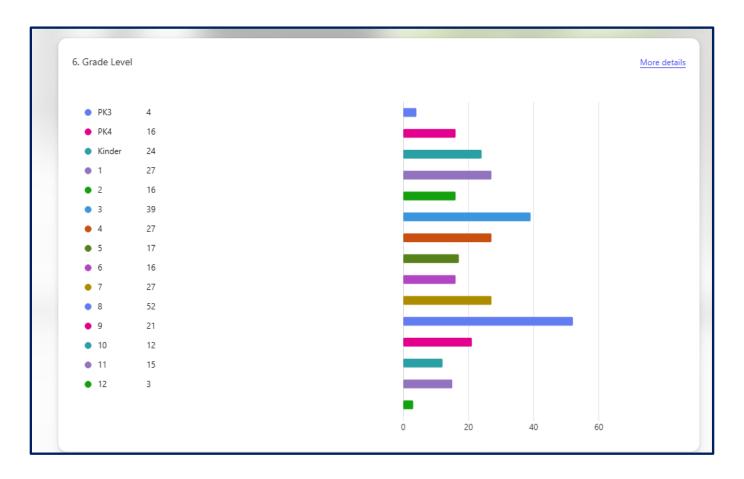


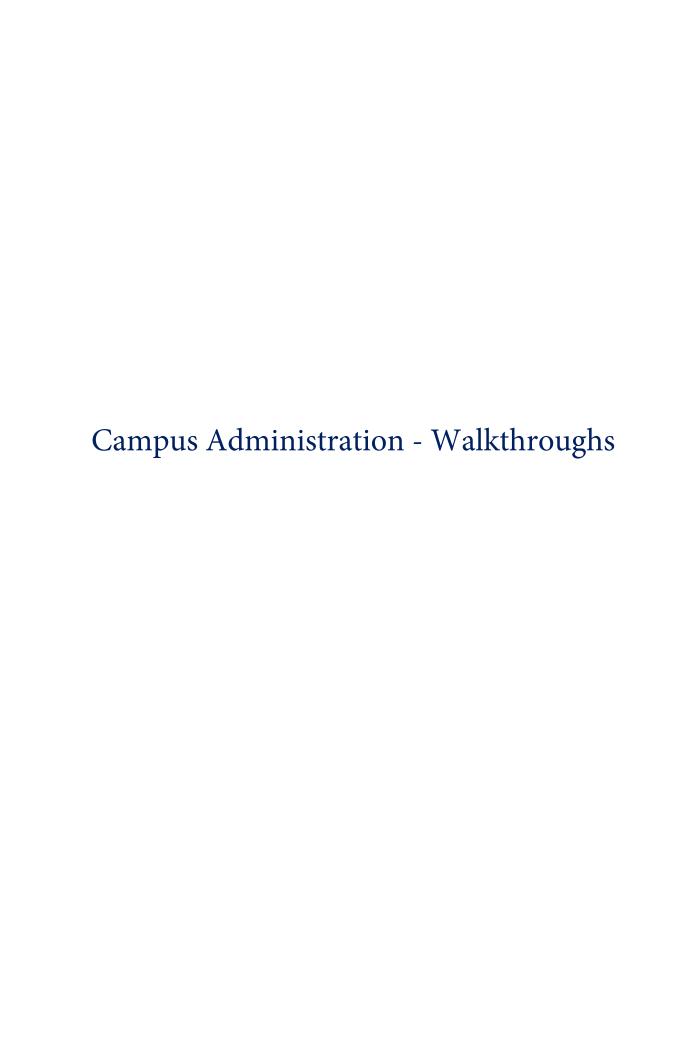
Instructional Walkthrough Details (Non- Administrative)

The instructional teams conducted a total of **306** walkthroughs since the implementation of the non-administrator walkthrough forms on 1/28/25.

The detail by grade level is provided below.

Feedback was provided to Principals accordingly as well as individual support to teachers.





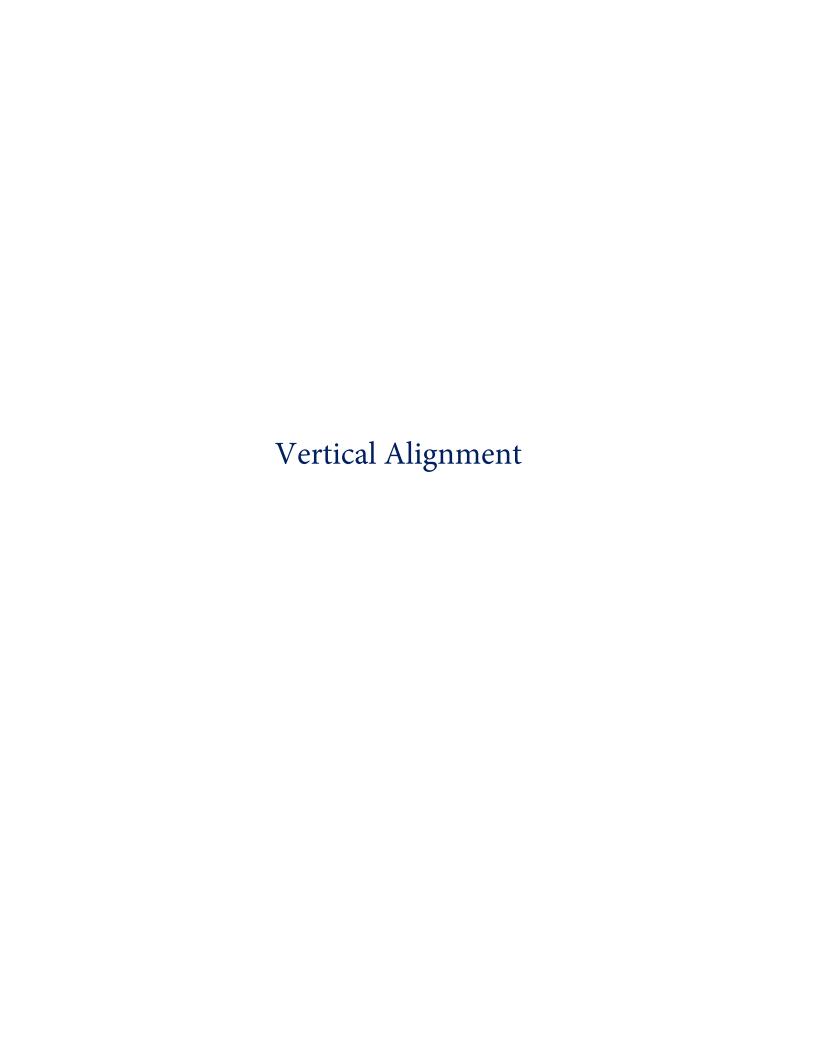
Principal and Assistant Principal Walkthroughs

As of April 18, 2025

Goal: 8 per week or 286 by May 30, 2025

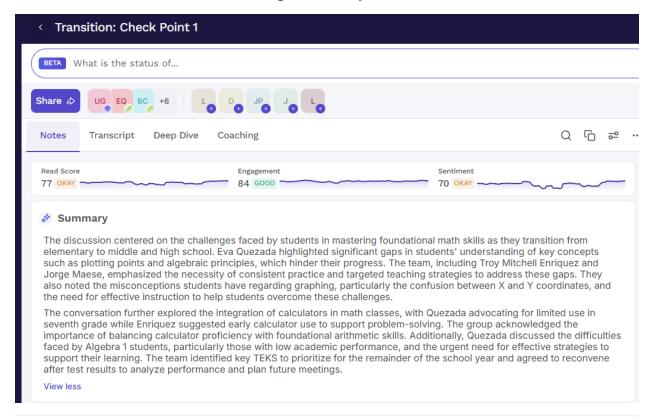
Cumulative Total as of April 18, 2025 – **2,657**

Start Date: 7/23/2024				
End Date: 4/18/2025				
Report Date: 4/22/2025 1:26 PM				
Administrator	WT	Obs.	Sum.	Eval
Chavez, Valerie (First one 9/27/24)	185	7	0	0
Corona, Alexander	279	15	0	0
Enriquez, Troy	80	1	2	0
Esquivel, Julissa	224	15	0	0
Frescas, Susana	287	15	2	0
Nunn, Melissa	270	16	0	0
Robles, Lorena	188	17	0	0
Ruiz, Monika (First one 10/26/24)	74	11	0	0
Salcido, Richard	216	17	0	0
Sandate, Lydia	238	16	0	0
Santana-garcia, Martha	208	16	0	0
Silva, Laura (First one 10/18/24)	168	19	0	0
Talamantes, Concepcion (First one				
11/19/24)	71	0	0	0



Vertical Alignment Meeting - High School and Middle School Math Teams

Meeting Notes - May 13, 2025



Chapters & Topics

0:00 Transition: Check Point 1

Eva Quezada shared insights from her dual teaching of seventh and eighth graders, noting that many students struggled with foundational math skills, particularly in areas like graphing and algebra. She pointed out that despite having high expectations, the students often lacked the necessary retention and practice. The discussion also touched on the importance of collaboration among teachers to address these gaps effectively.

Importance of foundational skills in mathematics, such as plotting points and understanding slope.

12:58 Addressing Math Skill Development

Eva Quezada highlighted the struggle students encounter in maintaining math skills as they progress through their education. She noted that many students come from an elementary background with limited math exposure and that the transition to middle and high school often lacks sufficient math practice. Quezada advocated for reinstating two hours of math instruction to enhance skill retention and development.

14:37 Understanding Graphing Misconceptions

Eva Quezada and Carmen Frances Harding addressed the challenges students face in understanding graphing, specifically the differentiation between X and Y coordinates. Carmen noted that students often perceive these as separate points rather than a single coordinate pair. They also highlighted issues with students misapplying concepts like scale factor.

17:07 Understanding Student Challenges in Math Instruction

Eva Quezada highlighted the difficulties students encounter with graphing, noting that many shut down when the topic is introduced. She stressed the importance of consistent modeling and practice in teaching math concepts, arguing that a lack of thorough instruction leads to student resistance and misunderstanding.

Descriptions

21:40 Discussion on Calculator Use in Mathematics Classes

The conversation centered on the role of calculators in math education, with Eva Quezada explaining that 7th graders use basic calculators primarily for accommodations and spend time learning their functions. Troy Mitchell Enriquez highlighted the benefits of introducing calculators early in the school year to help students succeed in arithmetic and problem-solving. Carmen Frances Harding added that many students struggle with using calculators effectively, particularly with inputting equations and generating graphs.

- The role of calculator use in teaching mathematics.
- Transition challenges from 7th to 8th grade mathematics.

26:36 Transition Challenges in Algebra 1

Eva Quezada emphasized the struggles of students currently enrolled in Algebra 1, particularly those with low grades. She pointed out that many students lack retention of basic math skills, which complicates their ability to advance to Geometry and Algebra 2. Despite receiving tutoring from multiple teachers, the students still face significant challenges in understanding and applying mathematical concepts.

30:24 TEKS Focus and Next Steps

In a collaborative discussion, Eva Quezada and Troy Mitchell Enriquez prompted teams to identify key TEKS to focus on in the last month of the school year. Seventh grade selected TEKS 7.7A and 7.3B, while eighth grade emphasized solving equations and understanding linear concepts. Carmen Frances Harding added that modeling linear relationships is also crucial for eighth grade.

• Planning for the next meeting and aligning schedules for effective collaboration.

Elementary/Middle School Transition Visits 2024-2025

	Pre	K 4 to Kindergart	en	
Loya Teachers	Sambrano Kind	lergarten Teachers	Observation Date & Time Friday, October 25, 2024	IS & IO
Benavidez & Mendoza	M. Rodriguez	Rm 208		Vallejo & G. Diaz
Montoya & Gentry (SPED)	D. Loya	Rm 203	8:15 AM - 9:00 AM	C. Duran & D. Cortez
Ballesteros & Samayoa (SPED)	M. Loya	Rm 202	7.00 AW	A. Padilla & J. Palomino
Ortega & Berumen	E. Castaneda	Rm 206		Letty DeSantos
		Transition Meeting d Kinder Teachers	will attend)	
Date	Time	Location	IOs Present	ISs present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Camino Real Conference Room	Josue Palomino	C. Lara A.Padilla

	2nd (Grade to 3rd Gi	ade	
Sambrano Teachers		& Borrego chers	Observation Date & Time Tuesday, October 22, 2024	Ю
C. Romero, D. Mendoza, P. Santisteban	H. Rodriguez (Math/PM)	Rm 407	1:15 PM - 2:00 PM	D. Cortez
P. Figueroa, A. Ramirez, J. Perez (SPED)	H. Rodriguez (RLA/AM)	Rm 407	8:15 AM - 9:00 AM	G. Diaz
S. Delgado, V. Martinez, I. Maldonado, N. Villasenor	E. Moreira	Rm 203	8:15 AM - 9:00 AM	J. Palomino
	Tı (All Second and T	ransition Meeting		

Elementary/Middle School Transition Visits 2024-2025

Date	Time	Location	IOs Present	ISs present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Mission Trail Boardroom	Georgina	C. Duran C. Nakay

	7th G	rade to 6th G	rade Math	
GEMS	Alarcon &	Borrego	Observation Date & Time	IO & IS
R. Gonzalez & G. Olvera	S. Cardenas (Borrego)	Rm 308	Thursday, October 24, 2024 2:45 PM - 3:30 PM	D. Cortez E Quezada
E. Villalobos & L. Aguilar (SPED)	R. Garcia (Alarcon)	Rm 300	Thursday, October 24, 2024 8:50 AM - 9:35 AM	D. Cortez E. Quezada
	6th G	rade to 7th G	rade Math	
Alarcon & Borrego	GEM	IS	Observation Date & Time	IO & IS
R. Garcia & P. Ortiz	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 9:05 AM - 10:13 AM	D. Cortez E. Quezada
S. Cardenas & J. Olivas	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 2:49 PM - 3:50 PM	D. Cortez E. Quezada
(Al		th Transition 7th Grade Ma Presentation	<mark>ith Teachers will Att</mark>	end)
Date	Time	Location	IOs Present	`ISs Present
Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Mission Trail Boardroom	D. Cortez	E. Quezada C. Talamantes
(Al		O	(no observations) A Teachers will Att	end)
Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Camino Real Conf Rm	A. Alvarez G. Diaz	C. Nakay B. Jara
		s, D. Michael, S. ' Mitchell, S. Zarag	Tinajero, L. Sandoval oza, G. Kimmel	

Kinder/PreK 4 Transition Visits 2024-2025

		Kindergarten to	PreK4	
Sambrano Kindergarten Teachers	Loya '	Teachers	Observation Date & Time Friday, February 7, 2025	IS & IO
T. Rinka, M. Velasco & M. Rodriguez	B. Mendoza		8:15 AM- 9:00AM	Vallejo & J. Palomino
Sambrano Kindergarten Teachers	Loya '	Teachers	Observation Date & Time Wednesday, February 12, 2025	IS & IO
G. Villa, M. Loya	J. Ortega		8:15 AM- 9:00AM	Vallejo & J. Palomino
Sambrano Kindergarten Teachers	Loya '	Teachers	Observation Date & Time Wednesday February 12, 2025	IS & IO
S. Guerrero, E. Castaneda D. Loya	D. Berumen		9:15 AM- 10:00 AM	Vallejo & J. Palomino
	(All Pro	Transition Me e-k and Kinder Tea	O	d)
Date	Time	Location	IOs Present	ISs present
Wednesday, Feb. 26, 2025	4:00-4:30 p.m	Loya	Josue Palomino	Vallejo A.Padilla

Blanca Ivonne Cruz

Subject:Transition: Check Point 1Location:Microsoft Teams Meeting

Start: Tue 5/13/2025 1:55 PM **End:** Tue 5/13/2025 2:45 PM

Show Time As: Tentative

Recurrence: (none)

Organizer: Troy Mitchell Enriquez

Required Attendees: Richard Salcido; Ulises G Neira Galaviz; Veronica Pulido

Optional Attendees: Blanca Ivonne Cruz

Mr. Salcido,

Can you forward to your 8th grade Math team, this will be a TEAMs call. Below is the agenda, I will facilitate. Please let me know if any additional topics are needed. I will provide coverage for my team to attend; the next one will be slated during our PLC time.

Agenda:

- 1. Initial skill gap reflections- MS to present first based on reflections of
- 2. Second Meeting Time following TEA returns
- 3. Instructional Approach Topics:
- Approach to slope and Y intercept
- Approach to graphing points
- Time allocated to graphing and transformations
- Approach to solving equations
- Functions that are taught on the calculator
- Time allocated to calculator use in class and calculator
- 4. Next Steps and Meeting Date

Microsoft Teams Need help?

Join the meeting now

Meeting ID: 261 664 040 924 7

Passcode: fG7dU2D2

Blanca Ivonne Cruz

From: Anna Christina Alvarez

Sent: Tuesday, February 11, 2025 4:27 PM

To: Troy Mitchell Enriquez; Blanca Ivonne Cruz; Ranmali DeSilva

Cc:Leticia De Santos; Ulises G Neira GalavizSubject:Re: GEAR UP - Vertical Teams Requirement

Good afternoon team,

You are correct Mr. Enriquez; the RLA team is on track to meet the Vertical Team requirement.

The two upcoming vertical teams we have are scheduled for:

- February 14th
- April 4th

Past vertical team meetings include:

- Wednesday, October 30th (In-District)
- Wednesday, November 20th (Vertical Meeting from TNTP)
- Wednesday, January 15th (Vertical Meeting from TNTP)

Please let me know what additional information you may need besides the required documentation.

In Service,

Secondary Instructional Officer - RLA & SS Department of Planning & Instruction

San Elizario ISD (915) 872-3939 Ext. 3577 analyarez@seisd.net

Anna Alvarez

Alvarez_SEISD



From: Troy Mitchell Enriquez <TEnriquez@seisd.net>

Sent: Tuesday, February 11, 2025 4:24 PM

To: Blanca Ivonne Cruz <bcruz@seisd.net>; Ranmali DeSilva <ranmali.desilva@tntp.org>

Cc: Leticia De Santos < Idesantos@seisd.net>; Anna Christina Alvarez < analvarez@seisd.net>; Ulises G Neira Galaviz

<UNeiraGalaviz@seisd.net>

Subject: Re: GEAR UP - Vertical Teams Requirement

Hello,

RLA is the only required content and we have 2 additional scheduled, can you confirm Ms Alvarez?

We met at 1:00 that afternoon and solidified; I believe we've already completed 3.

-TE

Get Outlook for iOS

From: Blanca Ivonne Cruz <bcruz@seisd.net>
Sent: Tuesday, February 11, 2025 4:12:51 PM
To: Ranmali DeSilva <ranmali.desilva@tntp.org>

Cc: Leticia De Santos < Idesantos@seisd.net>; Troy Mitchell Enriquez < TEnriquez@seisd.net>; Anna Christina Alvarez

<analvarez@seisd.net>; Ulises G Neira Galaviz <UNeiraGalaviz@seisd.net>

Subject: RE: GEAR UP - Vertical Teams Requirement

Hello Ranmali,

I am awaiting information from the Principals so that we can organize the vertical meetings. Is this requirement only for RLA?

Thank you, Blanca

From: Ranmali DeSilva <ranmali.desilva@tntp.org>
Sent: Wednesday, February 5, 2025 8:47 AM
To: Blanca Ivonne Cruz <bcruz@seisd.net>
Subject: GEAR UP - Vertical Teams Requirement

CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Morning!

Mr. Enriquez asked me to reach out to you about tracking the GEAR UP Vertical Teams requirement. Here is the language of the grant:

Objective 3.2

Each year, teams of educators and administrators (middle school, high school and institutions of higher education) will complete at least **five days of vertical teaming in order to align curriculum** and reduce the need for remediation at the postsecondary level.

Are you able to provide me with some dates that San Elizario ISD has met in this fashion that would meet this objective? We need five for this school year. Let me know what you think! I can also help support you in tracking this, if needed.

Thank you so much!

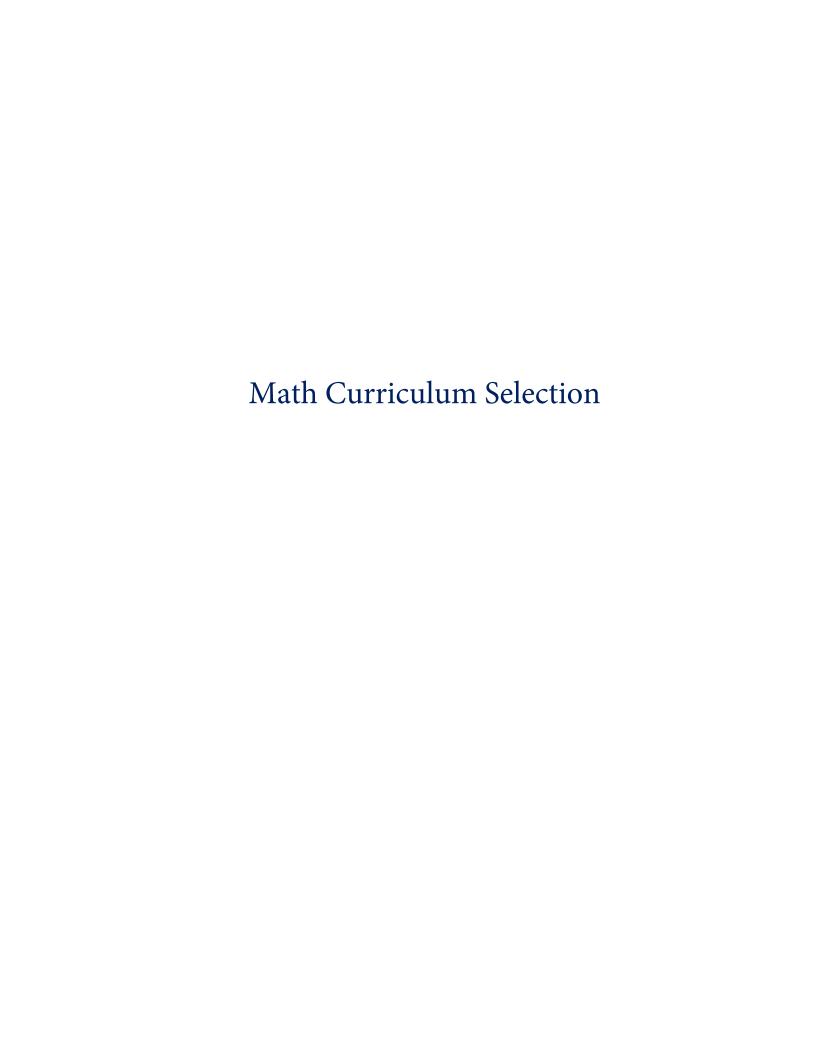
-Ranmali

Ranmali DeSilva, M.Ed. Senior Manager — Academics **TNTP**

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San Elizario ISD P.O. Box 920 San Elizario, TX 79849

Phone: 915.872.3900 Fax: 915.872.3903

Timeline for Adoption of New Math Curriculum – Elementary

• December 2024:

- Vendors were contacted and scheduled for teacher presentations in January and February 2025.
- o The selected vendors are on the high-quality instructional materials list from the State Board of Education (SBOE).
- o Rubrics were created for teachers to follow during the presentations.
- o Math committees were selected. Please see below for a list of committee members by campus.

• January 2025:

- o January 16, 2025: iReady Mathematics presentation for elementary teachers.
- o January 22, 2025: Stemscopes presentation for elementary teachers.
- o **January 28, 2025:** Eureka/Bluebonnet Learning presentation for elementary teachers.

• February 2025:

- Elementary Instructional Specialists and the Elementary Instructional Officer vetted the top math curriculums and planned lessons using them. The components analyzed included concept development and rigor, progress monitoring, mathematical fluency, problem-solving, productive struggle, and implementation.
- The vetting process, which lasted 3 hours, was well-organized and comprehensive.

• March 2025:

- Math comparison findings were presented to elementary teachers for review and feedback.
- Teachers were told that the new curriculum for the 2025-2026 school year is Eureka/Bluebonnet Learning. They were presented with the materials they will be receiving, along with implementation and year-long support.

• April 2025:

o Parent informational meetings

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



San Elizario ISD P.O. Box 920 San Elizario, TX 79849

Phone: 915.872.3900 Fax: 915.872.3903

Timeline for Adoption of New Math Curriculum – Secondary

December 2024:

- Vendors were contacted and scheduled for teacher presentations in January and February 2025.
- o The selected vendors are on the high-quality instructional materials list from the State Board of Education (SBOE).
- o Rubrics were created for teachers to follow during the presentations.
- o Math committees were selected.

• January 2025:

- o **January 21, 2025:** iReady Mathematics presentation for secondary teachers.
- o **January 22, 2025:** Stemscopes presentation for secondary teachers.

• February 2025:

- o **February 4, 2025:** Bluebonnet/Carnegie math presentation for secondary teachers.
- o February 5, 2025: Agile Mind math presentation to secondary teachers.
- o February 12, 2025: Stemscopes math presentation to secondary teachers.
- o February 18, 2025: Kiddom math presentation to secondary teachers.
- Secondary Instructional Specialists and Instructional Officer vetted the top math curriculums. The components that were analyzed consisted of concept development and rigor, progress monitoring, mathematical fluency, problem solving, productive struggle, and implementation.
- Vetting also took place during the secondary math PLC.

• March 2025:

 Decision was made to adopt Bluebonnet/Carnegie Learning and Agile Mind as curriculum for next year. Teachers were presented with the materials they will be receiving along with implementation and year long support.

• April 2025:

- o Teacher presentations will continue
- o Parent informational meetings will take place
- Plan of transition begins

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.











Dear SEISD Families.

We're excited to share important updates about the upcoming changes to our math curriculum at SEISD! Starting with the 2025-2026 school year, we will be adopting **Bluebonnet Instructional**Materials across all grade levels, ensuring our students receive the best resources to support their math education. These new



materials are aligned with state standards and designed to engage students in deeper learning and mathematical thinking.

What's Changing?

- **Elementary & Secondary Math**: New instructional materials will be implemented, which will enrich classroom experiences and enhance our students' mathematical understanding.
- **Bluebonnet Materials**: These materials are tailored for each grade level, providing comprehensive support for both teachers and students.
- Alignment with TEA: The adoption follows the Texas Education Agency's (TEA) guidelines to ensure consistency across the state.



the new curriculum, how it will benefit your child, and answering any questions you may have.

Meeting Dates & Times:

• Date: April 25, 2025

• Times: 9:00 AM & 5:00 PM

• Location: SEISD Mission Trail Board Room

To learn more about the Bluebonnet instructional materials, visit the official TEA website below for detailed information.

https://tea.texas.gov/academics/instructional-materials/bluebonnet-learning



Bluebonnet Learning

Bluebonnet Learning are state-developed instructional materials that provide teachers with the tools to foster student success. Developed using the latest cognitive science, Bluebonnet Learning instructional materials cover 100% of the Texas Essential Knowledge and Skills (TEKS) and provide a full suite of resources including scope and sequence, daily lesson plans, and student materials.

☑ tea.texas.gov

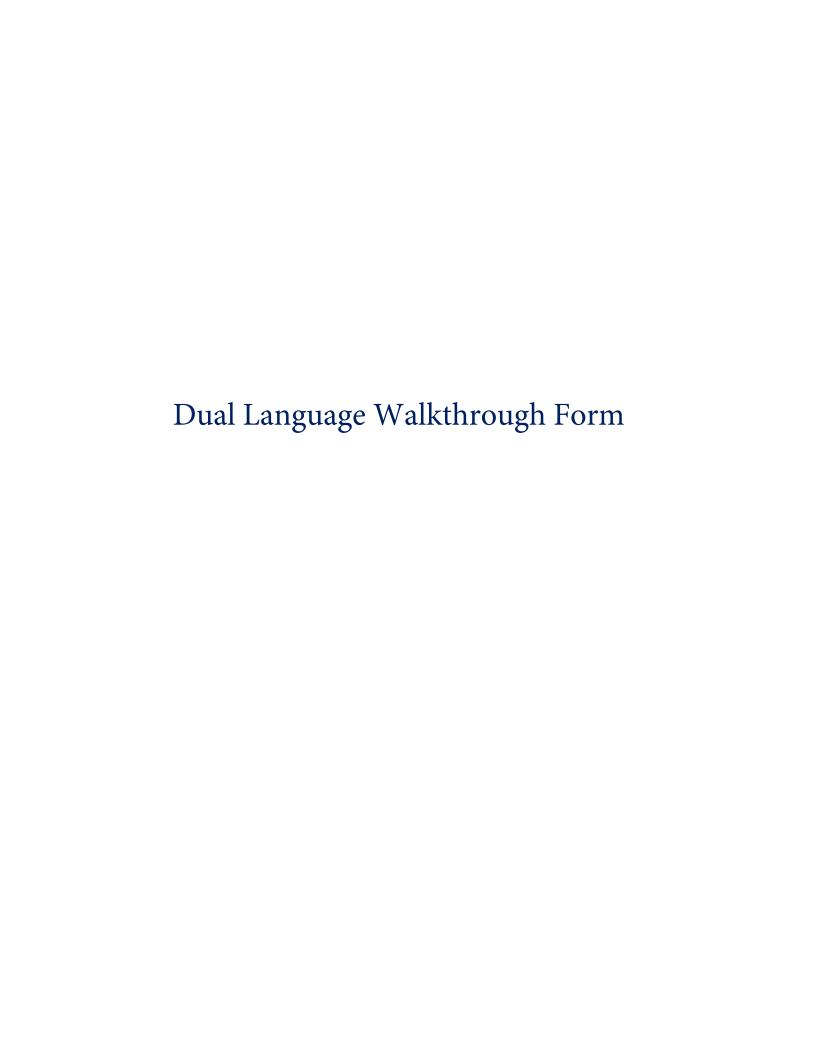
We're Here To Support You!

Your involvement is key to your child's success. Please make plans to join us, and feel free to reach out with any questions.

Thank you for being a valued part of our SEISD community!

Warm regards,

San Elizario ISD Math & Science Instructional Officers
Deborah Cortez- dcortez@seisd.net
Ulises Galaviz - uneiragalaviz@seisd.net



1. Classroom Environment

- Language Environment: Are both languages visibly represented (posters, labels, anchor charts)?
- Student Work: Is student work displayed in both languages?
- Resources: Are there bilingual resources available (books, dictionaries, word walls)?
- Anchor Charts: Are anchor charts present and used effectively in both languages to support key concepts, strategies, and vocabulary? Are they cocreated with students and easily accessible for reference?
 - Seating Arrangement: Is the seating arrangement conducive to collaborative learning?

2. Language Use and Interaction

- Teacher Language Use: Is the teacher consistently using the designated language of instruction?
- Student Language Use: Are students encouraged to use the target language in their interactions?
- Language Support Strategies: Are strategies like sentence frames, graphic organizers, or visuals used to support language development?

3. Instructional Strategies

- Dual Language Strategies: Are specific dual language instructional strategies
 (e.g., Bridging, Translanguaging) evident?
- **El Puente**: Is the El Puente strategy being used to explicitly connect and transfer knowledge between both languages?
- Preview-View-Review: Is the Preview-View-Review strategy implemented to build background knowledge, engage in content, and review in both languages?
- Differentiated Instruction: Is instruction differentiated to meet the diverse language proficiency levels of students?
- o **Interactive Activities**: Are there opportunities for students to engage in interactive, language-rich activities (e.g., think-pair-share, cooperative learning groups)?

4.	Stuc	lent	Eng	aq	em	ent

- Active Participation: Are students actively engaged and participating in the lesson?
- Collaborative Work: Are students working collaboratively in groups or pairs?
- Cultural Relevance: Are lessons culturally relevant and inclusive of students' backgrounds?

5. Assessment and Feedback

- **Formative Assessment**: Are formative assessments used to monitor student understanding in both languages?
- Feedback: Is feedback provided in both languages, and does it support language development?

6. Classroom Management

- Clear Expectations: Are classroom rules and expectations clear and enforced consistently?
- o **Positive Reinforcement**: Are positive behaviors and language use reinforced?

7. Professional Development Implementation

- o Dr. Jose Medina's Strategies: Are strategies from Dr. Jose Medina's training being implemented effectively in the classroom?
- Teacher Reflection: Are teachers reflecting on their practices and adjusting based on student needs?

8. Sidletz Education Strategies

- Total Physical Response (TPR): Are TPR strategies being used to reinforce vocabulary and concepts?
- Visuals and Gestures: Are visuals and gestures being used to support understanding and language acquisition?
- Think-Alouds: Are think-aloud strategies being used to model thinking processes in both languages?
- Scaffolding: Is scaffolding provided to support students at different language proficiency levels?
- Structured Academic Talk: Are structured academic talk opportunities (e.g., dialogue protocols, discussion frames) provided?

9. Content-Based Language Instruction (CBLI)

- o **Content Integration**: Are language objectives integrated with content objectives in lesson plans?
- Real-Life Application: Are lessons designed to apply language skills to reallife or content-specific contexts?
- Language Functions: Are specific language functions (e.g., describing, comparing, summarizing) being targeted through content instruction?
- CBLI Resources: Are there resources specifically designed for CBLI, such as thematic units, content-specific vocabulary lists, and bilingual content materials?

10. English Language Proficiency Standards (ELPS)

- Alignment with ELPS: Are lesson objectives aligned with the ELPS standards?
- Language Domains: Are all language domains (listening, speaking, reading, writing) addressed in the lesson?
- Accommodations and Supports: Are appropriate accommodations and supports provided to English learners based on their proficiency levels?

Blanca Ivonne Cruz

From: Josue I Palomino

Sent: Thursday, October 17, 2024 9:22 AM

To: Monika Seelig Ruiz; Julissa C Esquivel; Susana Frescas; Martha Elva Santana-Garcia

Cc: Leticia De Santos

Subject:Dual Language Classroom Updates and New ResourcesAttachments:P1.png; P2.png; 24-25BilingualLearningwalkCheckList.docx

Dear Principals,

I hope you're doing well. I'd like to share some important updates on how we are continuing to support our Dual Language teachers and ensure alignment across all classrooms.

1. Learning Walks Implementation

We are systematically supporting our teachers through the implementation of Learning Walks. This process ensures that we all grow together while aligning our practices across Dual Language Classrooms. I've attached the **Dual Language Learning Walk checklist** for your reference.

We are implementing this tool by focusing on one section at a time. I personally visit classrooms, focusing on the first section of the checklist, and provide feedback to teachers. I then follow up with each teacher in person or via Zoom to discuss the visit and offer support. This method helps us ensure that all Dual Language Classrooms are aligned in instructional practice.

2. New Posters for Dual Language Classrooms

We are excited to deliver eight new posters to your Dual Language teachers at no cost. These posters will be valuable resources for guiding instructional practices in both languages. Below is a summary of each poster:

- **4 + 1 Domain Icons**: These domains guide teachers in implementing instructional practices that empower students in both languages. Sentence stems for students are included.
- **Bilingual Pairs Poster**: This poster highlights this essential instructional strategy, which fosters academic, linguistic, and social development in dual-language students.
- **Regionalismos Poster**: This poster showcases the richness and diversity of the Spanish language and prepares students to navigate regional language variations.
- **El Puente Poster**: Focuses on connecting both Spanish and English, bridging languages for academic and cognitive growth.
- **Content and Language Objectives Poster**: Guides teachers in setting clear objectives in both languages to help students meet academic and language goals.
- **T-Chart Poster**: A simple graphic organizer that helps students compare and contrast concepts in both languages.
- **Venn Diagram Poster**: Another excellent graphic organizer to support students in comparing and contrasting concepts in both Spanish and English.

These posters will be delivered to your teachers shortly, and they are intended to further support their work in creating an engaging bilingual learning environment.

Please don't hesitate to reach out if you have any questions or need additional information. I'm here to support you and your teachers in any way possible.

Instructional Officer - Bilingual

Department of Planning & Instruction

Josué I. Palomino

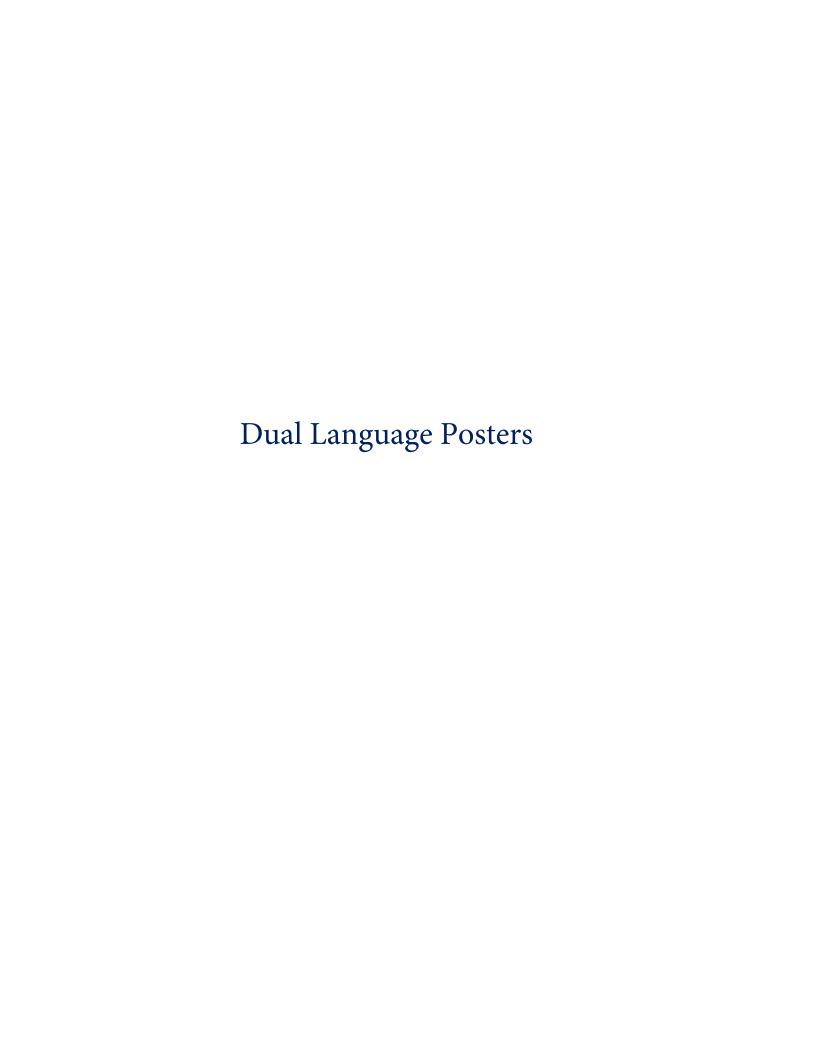
San Elizario ISD

(915) 872-3900 ext. 3594

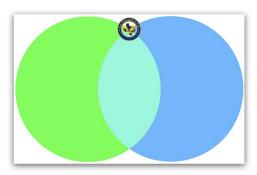
jpalomino@seisd.net



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Dual Language Posters





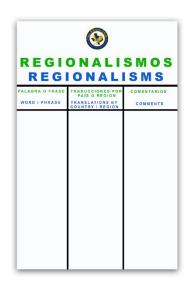


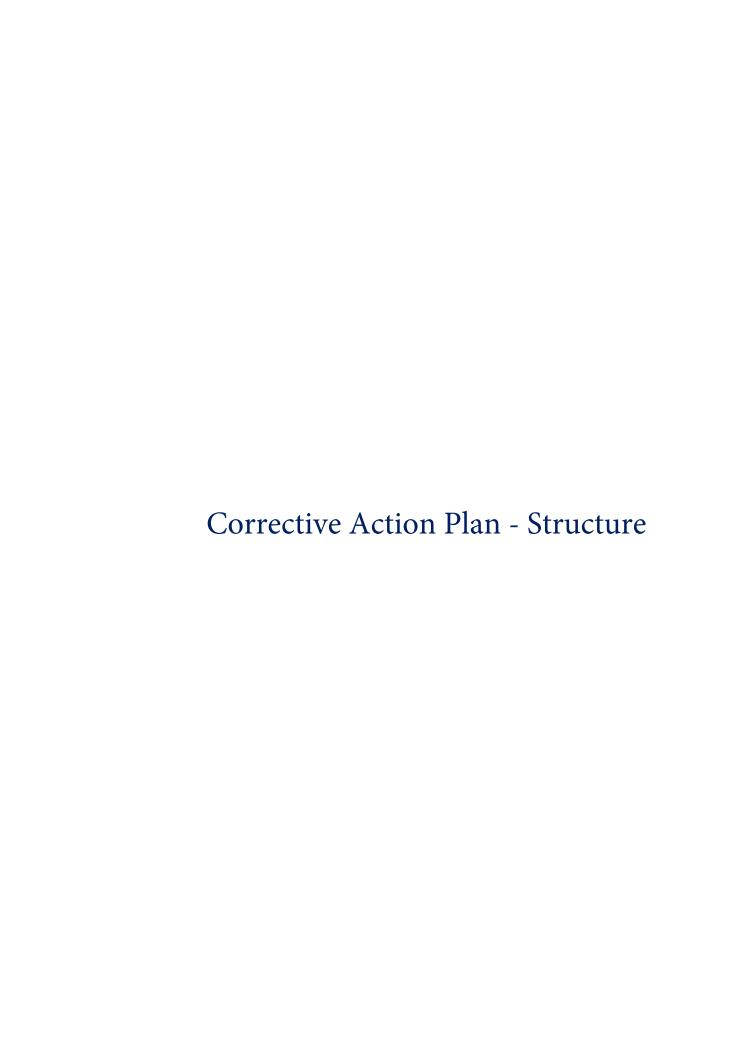












Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

For Alarcon, Borrego, & GEMS: Math/Science, Reading, & Social Studies (3-8) By Campus

Copy of At-a-Glance Campus PLC Schedules

All items will be included in the same order for each subject – that is, everything for reading; then everything for science; then everything for social studies... etc.

- Two <u>PLC Agendas</u> showing one or more of the following items for discussion:
 - Data Driven Lesson Plans
 - Collaboration between SPED and GenEd teachers
 - o Review of Data for Co-Teaching, Resource, or ASC students
 - Specific accommodations or differentiation for SPED students
- 2 Copies of *lesson plans* showing reading strategies embedded into the daily lesson
- 1 copy of feedback on lesson plans for co-teachers (General & SPED)
- 3 copies of <u>feedback on classroom visits</u> one each (this can be an email or Eduphoria)
 - Co-Teaching Science or Reading
 - Resource Social Studies
 - ASC Math or Reading
- <u>Intervention Documentation</u> one each for math; then one each for reading; then one each for social studies
 - Sign In Sheet for after-school tutoring including SPED students
 - Sign In Sheet for Saturday tutoring including SPED students
 - Pull-Out Schedule by Interventionist (including SPED students)
- Agenda & Sign-In for Professional Development on effective strategies for SPED students

English 1 & 2 (SEHS Only)

- Copy of At-a-Glance <u>Campus PLC Schedule(s)</u>
- 1 copy of administrator feedback on lesson plans for co-teachers (General & SPED)
- 3 copies of administrator *feedback on classroom visits* one each for either Eng. 1 or 2
 - Co-Teaching
 - o Resource
 - o ASC
- Intervention Documentation All English 1 docs; then all English 2 docs
 - Sign In Sheet for before-school English tutoring including SPED students
 - Sign In Sheet for Saturday EOC tutoring including SPED students
 - Pull-Out Schedule by Interventionist (including SPED students)
- SEHS: Agenda and Sign-In sheets for Literacy Professional Development via TNTP

Cover Sheets:

Campus Logo & Title on Cover Sheet is the <u>underlined and italicized</u> shown in outline.

One for Each bullet Elementary/Middle School = 7 High School = 5

High School Only English Department

Other Special Populations (OSP) Domain I - Academic Achievement; OSP STAAR EOC Passing Rate: <u>English I and II: Homeless</u>

Due February 21 for Semester 1 and May 1st for Semester 2

Collected	Date	Strategy/Artifact
	Completed	
		Copy of At-a-Glance Campus PLC Schedule(s)
		3 copies of <u>PLC Agenda</u> Meetings
		-1 should include data talk with a focus on Student groups (Homeless)
		2 Copies of <i>lesson plans</i> showing reading strategies and academic
		Language embedded into the daily lesson
		3 copies of <u>feedback on classroom visits from administration</u>
		-Focusing on bell to bell, high quality instructional materials, student
		engagement and checking for understanding
		3 copies of <u>feedback on classroom visits from other instructional</u>
		support staff
		-Focusing on bell to bell, high quality instructional materials, student
		engagement and checking for understanding
		1 Copy of a sign in sheet for <u>interventions</u> to include OSP students
		1 Copy of an Professional Development Agenda focusing on best
		practices to help student with their writing and reading

High School and Middle School Only

Other Special Populations (OSP) Domain I – Academic Achievement: OSP Annual Drop Rate (Grades 7-12); Homeless

Due February 21 for Semester 1 and May 1st for Semester 2

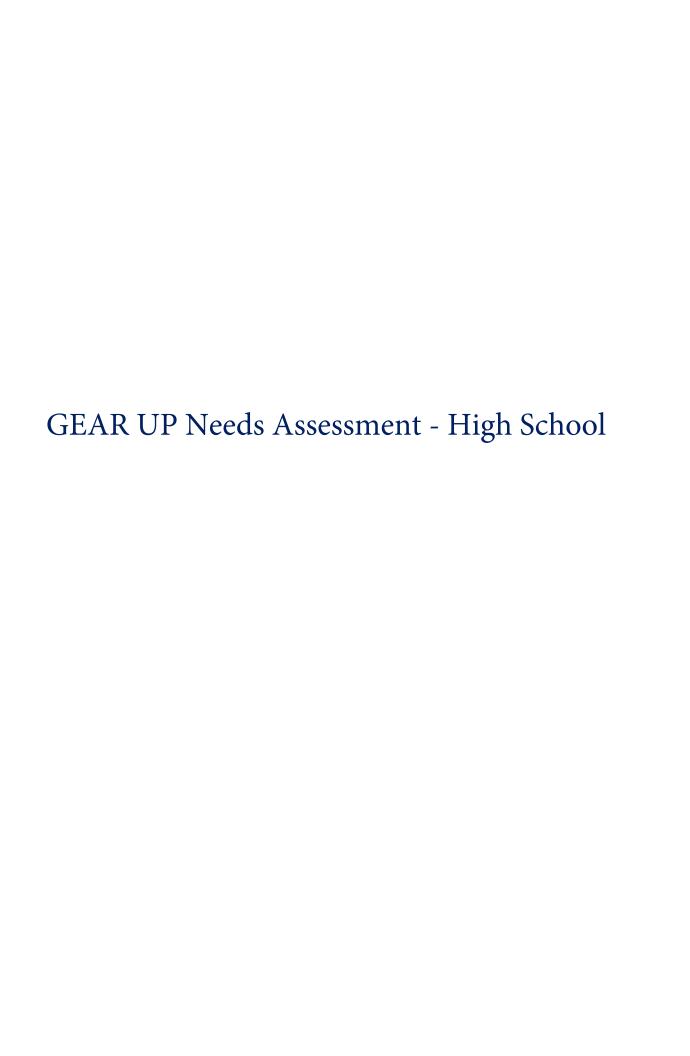
Collected	Date	Strategy/Artifact
	Completed	
		Copy of Student <u>Dropout Process Plan</u> Diagram
		3 copies/Examples of the paperwork when a student drops out of
		campus
		1 Agenda of a parent meeting showing the discussion of attendance
		and staying in school
		2 copies of PBIS activities discussing the importance of staying in school
		3 copies of documentation of students when they dropout and enroll in
		another campus focusing on our homeless students (TREX)
		1 copy of a <u>community outreach</u> newsletter or information educating
		the community on the importance of staying in school

Cover Sheets:

Strategy, Campus Logo, Title on Cover Sheet is the *underlined and italicized* shown in outline.

SEISD – ESC Region 19 MEP-MKV Initial Meeting 1.22.25

Migrant Education Program Actions	McKinney-Vento Project Actions
Residency Verification and Certificates of Eligibility (COEs): Ms. Sonia Ornelas auditing files Any data revisions will be made by the ESC Region 19 NGS Specialist Parent Advisory Meeting Dates: September 13 th (First Meeting) September 27 th (Elections; Ms. Rubi Gordillo nominated as PAC President) Next Meeting: February 21, 2025 Student Activities January 29 th : College, Career, and Military Readiness Fair (Seniors will attend; ESC Boeing; transportation has been set) 3-Session Martha Nino Book Study (Seniors) February 10 th March 25 th April 30 th Sessions will be at Boeing; transportation required) Intersession Camps March 4-6 th Summer 2025 UTEP/EPCC Campus Visits 2025 MEP-MKV Commencement May 10 th at Starlight Event Center Supplemental Instruction and Progress-Monitoring (grades; attendance; behavior) Seniors will be focus Ensure SEISD's Priority-for-Students (assigned by TEA) Create timeframes for campus rounds	TEA MKV Toolkit training Work closely with PBIS TEAM Leads to ensure all state mandates regarding Chapter 37 are met for students experiencing homelessness MKV Seniors 4 students set to graduate Ensure graduation requirements are met Connection to post-secondary 2025 MEP-MKV Commencement May 10 th at Starlight Event Center Supplemental Instruction and Progress- Monitoring (grades; attendance; behavior) Students will be tiered to see student needs and address students accordingly Intersession camps: March 4-6 th Summer 2025 UTEP/EPCC Campus Visits
Questions: o For PAC meeting, do we have a presenter on immigration?	Questions:
 Spanish Copies of Martha Nino 	placed in ISS, OSS and/or DAEP?



GEAR UP NEEDS ASSESSMENT



San Elizario Independent School District, Spring 2025

WHAT'S IN YOUR NEEDS ASSESSMENT REPORT?

As a Texas GEAR UP district, your district has received TNTP support to leverage strong professional development, instructional coaching, and vertical teaming to increase rigor in secondary instruction. To determine students' access to rigorous academics, each spring, we conduct a Needs Assessment to understand students' access to four key resources at the heart of high-quality academic experiences – **grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.** This data is captured annually and provides a picture of the current state of instruction on your high school campus as well as year over year growth.

Significant increases were measured in students' access to grade-appropriate assignments, deep engagement, and high expectations in 2025 compared to 2024, with the largest gain in students' access to grade-appropriate assignments. Access to strong instruction remains an area for growth.

Cuada Assurantista Assissanasanta	Assignments Rated Grade Appropriate		
Grade-Appropriate Assignments Content that reflects college- and	Spring 2024	Spring 2025	
career-ready academic standards	13%	69%	
Strong Instruction	Lessons Offering Stud	ents Strong Instruction	
Teaching that integrates high quality	Spring 2024	Spring 2025	
instructional practices	5%	22%	
Deep Engagement	Lessons with Deepl	y Engaged Students	
Lessons where all students are engaged	Spring 2024	Spring 2025	
in the lesson from start to finish	58%	72 %	
High Expectations	Teachers with High Ex	pectations for Students	
Adults who believe students can meet	Spring 2024	Spring 2025	
the demands of rigorous standards	65%	83%	

RECOMMENDATIONS

Based on findings from the 2025 Needs Assessment, the GEAR UP team at TNTP recommends that San Elizario High School take the following action steps. The data and these recommendations will be discussed in detail at our Data Walk meeting on April 2, 2025.

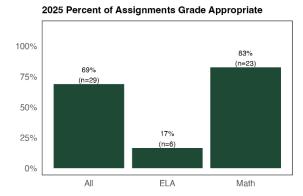
- Develop an instructional framework, grounded in research-based instructional strategies, that explicitly names the district's
 vision of excellent instruction. Train instructional leaders on highly effective implementation of these strategies so they
 easily identify strengths and gaps in instruction on their campuses.
- Implement a schoolwide protocol for lesson preparation and internalization using adopted HQIM. This should include
 clear expectations for what strong lesson preparation looks like in each content area, along with an emphasis on teachers'
 utilization of the district-adopted HQIM.
- 3. **Plan annual campus or content area instructional priorities** that bring campus practices into alignment with the San Elizario ISD instructional framework over time. Align all professional learning, including PD, coaching, and feedback to the prioritized instructional practice(s).

4. Develop of a culture of learning and accountability for teachers at San Elizario High School through the execution of **routine**, weekly walkthrough and feedback cycles for instructional leaders.

OPPORTUNITY TO ACCESS GRADE-APPROPRIATE ASSIGNMENTS

TNTP evaluated **29 assignments** from core content areas that students recently completed in class. Consistent access to grade-appropriate assignments across grades ensures that students build knowledge and skills necessary for college readiness by completion of twelfth grade.

Each assignment was rated using the TNTP <u>Assignment Review Protocols</u>. All assignments were rated on how well they centered <u>grade-level content</u>, provided meaningful content <u>practice</u> opportunities, and gave students a <u>relevant</u> opportunity to connect the content to real-world issues or contexts. Each of these three domains was rated on a scale of 0-2; adding these three domain ratings together, assignments with a total rating of at least a 4 (out of 6) were considered grade appropriate. Sixty-nine percent of assignments evaluated met the criteria for grade appropriateness, while math assignments stood out as



most likely to present grade-appropriate tasks to students. Despite heavy support in ELA this year, ELA assignments continued to focus on below-grade level texts and tasks with students.

According to the 479 students who completed the TNTP student survey, 70 percent believe that if they do well on the assignments their teachers give them, they will perform well on the End of Course assessment.¹ Sixty percent believe that they will perform well on the SAT/ACT/TSI, and 74 percent believe that they will be prepared to do college level work. According to the teacher survey, 89 percent of teachers believe that at least half of students who attend college will find the work to be substantially more challenging than what they received in high school.

Students have inconsistent access to grade-appropriate assignments across ELA and math classes, though they are more likely to receive grade-appropriate assignments in math. Most teachers believe that students will struggle with college-level academic assignments compared to the rigor of their high school work.

Curriculum and Instructional Materials

TNTP looked at the assignment source to determine the proportion of assignments that provided students **opportunities to interact with curricula materials that have been approved** by the district or school and analyze **how teachers invest their lesson planning and preparation time**. None of the assignments evaluated were from an approved curriculum source; 100 percent were selected or created by teachers. Only 69 percent of these assignments were rated grade appropriate.

None of teachers surveyed indicated that they always or almost always use district-approved curricula. Fifty-six percent of teachers report sometimes using district-approved curricula.² All of these teachers report spending more than three hours each week finding or creating lesson materials, and 80 percent report spending three to eight hours each week internalizing the lesson materials prior to teaching them.

Forty-four percent of teachers report rarely or never using a districtapproved curriculum.³ Of these teachers, all report spending three or

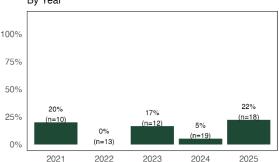
Relationship Between Teacher Time Allocation and Scripting Practices Hours Spent Creating Materials 100% 75% 50% Percentage of teachers Hours Spent Internalizing Lessons 100% 75% 50% 0-3 hours 5-7 hours 8-10 hours Over 10 hours 3-5 hours Hours spent Frequency of scripting exemplar responses Rarely Sometimes Almost Always

more hours a week finding or designing materials, and 38 percent spend more than five hours a week. These teachers are most likely to spend 3-5 hours per week internalizing lesson materials, less time than their colleagues who more frequently rely on district curricula.

San Elizario HS teachers report infrequent and inconsistent use of district-adopted curricula. Teachers who report less frequent use of approved HQIM spend more time finding or creating instructional materials and less time internalizing how to use them.

OPPORTUNITY TO ACCESS STRONG INSTRUCTION

Percent of Classrooms with Strong InstructionBy Year

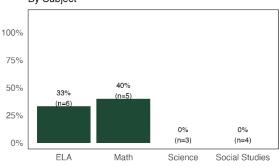


Eighteen classrooms were observed to rate the quality of classroom instruction using the TNTP <u>Observation Protocols</u>. Consistent access to strong instruction supports students to master the content taught in each lesson and strengthen speaking, listening, reading, and writing skills that will be essential for postsecondary success. Each observation assessed the extent to which the lesson demonstrated a strong **culture of learning**, used grade-level **content**, employed appropriate **instructional practices** that led to student mastery, and promoted **student ownership** over the thinking of the lesson. Each of these four domains was rated on a scale of 0-3; lessons with an average rating across domains of at least a two were deemed to have offered strong instruction. Twenty-two percent of classroom observations in 2025 demonstrated strong instruction, which is an increase of 17 percentage points from observed classrooms in 2024.

In 2025, TNTP provided professional development for teachers and instructional leaders across the English department related to strong instructional practices, including centering grade-appropriate texts, incorporating structures for speaking, listening, and writing, and providing students with feedback on their work in class to address misconceptions in real time. While TNTP's support targeted the English department, these strong instructional practices should be employed across all content areas to ensure students have sufficient opportunity to practice and apply reading, writing, speaking, and listening skills in a variety of academic contexts. In 2025, 33 percent of observed ELA classrooms demonstrated strong instruction, compared to 40 percent of Math classrooms. No observed science and social studies classrooms demonstrated strong instruction.

English teachers were more likely than their colleagues in other content areas to report using some strong instructional practices targeted in TNTP trainings. Sixty-seven percent of ELA teachers reported that they almost always center appropriately challenging texts in their lessons, compared with 33 percent of math, science, and social studies. Sixty-seven percent of ELA teachers report regularly teaching writing skills, compared to 13 percent of non-ELA teachers. However, ELA teachers were less likely to report regularly using other strong instructional practices than their non-ELA colleagues. Fifty-three percent of math, science, and social studies teachers report almost always providing students with opportunities to discuss their learning, compared to 33 percent of ELA teachers. Forty-seven percent report giving students academic feedback on their work during the lesson to address misconceptions, compared to 33 percent of ELA teachers.

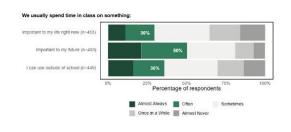
Percent of Classroom with Strong Instruction in 2025By Subject



Across all content classes, students report having an opportunity to do the following every day: read challenging texts and think about questions that help to deepen understanding of the text (74 percent); discuss content they are learning with classmates (69 percent); write about learning in class (62 percent) and attend to writing mechanics such as capitalization and punctuation (89 percent). Eighty-three percent of students report receiving academic feedback during class every day to address misconceptions.

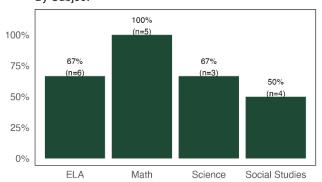
Despite growth in strong instruction campus-wide, San Elizario High School teachers inconsistently use strong instructional practices, even within the English department, which received targeted support to in SY 2024-25 to develop and implement these teaching practices.

OPPORTUNITY FOR DEEP ENGAGEMENT

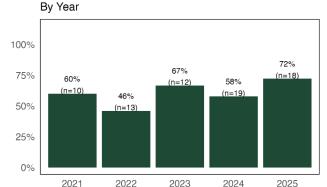


TNTP collected and analyzed **479 survey responses** from students in grades 9-12 about their daily classroom experience. Several questions asked about the extent to which they find deep engagement in the content of lessons due to interest in the content and relevance to their lives. Approximately **65 percent** of students reported that at least sometimes their class time is spent on content that is valuable to their lives. **Sixty-seven percent** of students reported that they are at least sometimes so engaged in their class that they do not think about anything else, and **56 percent** of students reported that they are at least sometimes so engaged in what they are learning that they lose track of time while in class.

Percent of Classroom with Deep Engagement in 2025By Subject



Percent of Classroom with Deep Engagement



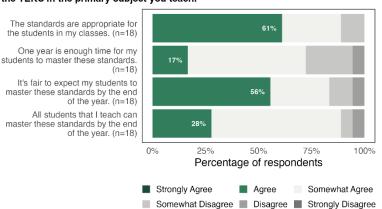
TNTP also observed 18 classrooms to measure the extent to which students were engaged throughout instructional time. In 72 percent of classrooms, students were at least mostly engaged in instructional tasks, an increase of 14 percentage points from 2024. Students were at least mostly engaged in 67 percent of ELA classes, 100 percent of math classes, 67 percent of science classes, and 50 percent of social studies classes.

In 2025, there was an increase in observed student engagement, with math classes demonstrating the highest engagement levels on campus.

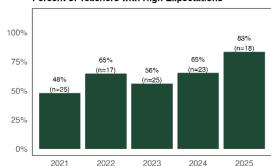
OPPORTUNITY FOR TEACHERS WITH HIGH EXPECTATIONS

TNTP collected and analyzed survey responses from 18 teachers. Teachers who had high expectations were those who believed their students could be successful against rigorous, grade-level standards. Teachers' responses to four questions were combined into a single Expectations Score ranging from 0-5. A combined rating score of a three or above defines a teacher as having high expectations for students. In 2025, 83 percent of responding teachers indicated having high expectations for their students, an increase of 18 percentage points from 2024.

Please indicate your level of agreement with the following statements about the TEKS in the primary subject you teach.



Percent of Teachers with High Expectations



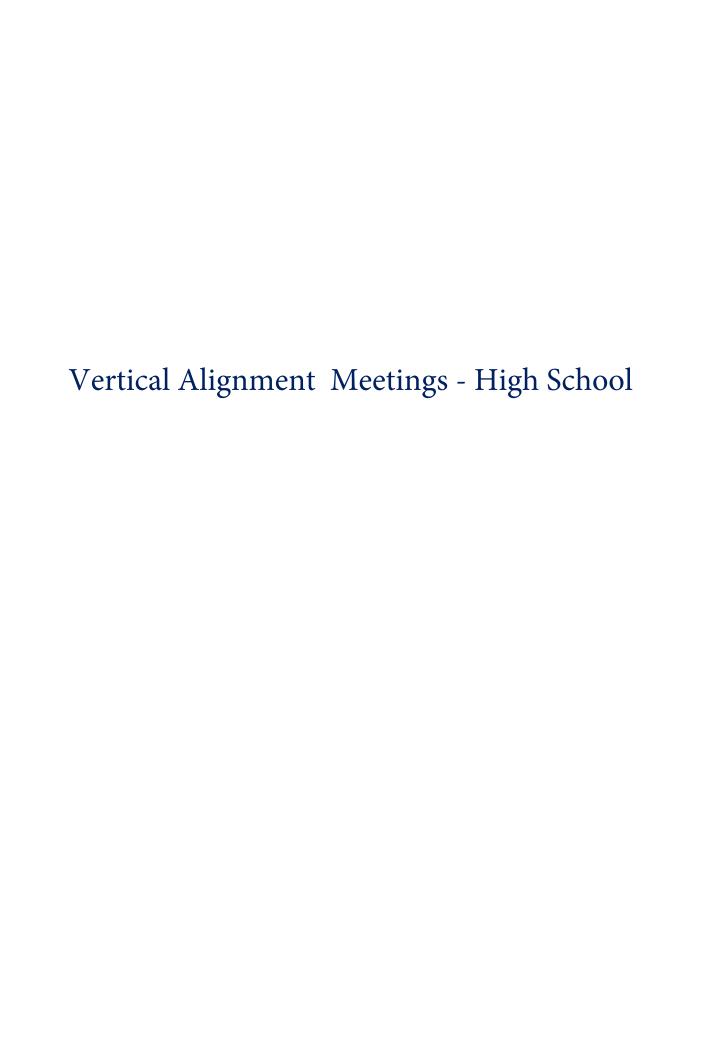
TNTP's student survey also collected data on how students experience high expectations in their classes. Eighty-four percent of students believe that their teachers at least sometimes give them challenging assignments that make them think hard, and 76 percent believe that their teachers at least sometimes make them keep trying when they feel like giving up. Sixty-four percent report that their teachers at least sometimes expect them to deepen learning by practicing class content through homework assignments outside of class.

Teachers at San Elizario High School increasingly hold high expectations for their students, continuing a trend of year over year growth in this area.

SHARING YOUR DATA

The GEAR UP team at TNTP recommends that San Elizario High School take the following action steps to share the findings of the 2025 Needs Assessment with stakeholders.

- 1. Share the outcome from this analysis with staff and help them develop an understanding of the status of campus instruction in comparison to your vision of excellent instruction.
- 2. Take time to celebrate with the staff the improvement in grade-appropriate assignments data. Develop a plan for how to train new staff and continue the development of current teachers on leveraging grade-appropriate assignments from your HQIM.
- 3. Revisit the findings from *The Opportunity Myth* with your staff to deepen understanding of the importance of giving students consistent access to the four resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.
- 4. Consider partnering with TNTP to build staff knowledge of TNTP's newest reports, <u>Paths of Opportunity</u> and <u>The Opportunity</u> Makers to develop understanding of strategic shifts in campus-wide practices that will increase students' college-readiness and postsecondary success.





District ELA Assignment Evaluation

Welcome to your second Vertical Team meeting in this five-part series! At this point, your team has received training on the TNTP ELA Assignment Evaluation Protocol (session 1), and you are ready to conduct your first district ELA assignment evaluation. Use the steps below to guide your completion of this work.

Preparation

Complete the following steps to prepare for your Vertical Team meeting.

- Schedule a half-day meeting time and space to assemble your Vertical Team in December. Your Vertical Team should include at one stakeholder in each of the following areas:
 - 1. middle school ELA curriculum
 - 2. high school ELA curriculum
 - 3. postsecondary curriculum (AP/Dual Credit or representative from an IHE)
- Collect ELA assignment samples from each ELA classroom grades 6-12, including AP/Dual Credit classes. The samples should be blank with no student work. The assignment should represent what students spend the majority of a class period completing. It is not necessary to observe the entire class period, but be sure that you are in the classroom when you collect the sample so you can see which part(s) of the assignment students are to complete that day. It should take no more than three to five minutes to collect the assignment sample from each class. Assignments can be collected by taking a hard copy from the classroom or taking a picture of the assignment. For each assignment, record:
 - 1. Date assignment was collected
 - 2. Teacher name
 - 3. Grade or course name
- ☐ Gather a master calendar from each campus that will enable you to check which classes are accelerated, ICC, multilingual support, etc.
- Print copies of the TNTP ELA Assignment Review Protocol to ensure that each team member can have a copy in front of them when evaluating assignments during the meeting.

Evaluation Procedure

When your Vertical Team assembles for the half-day meeting, complete the following steps:

- □ **Work in pairs** to evaluate assignments with a colleague. Discuss any discrepancies in ratings for each domain to norm and come to consensus on each assignment rating.
- Divide the assignments among working pairs for evaluation. Each collected assignment should receive a rating; however, the whole team does not need to rate every assignment. Plan to spend approximately 15-20 minutes rating each assignment as you are building your skill with using this protocol.
- □ **Enter your ratings for each assignment** in the form assigned to your district. If you notice any problems with your link, please contact <u>ellie.cook@tntp.org</u>.

	ASS	IGNMENT RATI	NGS ENTRY FOR	RMS	
CCAISD	Cleveland	Mathis	San Elizario	Sheldon	Sinton
Form link	Form link	Form link	Form link	Form link	Form link

Next Steps

Ensure all your assignment ratings are entered into your district Google Form and join the next virtual meeting on January 15 for guided analysis of your data. If you would like to review your data before the meeting, email ellie.cook@tntp.org.

San Elizario ISD Vertical Team Meeting Dates

-1-0		0.:0.4:0.0	
October 30, 2024 Virtual	https://esc19.zoom.us/j/96 913550043?pwd=R480v7IR cCCK3lcVafaYkbHCBWkjha. 1	Identify gaps in ELA assignment rigor and gather insight on postsecondary skill expectations to align instruction from middle to high school and better prepare SEISD students for college success.	Evaluate cognitive demand and alignment to college and career readiness expectations.
November 20, 2024 Virtual with TNTP	https://zoom.us/j/9653484 1651?pwd=dp4AMFnZeR9Y 8qg94H09EKfUPc5g91.1&fr om=addon	Introduction to the TNTP ELA Assignment Review Protocol	Collect one ELA assignment from each 6-12 classroom • Evaluate Assignments in Pairs • Enter Ratings Data into Google Form
January 15, 2025 Virtual with TNTP	https://zoom.us/j/9447424 6011?pwd=RZ4ExfNKZaazl 2PTU1E0bAgHxmDewv.1&fr om=addon	Analyze ELA assignment data using guiding questions to identify strengths and gaps in rigor across the district. Determine a high-leverage action step to improve vertical alignment and rigor in grades 6–12.	Communicate the expectation to SPED & Emergent Bilingual teachers that they must use the adopted HQIM in all lessons.

153	<u> </u>
Analyze the rigor of teacher-created lessons using student work and data, then support alignment by modeling or selecting high-rigor lessons from the textbook as needed. (ongoing)	Implement Lesson Internalization in Core Content Continue District Adopted Resources in Newcomer & Self-Contained SpEd Classes Evaluate Resources for Intervention
Data Analysis & Progress Monitoring	Data Analysis & 25-26 Goal Setting
In-person	In- Person
February 14, 2025	April 4, 2025

AntiBullying Efforts - Project Vida





AntiBullying Efforts in San Elizario ISD

Student Efforts

Project Vida FuturGen team delivered a two-part presentation on Bullying and Cyberbullying to students at Borrego and Alarcón. The first session focused on defining bullying, identifying the different types of bullying, introducing the 30-second rule, and discussing appropriate actions to take if a student is experiencing bullying. The second session included relevant statistics, an overview of David's Law, opportunities for self-reflection, and a review of the steps students should take to report bullying. Both presentations were conducted in person.

- 1. Borrego presentations
 - a. Presented Part 1 on March 21st
 - b. Conducted presentations for 3rd 6th graders
 - c. Total of 520 students attended these presentations
- 2. Alarcon presentations
 - a. Presented Part 1 on April 2nd to 3rd-6th grade students
 - 282 students attended
 - b. Presented Part 2 on April 8th to 5th and 6th grade students
 - i. 150 students attended

Parent Efforts

Project Vida Parent Mentors delivered an educational presentation to parents focused on bullying awareness and prevention. Parent Mentors provided presentations to parents to review the types of bullying, warning signs, what to do as a parent, and how to prevent it from happening.

- 1. Presented at Borrego Parent Night on March 25th
 - a. Approximately 55 parents
- 2. Presented at the Mission Progressing Together meeting on April 9th
 - a. A total of 23 parents attended

Future Efforts

- 1. National Adolescent Health Month
 - a. National Adolescent Health Month (NAHM) is a national observance held each May that focuses on raising awareness about key issues related to adolescent health and well-being. Project Vida FuturGen program developed a campaign to raise awareness about body image and bullying. To encourage universal acceptance of everyone's uniqueness and background the campaign is focused on "Respect the Difference." Our team of Outreach Wellness Facilitators will be hosting tabling events at San Elizario HS, GEMS, and at Borrego throughout the month of May as well as providing youth serving professional and parents resources on how to curb bullying and body shaming. The events at the school





will be very interactive to ensure youth engagement such as basketball true and false activity and a kindness jar to share positive messages with their peers.

- i. GEMS May 7th and 20th
- ii. Borrego May 13th
- iii. San Elizario HS May 14th
- 2. Virtual Parent Presentation
 - a. An extensive session for parents of our community to learn more about Bullying and Cyberbullying.
 - i. May 22nd at 9am & 6pm, English and Spanish

Blanca Ivonne Cruz

From: Alejandra Martinez <a.martinez@pvida.net>

Sent: Tuesday, May 13, 2025 4:22 PM

To: Troy Mitchell Enriquez; Blanca Ivonne Cruz

Cc: Sandra Garcia; Sandra Sanchez; Reyna Janneth Castillo; Claudia Lizzette Borunda; Adolfo

Jonathon Gallardo

Subject: PATH Program implementation location

Follow Up Flag: Follow up Flag Status: Flagged

CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon San Elizario team,

Hope you are doing great

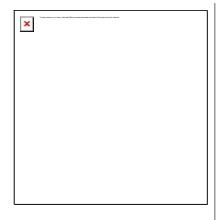
I am reaching out to bring you up to speed on the activities for the PATH program.

Yesterday we collected paperwork from the 10 selected students, we have pending paperwork from some of the students but it will be collected this week.

Upon meeting with parents, they were asking the location of the implementation of the program. Do you know the room where the implementation will take place for the PATH program during the summer?

Have a great day

Best Regards,



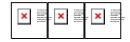
Alejandra Martinez, MPH, CCHWI

Training and Development Manager

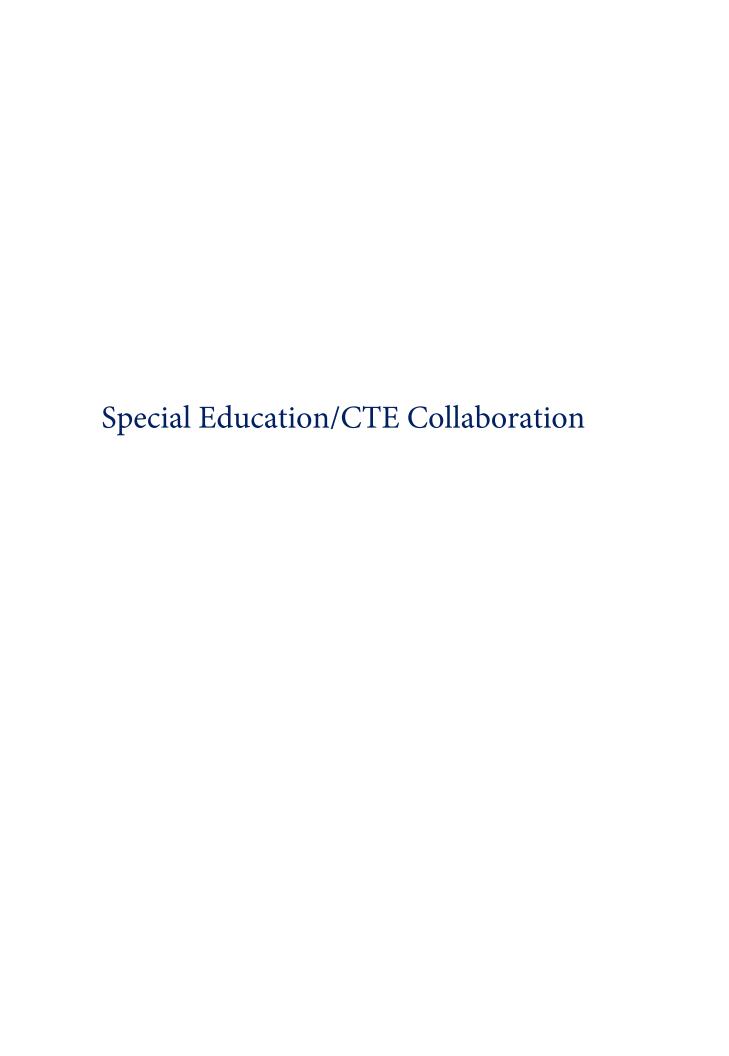
Project Vida Health Center

www.pvida.net

3607 Rivera Ave, El Paso, TX 79905



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DEPARTMENT OF SPECIAL EDUCATION

Schedule for Job Coach

O EX			
\mathbf{Day}	Location	Report to:	Duties for Job Coach*
Tu	GEMS	Melissa Tellez	-Administer Student Interest Surveys; Contact Parents for Interviews & Forms
			-Assist Students in developing transition presentation, ensure familiarity with the content, & help
			students be prepared to present the power point at ARD
			-Collaborate w/ SPED Teachers during PLCs on Transition IEPs, Progress Monitoring,
			-Communicate w/ Counselors as Needed to Ensure Alignments of PGP/Transition Goals/Endorsement
			-Collect necessary forms with parent signatures e.g. permission, consents, etc.
Wed	SEHS	Gabby Castro	-Supervise Students throughout school day: class, lunch, rec areas, etc.
		•	-Develop Training Schedules for Stud. Aligned to Goals
			-Communicate w/ Counselors as Needed to Ensure Alignments of PGP/Transition Goals/Endorsement
			-Maintain monthly logs of progress at training/work sites
Th	SEHS	Gabby Castro	-Administer Student Interest Surveys; Contact Parents for Interviews
		,	-Assist Students in developing transition presentation, ensure familiarity with the content, & help
			student be prepared to present the power point at ARD; help create CTC Boards
			-Collaborate w/ SPED teachers during PLCs on Transition IEPs, Progress Monitoring, and graduation
			requirements
			-Collect necessary forms with parent signatures e.g. permission, consents, etc.
			-Accompany & Supervise Students at work site(s)
Fri	Excell	April Marioni	-Prepare lessons & materials for following week work sites
			-Facilitate agency connections (community, school, work sites)
			-Inventory & maintain the items in work sites (e.g. studio/LSK classes)
			-Re-evaluate learning of skills and adjust accordingly
			-Prepare docs e.g. permission slips, bus requests, food services, purchase requests, flyers, consents,
			SOPs, etc.
	Borrego**	Marta	-Administer Student Interest Surveys; Contact Parents for Interviews
		Santana	-Assist Students in developing transition presentation, ensure familiarity with the content, & help
			student be prepared to present the power point at ARD
	Alarcon**	Monika Ruiz	Same as for Borrego
			** Additional Dution as associated or an Anniana

*Additional Duties as Appropriate or as Assigned

**In coordination with J. Angerstein for AU students (ages 11+)

San Elizario, TX 79849-0920

Office (915) 872-3926

3680 Socorro Road

Fax (915) 872-3927

PO BOX 920

www.seisd.net

Blanca Ivonne Cruz

From: Sandra Sanchez

Sent: Thursday, April 24, 2025 12:27 PM

To: Leah Wood

Cc: April Soliz Marioni; Agueda Reyes; Elizabeth Perez; Troy Mitchell Enriquez; Richard

Salcido; Blanca Ivonne Cruz; Jeannie Meza-Chavez

Subject: Opportunity: Apply for the Free Intuit Food Truck Program

Good Morning Ms. Wood,

I hope this message finds you well.

I am very interested in learning more about the FREE Intuit Food Truck Program and would appreciate the opportunity to hear more in-depth information about it. I would like to request a meeting with you, preferably on May 5, 2025, to further discuss the details.

I have included our Special Education Director, Child Nutrition Services Executive Director, and members of our upper administration, as they will play key roles in the potential implementation of this program. We already have a strong, collaborative relationship with TWC, and I believe this initiative would be a fantastic fit for San Elizario ISD.

I'm excited about the possibilities this project presents and would love to see it come to fruition in our district. Thank you.

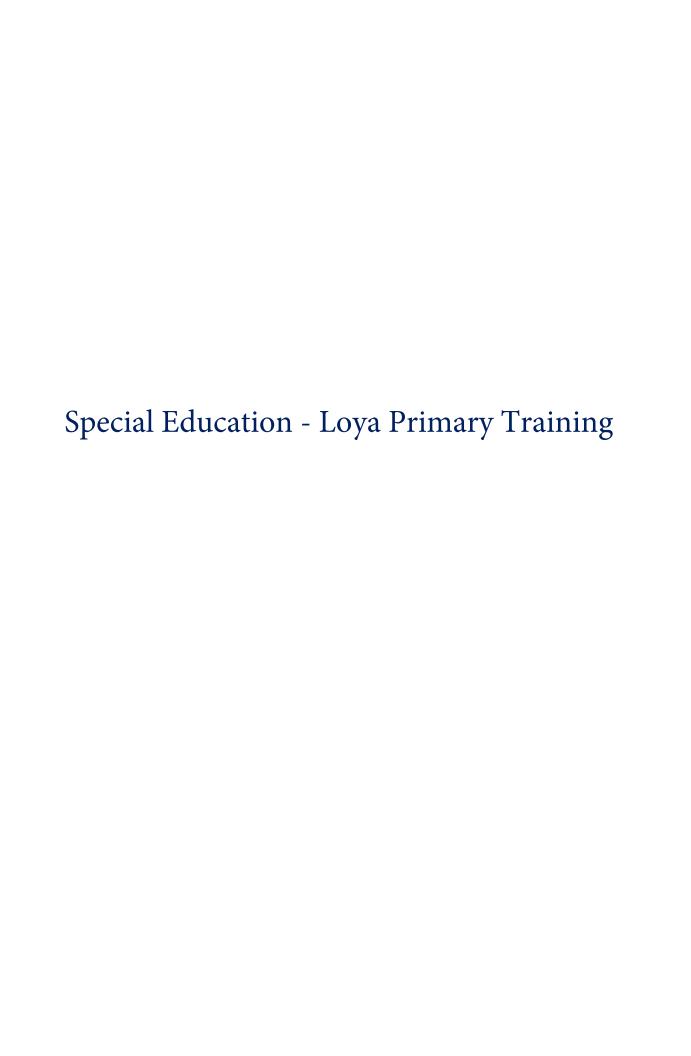
Respectfully,

Sandra Sanchez, M. Ed.

SEISD – CTE Administrator Ofc: 915-872-3939 ext.3844

Fax: 915-872-3921 E: ssanchez@seisd.net

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Blanca Ivonne Cruz

From: Julissa C Esquivel

Sent: Monday, May 5, 2025 7:30 AM

To: Erika Silvia Montoya; Jackie Rivera; Gabrelia Ortiz Lopez; Roxana Lopez; Lizzette

Armendariz; Sarai Dominguez Ramirez; Omega Ortiz; Jesus Manuel Barraza; Roxanne Aldaz; Alma Duran; Carolina Argumedo; Julieta A Ramirez; Rita Baca; Tiffany Annette

Rodriguez; NadiaCarmina Dorado Parra; Ivette Mendoza

Cc: Maribel Cantu Vallejo; Blanca Ivonne Cruz; Jeanette Angerstein; Norma N Avila

Subject: May 16 1/2 PD

Follow Up Flag: Follow up Flag Status: Flagged

TEAM T-2's,

We are going to have a ½ PD from 7:45 to 11:30 with Ms. Angerstein to have an overview of Autism and learn how to use non-verbal ques and strategies to work with all students. The training will take place in our PLC room beginning.

All classrooms T-2's, Ms. Omega and Coach Ramirez, please ensure to secure a guest teacher for the ½ day. Request the guest teacher to come in from 7:30 to 11:30. Our specialty T-2's will also attend the PD, but will not need to call in a guest teacher, your classes will be rescheduled during the make-up times.

You will need to still come in at your regular schedule to assist with our morning routine assisting our little Eagles, thank you in advance.

• ECSE T-2's, please call the GT's that are familiar with your routine, so it's an easier transition for the students.

Place your absence in the system tomorrow, use this email as the attachment for the absence. Let me know if you have any questions.

On a side note, thank you once again for the celebration breakfast, hugs and kind words. We are so lucky to have each of you! Stay Amazing!



Julissa Esquivel Proud Principal



6611 Boeing Dr, El Paso, TX 79925
Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net

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in

wwers

wwers

Professional Development Training Proposal

Building Inclusive Excellence: Strategies for Behavior, Autism Support, and Collaborative Roles

Prepared for:

Lorenzo G. Loya Primary Pre-K (San Elizario ISD)

Prepared by:

Education Service Center Region 19 Special Education Department

Training Title:

"Pre-K with a Purpose: Strategies for Success, Support, and Smiles"

Training Overview:

This professional development series for Lorenzo G. Loya Primary Pre-K staff is designed to strengthen inclusive, collaborative, and proactive practices across classrooms. Spanning three half-day sessions, the training focuses on managing student behavior through positive supports, deepening understanding of autism and neurodiversity, and establishing meaningful classroom roles that align with student strengths. Teachers and paraprofessionals will engage in hands-on activities, team-building exercises, and strategy planning that foster respectful partnerships and promote student independence. With a focus on Pre-K learners, this series equips educators with practical tools to create structured, nurturing environments where every child can thrive—and where every team member plays a vital role.

Objectives:

- To provide teachers and paraprofessionals with practical strategies to manage and understand student behavior effectively.
- To improve the learning experience for students with Autism Spectrum Disorder (AU) by equipping staff with targeted instructional and behavioral strategies.
- To strengthen collaboration between teaching faculty and paraprofessionals, clarifying roles and improving communication for optimal student support.

Behavior Specialist Training - Assistant Principals	



Certificate of Graduation

Behavior Intervention Specialist Certification Training

This certificate is awarded to

Lidia Sandate

Issued: 2025-03-17

Certificate ID: bpdittxoud



Certificate of Graduation

Behavior Intervention Specialist Certification Training

This certificate is awarded to

Concepcion Talamantes

Issued: 2025-04-22

Certificate ID: i7rt8jn0l2



Certificate of Graduation

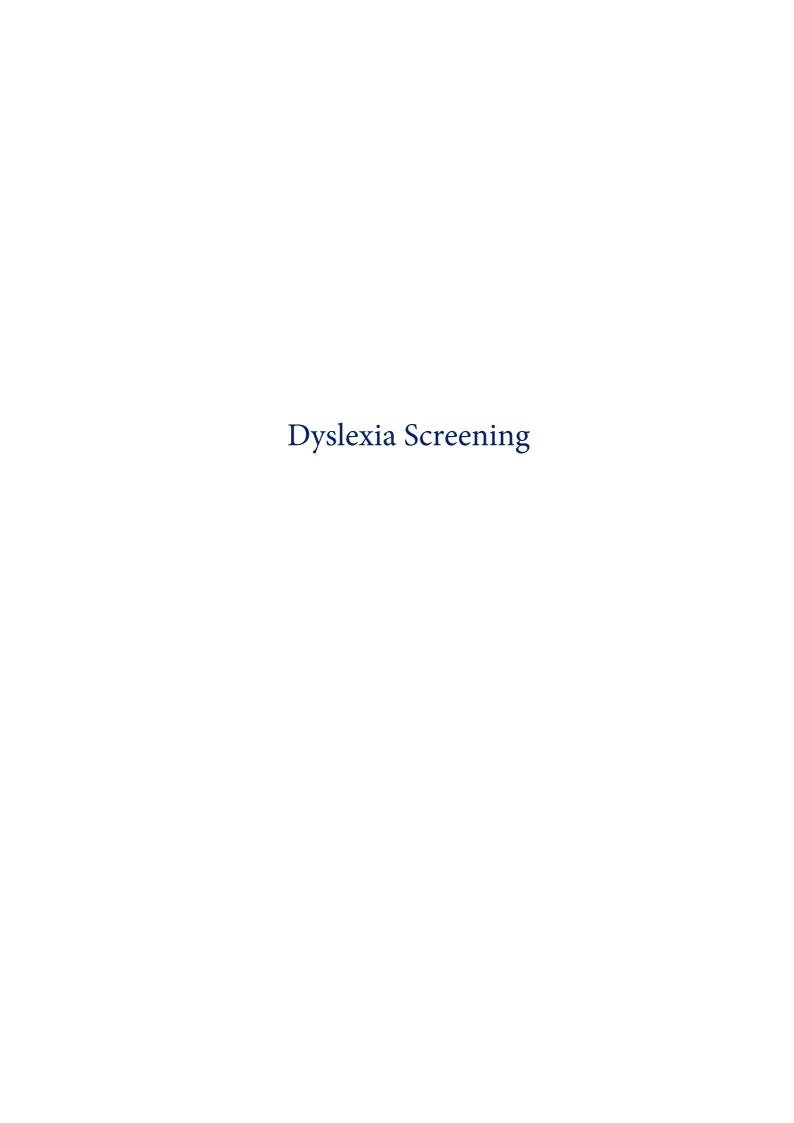
Behavior Intervention Specialist Certification Training

This certificate is awarded to

Lorena Mendoza

Issued: 2025-05-14

Certificate ID: rcpbog2p9t



Dyslexia screening helps identify students who may have a specific learning ke dyslexia, but it doesn't provide a diagnosis. It's a process that is used to determine if a child might need additional support. Early screening is particularly important as it can help identify students who may need interventions earlier on.

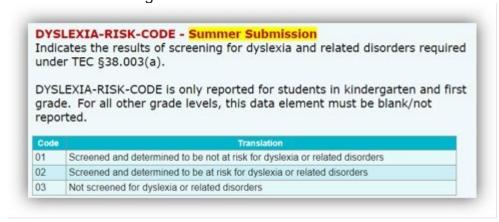
Texas state law (TEC §38.003) requires that public school students be screened and tested as appropriate for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and then again during first grade.

- √ Kindergarten screening must be completed by end of year
- √ 1st grade screening must be completed by Jan 31st

At SEISD, we use mCLASS Texas DIBELS and Lectura which is on the TEA approved data tools for dyslexia screening. While dyslexia debriefs are not a state requirement, it is a system that has been in place in SEISD for several years now. The purpose of conducting dyslexia debriefs for 100% of first grade students at MOY and kinder students at EOY is to ensure early, equitable identification and intervention planning for students at risk for dyslexia or related reading difficulties. Debriefs bring together a multidisciplinary team to ensure informed decisions and clear documentation. Attendees typically include: classroom teacher, campus interventionists, campus counselor, administrator, SPED director, and SPED staff if necessary.

The team discusses student data, determines risk levels, plans next steps, and documents findings to ensure clarity and consistency across support systems. Debriefs reflect best practices in Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) frameworks.

Each student is assigned a dyslexia screening code which is reported to TEA every summer. The coding is as follows:



Beginning in the 2022-23 school year, TEA added another reporting element, the **Screening Exception Reason Code**. This code is only used when a code 03 is used.

Code Table Id	Name	XML Name	Date Issued	Date Updated
C231	DYSLEXIA-SCREENING- EXCEPTION-REASON-CODE	TX- DyslexiaScreeningExceptionReasonCode	03/01/2022	
Code		Translation		
01	Grade 1 Student Withdrew from the LEA	On or Before January 31st (Grade 1 Dyslexia S	Screen Period End Date)
02	Kindergarten Student Withdrew from the Screening Period End Date)	LEA On or Before the Last Instructional Day of	the School year (Kinder	rgarten Dyslexia
03	Grade 1 Student Enrolled in the LEAAfte	er January 31st (Grade 1 Dyslexia Screening Pe	eriod End Date)	
04	Student Currently Identified and Receive	s Dyslexia Services		
05	Dyslexia Screening Inappropriate for the	Child (Documented by ARD or 504 Committee))	
06	Dyslexia Screening included in Special B	Education Evaluation or 504 Evaluation Process	(Documented by ARD	or 504 Committee)
07	Parent or Child Repeated Refusal for Dy	slexia Screening (Documentation Required)		
08	Student Absent During the Designated D Compliance)	yslexia Screening and No Make-Up Provided D	During Screening Windo	w (Constitutes Non-
09	No Appropriately Trained and/or Qualifie Compliance)	d Individual in the LEA, as Required, to Conduc	ct Dyslexia Screening (C	constitutes Non-
10	Technology Access or Failure (e.g., Soft Compliance)	ware) Prevented the LEA from Screening the St	tudent for Dyslexia (Con	stitutes Non-
11	No Dyslexia Screening Instrument Availa Compliance)	able or No Screening Instrument Adopted by Dis	strict-Level Committee (Constitutes Non-
12	Other (Reason Not Listed Above; Docum	nentation Required, Potential Non-Compliance)		

Blanca Ivonne Cruz

From: Livian Baity < livianbaity@gmail.com>
Sent: Wednesday, May 7, 2025 12:25 PM

To: Lorena Robles; Sandra Luz Verdier; Ruth Ramirez; Rebecca Victoria Jauregui; Loyda

Munoz Esparza; Sandra Mercado; Claudia Nakay

Cc: Martha Elva Santana-Garcia; Blanca Ivonne Cruz

Subject: PBIS Meeting

Follow Up Flag: Follow up Flag Status: Flagged

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Good Afternoon Rams Nation!

First, let me thank you for the invitation to attend yesterday's meeting. I am honored that you view me as a resource and thought partner in this extremely valuable work you are doing. I went away from the meeting both excited and inspired by the progress you've made and the conversation surrounding your next steps.

In reflection, below are some key items from the meeting that I would like to highlight:

- 1) The Borrego Ram looks very distinguished in its new space!
- 2)Your PBIS Binder is a fantastic idea and looks amazing. I am excited to see your next draft. (Could this also be done with the Behavior Chart Information as well?)
- 3) Your initial draft of the vision, mission, and goals embody exactly what the PBIS Team discussed in the previous meeting. (In your final draft, remember to cross-reference it with both the campus' and district's mission to ensure you've included common ideals/language regarding culture relevance and pride.)

I look forward to seeing you tomorrow. Please let me know if there is anything that you would like me to have prepared ahead of time (examples, forms, etc.).

Thank you again, and have a wonderful rest of the day. Go RAMS!

Supreme Goddess (aka: Livian Baity)

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Academic Review 2024-2025

District: SAN ELIZARIO ISD

Campus: SAN ELIZARIO H S

Date: 10-02-2024

WHAT'S IN YOUR ACADEMIC REVIEW?

High Quality Instructional Materials (HQIM) allow students to engage more deeply and meaningfully with the Texas standards and supports teachers in ensuring all students have access to high quality and rigorous grade-level content. To support teachers, the Texas Education Agency (TEA) identified research-based instructional strategies (RBIS) for both math and reading or English language arts to improve student access to rigorous, grade-level curriculum and strong instruction. The Center for Academic Review specifically focuses on the quality of assignments provided to students, measuring the inclusion of these research-based instructional strategies in student assignments and provides a district or campus level report of the findings.

Campus or district leadership can then use this report to make informed, strategic decisions around curriculum. While this report can be used to inform instructional decisions for campuses, it is not a comprehensive evaluation and should not be used in performance management. The data included in this report represents the findings based on the artifacts submitted by the campus and should not be interpreted as an evaluation of a complete set of instructional materials. For more information on the quality of a set of instructional materials, please visit www.texasresourcereview.org.



RLA

50%

of assignments are TEKS Aligned

40%

of assignments are aligned to the RBIS

40%

of assignments are considered high quality

Math

90%

of assignments are TEKS Aligned

0%

of assignments are aligned to the RBIS

0%

of assignments are considered high quality

^{*}Percentage of assignments that scored at or above the 1.6 threshold.

BACKGROUND

The Student Experience

All students should engage daily with TEKS-aligned, high quality instructional materials (HQIM) and assessments that support learning at appropriate levels of rigor. This means teachers should have access to standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

Research-Based Instructional Strategies (RBIS)

What are the RBIS?

As part of a broader strategy to significantly increase the number of students in Texas who have access to HQIM, TEA has developed a set of Research-Based Instructional Strategies (RBIS) to articulate the key instructional shifts that are necessary to bring rigorous instruction to life for students.

RBIS are:

- a set of research-based practices that highlights common misconceptions in the field.
- topics that require conceptual or philosophical changes in approach to instruction.
- a set of practices that are supported by research and should be present in classrooms, regardless of instructional materials.
- the science of how students best learn math and reading in K-12.
- · a demonstration of why HQIM is important and what is required to implement HQIM well

High Quality Assignments

TEKS and RBIS alignment are required for an assignment to be considered high quality.

TEKS-ALIGNED

If an assignment is
TEKS-aligned but not
RBIS-aligned, it may include
key standards for the grade
level and content area but
not engage students in
effective learning strategies
aligned to research.

RBIS-ALIGNED

If an assignment is
RBIS-aligned but not TEKS
aligned, it may incorporate
effective learning strategies
but not be at the
appropriate rigor to prepare
students to master
grade-level expectations.

SCORING METHODOLOGY

TEKS Alignment Foundational Literacy Skills Complexity RLA Student Assignment High Quality RLA Student Assignment

Reading Language Arts

Each assignment is evaluated using a rubric with indicators aligned to the following:

- TEKS Alignment measures alignment with content and rigor expected for the grade level.
- RBIS Alignment measures alignment with research-based instructional practices.
 - Foundational Literacy Skills (where applicable) assesses the opportunity students have to engage in intentional practice with phonics and word analysis.
 - Text Complexity measures whether assignments provide students with opportunities to engage with complex, high quality text(s).
 - Knowledge Coherence assesses whether the assignment provides students with an opportunity to build knowledge and develop vocabulary.
 - Text-Based Responses measures the opportunity students have to justify and support their thinking by using evidence found in the text.

The rubric indicators are organized into two categories: TEKS alignment and RBIS alignment. Assignments receive a rating of 0 to 2 for each indicator in the rubric, which are then averaged to obtain a score for the category.

- Score of 0: little to no evidence of the indicator
- Score of 1: some evidence of the indicator
- Score of 2: substantial evidence of the indicator

The individual assignment scores are then evaluated to provide overall ratings for TEKS Alignment, RBIS Alignment, and High Quality.

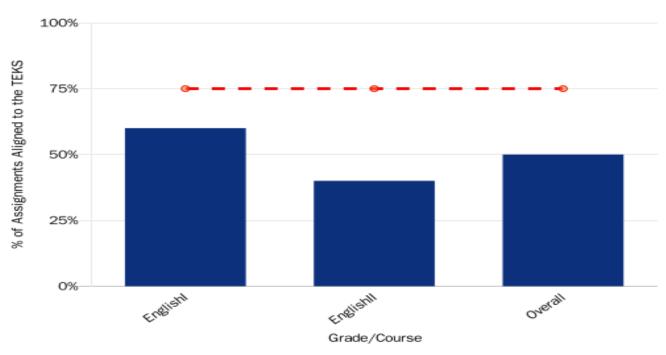
TEKS Alignment: The TEKS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

RBIS Alignment: The RBIS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

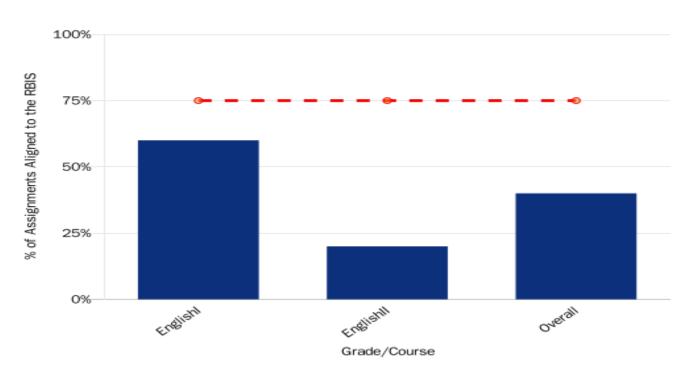
High Quality: The high quality score reflects the percentage of assignments meeting 1.6 in both TEKS Alignment and RBIS Alignment.

RLA SCORING

What percentage of assignments aligned to the TEKS?

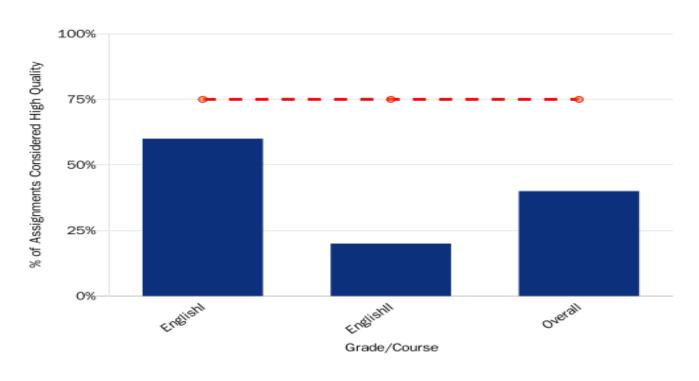


What percentage of assignments aligned to the RBIS?



RLA SCORING

What percentage of assignments are considered high quality?



RLA SUMMARY

Assignments achieving a quality score average of 1.6 in both TEKS Alignment and RBIS Alignment are considered high quality and grade appropriate. Seventy-five percent of assignments submitted should be high quality to indicate students have access to high quality assignments aligned to state standards and research-based instructional strategies.

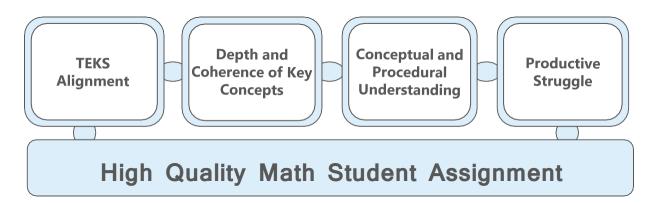
Overall

Forty percent of assignments submitted met the criteria for high quality.

Ten assignments were submitted for review. Two assignments were submitted from Savvas and the other eight assignments were submitted from unknown sources. Students were provided limited opportunities to demonstrate knowledge or practice grade-level TEKS-aligned skills on assignments with depth and complexity. Students were provided ample opportunities to read grade-appropriate text, independently. Students were provided limited opportunities to engage with multiple unfamiliar words in context, while using grade- level print, or digital resources. Students were provided limited opportunities to engage with complex, high-quality text(s), to build knowledge and develop vocabulary. Students were provided ample opportunities to build knowledge across other content areas such as science, history, literature, and the arts. Students were provided limited opportunities to engage in purposeful use of key academic vocabulary in assignments. Students were provided some opportunities to evaluate the author's craft, structural elements, main idea and/or theme of the high-quality text(s). Students were provided some opportunities to justify and support their thinking by using evidence found in the text.

SCORING METHODOLOGY

MATH



Math

The math rubric evaluates assignments using indicators aligned to the following:

- TEKS Alignment measures alignment with content and rigor expected for the grade level.
- **Depth and Coherence of Key Concepts** evaluates the opportunity students have to demonstrate a deep understanding of essential concepts for the course.
- Conceptual and Procedural Understanding evaluates the level of student opportunities to
 engage in both conceptual understanding and procedural skills as required by the TEKS.
- Productive Struggle gauges student access to and expectation to complete appropriately challenging tasks.

The rubric indicators are organized into two categories: TEKS alignment and RBIS alignment. Assignments receive a rating of 0 to 2 for each indicator in the rubric, which are then averaged to obtain a score for the category.

- Score of 0: little to no evidence
- Score of 1: some evidence
- Score of 2: substantial evidence

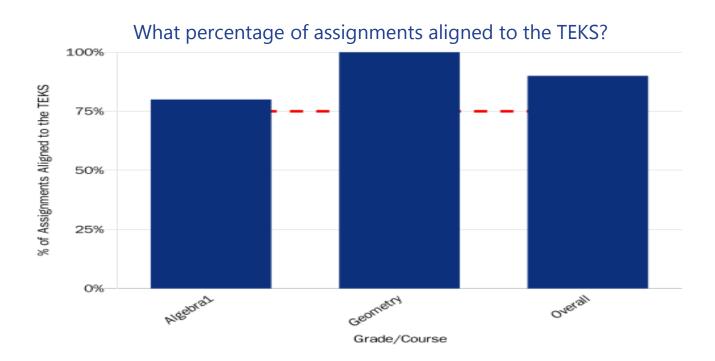
The individual assignment scores are then evaluated to provide overall ratings for TEKS Alignment, RBIS Alignment, and high quality.

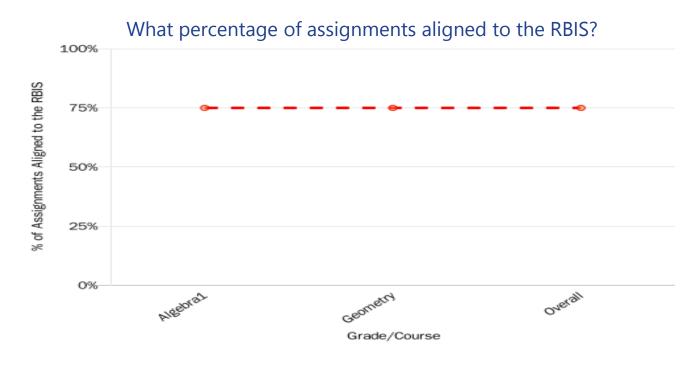
TEKS Alignment: The TEKS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

RBIS Alignment: The RBIS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

High Quality: The high quality score reflects the percentage of assignments meeting 1.6 in both TEKS Alignment and RBIS Alignment.

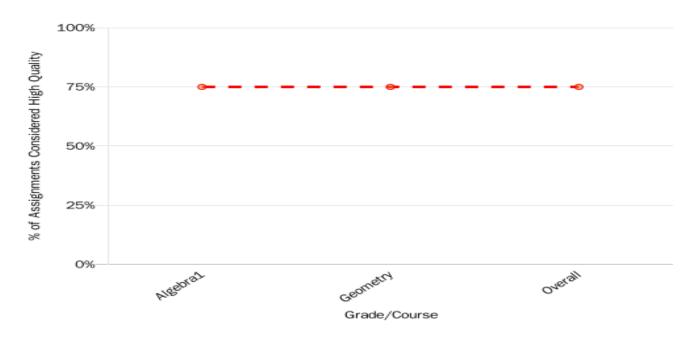
MATH SCORING





MATH SCORING

What percentage of assignments are considered high quality?



MATH SUMMARY

Assignments achieving a quality score average of 1.6 in both TEKS Alignment and RBIS Alignment are considered high quality and grade appropriate. Seventy-five percent of assignments submitted should be high quality to indicate students have access to high quality assignments aligned to state standards and research-based instructional strategies..

Overall

Zero percent of assignments submitted met the criteria for high quality.

Ten assignments were submitted for review. The majority of the assignments were submitted from unknown sources. Students were provided ample opportunities to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS. Students were provided ample opportunities to engage with mathematical process standards aligned to grade-level TEKS. Students were provided limited opportunities to demonstrate depth of understanding aligned to the TEKS and to apply conceptual understanding to new problem situations and context through doing and writing. Students were provided limited opportunities to engage with a variety of representations of mathematical situations, patterns, and procedures as well as to use concrete models, manipulatives, pictorial, or abstract representations in alignment with the grade-level TEKS. Students were provided limited opportunities to think critically through complex math problems or to explain and justify their thinking.

Appendix



Assignment Rubrics

	ent Assignment Review - Grade 3 Comprehension Rubric
TEKS	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
Alignment	Assignment includes an opportunity for students to read grade-appropriate text, independently.
Text Complexity	Assignment includes an opportunity for students to access and engage reading skills with texts that are grade-level, well-crafted, and are of publishable quality.
Knowledge	Assignment includes an opportunity for students to build knowledge based in the fields of science, history, literature, and the arts.
Coherence	Assignment includes an opportunity for students to engage in purposeful use of key academic vocabulary.
Text-based	Assignment includes an opportunity for students to evaluate the structure, language, key ideas, details, craft, purpose and/or theme of high-quality text(s).
Responses	Assignment includes text-dependent questions and/or tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking and support claims.

	ent Assignment Review - 3rd Grade Foundation Skills Rubric
TEKS	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
Alignment	Assignment complies with state requirements and provides students the opportunity to practice phonics foundational skills in isolation and/or in context.
Foundational Skills	Assignment includes an opportunity for students to develop, practice, and reinforce (hear, say, read, spell, or write) phonological awareness, phonics, or vocabulary.



	nt Assignment Review
TEKS	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
Alignment	Assignment includes an opportunity for students to read grade-appropriate text, independently.
Text Complexity	Assignment includes an opportunity for students to engage with multiple unfamiliar words in context, while using grade-level print, or digital resources.
Skills	Assignment includes an opportunity for students to access and engage reading skills with texts that are grade-level, well-crafted, and are of publishable quality.
Knowledge	Assignment includes an opportunity for students to build knowledge based in the fields of science, history, literature, and/or the arts.
Coherence	Assignment includes an opportunity for students to engage in purposeful use of key academic vocabulary.
Text-based	Assignment includes an opportunity for students to evaluate the structure, language, key ideas, details, craft, purpose and/or theme of high-quality text(s).
Responses	Assignment includes text-dependent questions and/or tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking and support claims.

	ent Assignment Review - Geometry Rubric
TEKS	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
TENS	Assignment includes an opportunity for students to engage with mathematical process standards, aligned to grade-level TEKS.
Depth and	Assignment includes an opportunity for students to demonstrate depth of understanding aligned to the TEKS.
Coherence	Assignment includes an opportunity for students to apply conceptual understanding to new problem situations and context through doing and writing.
Balance Conceptual and	Assignment includes an opportunity for students to engage with various representations of mathematical situations, patterns, and procedures.
Procedural Understanding	Assignment includes an opportunity for students to use concrete models, manipulatives, pictorial or abstract representations in alignment with the grade-level TEKS.
Productive Struggle	Assignment includes an opportunity for students to think critically through complex mathematical problems.
Siruggie	Assignment includes an opportunity for students to explain or justify ways to solve problems.

Glossary

Academic Vocabulary: The Texas Reading Academy defines academic vocabulary as words that are traditionally used in academic dialogue and texts. These words are not typically used in everyday conversation but are crucial for understanding content in subjects such as math, science, social studies, and language arts. (Texas Reading Academy, House Bill 3, 2019)

Coherence of Key Concepts: Connecting concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Conceptual Understanding: Comprehension of mathematical concepts, operations and relations (National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, I. Swafford, & B. Findell (Eds). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press.)

Decode: The process of using letter-sound knowledge to blend sounds and word parts to read words. (Texas Administrative Code, Title 19)

Depth of Key Concepts: Math content that aligns to and meets the rigor of the TEKS for each grade level, while concentrating time and effort on going deep on the most important topics for the grade level. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Direct Instruction: Explicit, teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. (Texas Administrative Code, Title 19)

Encode: The process of using letter-sound knowledge to spell words. (Texas Administrative Code, Title 19)

Evaluate: The ability to make judgments about the value, quality, or effectiveness of various elements within texts. This involves higher-order thinking skills that go beyond comprehension to critically analyze and assess information, arguments, and ideas presented in a text. By fostering these evaluative skills, the overall goal is for students to have the ability to think critically about what they read, to form well-reasoned judgments, and to engage thoughtfully with a wide range of texts. (Texas Administrative Code, Title 19)

Fidelity: The degree to which instruction and educational programs are implemented as intended by the designers. This involves adhering closely to the prescribed methods, materials, and practices to ensure the effectiveness of the instructional approach. Implementing with fidelity is crucial for achieving the desired outcomes in student learning. This involves continuous monitoring, support for educators, and adjustments as needed to maintain the integrity of the instructional program. (Texas Reading Academy, House Bill 3, 2019)

Foundational Literacy Skills: The Texas Reading Academy defines foundational literacy skills as the essential skills required for reading proficiency, which include phonological awareness, phonics, fluency, vocabulary, and comprehension. These skills form the basis for effective reading and are critical for students' academic success. (Texas Reading Academy, House Bill 3, 2019)

High Quality Instructional Materials: Defined as Texas Essential Knowledge and Skills (TEKS) aligned materials that meet rigorous content and instructional standards, be accessible to all students, and support effective

Glossary

In Context: Phonics instruction that involves working on phonics skills as part of a text that you and/or the students are reading or writing. (Learning At The Primary Pond, Inc., 2024)

Morphemes: The smallest units of language that carry meaning. All words have at least one morpheme, while many words in spoken and written language contain more than one. Morphemes encompass bases, roots, compound words, contractions, and affixes. Morphemes are taught beginning with the most basic and commonly used, followed by more advanced and complex ones. (Texas Reading Academy, House Bill 3, 2019)

Out of Context: Phonics instruction that involves focused work with patterns (like "sh," "oa," etc.) and individual words in isolation. (Learning At The Primary Pond, Inc., 2024)

Phonics: The ability to read (decode) and spell (encode) individual words. (Texas Administrative Code, Title 19)

Phonological Awareness: The ability to detect and manipulate the sound structures of spoken language, including recognizing differently sized sound parts (i.e., phrases, words, syllables, phonemes) and manipulating those parts (i.e., blend, segment, delete, add, and change) (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)

Procedural Understanding: Understanding of carrying out procedures flexibly, accurately, efficiently, and appropriately

(National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, I. Swafford, & B. Findell (Eds). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press.)

Productive Struggle: Comprises the work that students do to make sense of a situation and determine a course of action when a solution strategy is not stated, implied, or immediately obvious...every student must have the opportunity to struggle with challenging mathematics and to receive support that encourages their persistence without removing the challenge. (National Council of Teachers of Mathematics, 2017)

Research Based Instructional Strategies (RBIS): a set of practices for each content area and related topics that highlight misconceptions in the field and support shifts in practice aligned to research. RBIS are intended to be present in classrooms, regardless of instructional materials. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Rigorous Instruction: Rigorous teaching and learning involves setting high expectations while maintaining a balance among the complexity of the learning content (texts, concepts, etc.), cognitive engagement with that content (learning tasks), and a teacher's ability to make the content or tasks accessible to every student. (Hess, K., 2021)

Systematic Instruction: Instruction that is carefully planned and sequenced where simple concepts are taught first before progressing to more complex concepts. This form of instruction is broken down into manageable step-by-step pieces that are aligned to instructional goals. (Texas Administrative Code, Title 19)

Glossary

TEKS Aligned: Teaching that adheres to the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do in each grade and subject. TEKS-aligned instruction ensures that the curriculum, instructional materials, teaching practices, and assessments are all designed to help students meet these standards. (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)

Text Complexity: There are three factors that determine text complexity: Quantitative Dimensions (ie. readability, Lexile levels); Qualitative Features (i.e., meaning, knowledge demands, language features, text structure, and use of graphics as measured by an attentive reader); Reader and Task Variables (i.e., additional factors that might impact engagement with the text) (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Text-based responses: Information that is taken directly from the text to justify a response. When responding to a text, students need to make sure they are correctly interpreting the author's purpose and the text content. It is important that students understand their responses must be based on actual ideas presented in a text and not on their personal opinions about the topic being discussed. To ensure this, students should link their own reasoning to the information contained in a text. (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)



Library - HB 900

Timeline for HB 900 Classroom Libraries

2024-2025 School Year

- December-Librarians met on 12/17-12/18 to discuss roll out plan for HB 900
 - 1. Determined that TexQuest will be used to scan books
 - 2. Directions on how to utilize the Tex Quest system were created
 - 3. Board policy has been created for HB 900
 - 4. Classroom libraries may need to be added to the Board Policy
 - 5. Reconsideration form will need to be created
 - 6. Librarians will begin working with the system
- January-Librarians/Administrators will begin to inform teachers of HB 900
 - 1. During PLC's
 - 2. During Faculty Meeting
 - 3. Model for teachers how to scan into the system
 - 4. If time permits teachers will be able to scan some books into the system
- February-May-Teachers will begin scanning classroom library books into the TexQuest system. Assistance will be asked of the following:
 - 1. Parent Volunteers
 - 2. Library Aide
 - 3. Secondary-Students (before school, during lunch and after school)
- June (2025)-50% of the teacher classroom library books will be completed

2025-2026 School Year

- July-Review the list that was completed from the previous year
 - 1. Add books that were not unable to be scanned from previous year
 - 2. Post the list onto the district/Campus website
- August-December-Teachers will scan any new books purchased for the classroom library
- January (2026)-Post updated list onto the district/campus website

^{*}Scanners will need to be purchased if campus does not have one

Total Amount of Books by Campus:

Lorenzo Loya Primary

Classroom total: 2,000 Library: 13,724

Sambrano Elementary

Classroom total: 4,100 Library:16,407

Alarcon Elementary

Classroom total: 2,200 Library: 12,998

Borrego Elementary

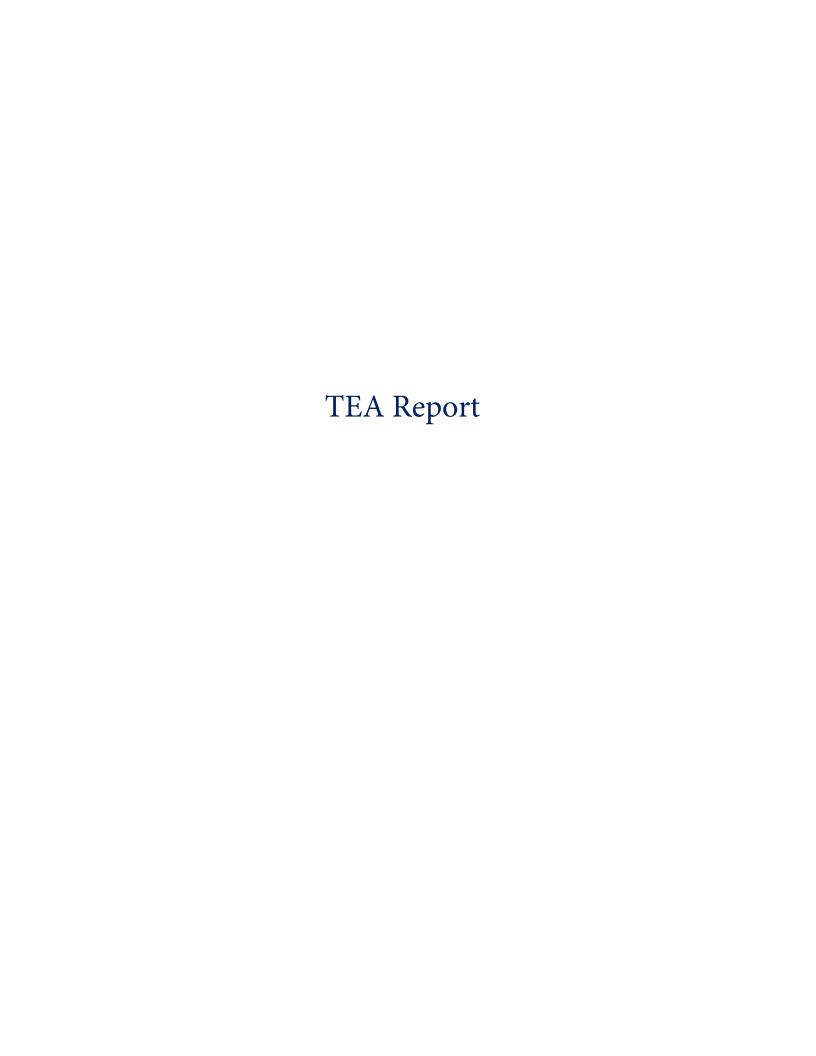
Classroom total: 3,050 Library:17,830

Garcia Enriquez Middle School

RLA Teachers-1,946 novels Library: physical books-13,708 ebooks-817 reference-115

San Elizario High School

SEHS Classrooms: 1,000 SEHS Library: 15,955





24-25 San Elizario ESF Diagnostic Summary

Campus	CDN	Date of Site Visit
San Elizario High School	071904001	Oct 15, 2024
ocDistrict	Principal	Principal Supervisor
San Elizario ISD	Mr. Troy Enriquez	Dr. Meza-Chavez
ESF Facilitator		
Lourdes Lugo/Alex Armendariz		

Introducing the Effective Schools Framework (ESF)

this framework outlines the essential actions to create an optimal learning environment. The Targeted ESF Diagnostic approach uses **Guiding Questions** to focus The ESF is a vision for daily campus operations and practices that prioritize student success. Based on research and observations from high-performing schools, on specific success criteria, identifying initial evidence that guides further discussion, evaluation, and strategic planning

Methodology:

In a collaborative effort to collect insights and evidence about the campus, the ESF Facilitator and campus leadership team engaged in comprehensive activities including artifact review, stakeholder feedback sessions, and on-site observations. The facilitator and campus leadership team reviewed the evidence through the lens of the **Guiding Question** success criteria. The evidence summaries were aligned into two categories: Protocols and Application. Reviewing both protocols and application is crucial in a campus diagnostic process because it enables a thorough examination of not only the intended practices (protocols) but also their practical implementation (application). As you review each Guiding Question, reflect on the collected evidence to see if protocols are driving the intended implementation.

800000	Application
Protocols refer to the intended practices of a campus. Evidence is Application refers to the practical implementation of practices.	cation refers to the practical implementation of practices.
collected through artifacts or stakeholder reflection of practices. Evidence	Evidence is collected through observations or confirmed by
stakeho	stakeholder testimonials.



Results Overview

r progress?	GQ 1: Are we placing the strongest teachers with the highest-needs students? GQ 2: Are we creating the conditions for student learning?
	ile; Application Underway Protocols Available; Application Underway
	high-quality? GQ 4: Are research based instructional strategies being implemented?
	No Application Protocols Not Available; No Application
	y analyze and monitor teacher progress? GQ 6: Is data being used to effectively analyze and monitor student performance?
Protocols Available; Application Underway	ile; Application Underway Protocols Available; Application Underway

Targeted ESF Diagnostic Matrix

Protocols Available; Application Underway Resources fully leveraged, consistent application	Protocols Not Available; Application Underway Progress made but hindered by lack of resources
Protocols Available; No Application Resources allocated but not yet fully utilized	Protocols Not Available; No Application Little to no progress made

Last Updated 9/19/24



Executive Summary

Guiding Question 1: Are we placing the strongest teachers with the highest-needs students?

The principal explained the district's Teacher Incentive Allotment (TIA) award system, which rewards high-performing teachers based on various student assessments and communicated through virtual sessions. Additionally, the principal mentors high-performing staff for leadership roles, considering multiple factors like prior assessments and classroom management. However, there is no written campus plan for teacher incentives or retention.

Guiding Question 2: Are we creating the conditions for student learning?

San Elizario High School's comprehensive Student/Parent Handbook covers student responsibilities, classroom expectations, and various policies, with quarterly rollouts and potential revisions every nine weeks. Improved teacher hallway monitoring has resulted in students arriving to class on time. The school has also increased community outreach, leading to higher parental attendance at academic events.

Guiding Question 3: Are the instructional materials high-quality?

The Lever 4 Academic Review revealed that only 40% of RLA and 0% of Math assignments met the high-quality threshold, with a goal of 75%. While the goal for the academic reviews is 75%, it is important to note that percentages below this threshold do not necessarily indicate a lack of high-quality instructional materials. Campuses not meeting the threshold should consider the guiding questions below to identify underlying factors and potential solutions. Please refer to your Lever 4 Academic Review for more details about your assignment analysis.

Teachers received TNTP training on high-leverage instructional strategies, but PLCs lack a uniform process for addressing low-performing student objectives. There was little evidence of lesson internalization and using the provided instructional materials.

Guiding Question 4: Are research based instructional strategies being implemented?

discussions were broad, lacking re-teach strategies and interventions, and an Instructional Framework was not referenced. Limited discussion of RBIS was observed during The principal emphasized using the SAVVAS curriculum for English and TRS for Math, with district-provided Scope & Sequence, monitored through observations. PLC data PLCs, and some teachers could not identify the reasons for high and low student objective outcomes during the last assessment.

Guiding Question 5: Is data being used to effectively analyze and monitor teacher progress



During the Pre-Visit Conversation and Teacher Focus Group, it was noted that there is a structured schedule for observation and feedback, with some subjects receiving one observation per week and other two, based on student performance. Walkthrough data and a color-coded tracker are used to document action steps, and data discussions occur during Friday Feedback Meetings and bi-weekly for other subjects. However, teachers reported that goal setting is not aligned with student achievement, and the Student Tracker did not show follow-up on individual student assessment outcomes.

Guiding Question 6: Is data being used to effectively analyze and monitor student performance?

assessments measure mastery of grade-level standards in Math and RLA. PLCs focus on identifying low and high-performing standards but lack in-depth discussions on Student data is continuously monitored for regression and growth, with instructional leaders collaborating with teachers on effective strategies. MAP and Benchmark effective instructional strategies and adjustments to instructional delivery.

Summary of Diagnostic Activities

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Last Updated 9/19/24

physical classroom layout, and student	
engagement strategies).3.1.2 School-wide routines include steps for	 Pg. 7 – Bell Schedule Pg. 8 – 23 Conduct/Behavior Policies Pg. 23 – 27 Academic/Extracurricular Activities
students that are clear, action-oriented, and easy to remember.	The Student Handbook rollout to students occurred during the 1st and 2nd periods, as well as during class meetings, on a quarterly basis. Revisions may be made at the start of each nine-week period to enhance the communication of expectations to students.
	Routines for students are clear, action-oriented, and easy to remember as evidenced by the expectations for bus behavior, dress code, tardies, before & after school routines, 10/10 Rule, classroom expectations, detailed expectations for organization and engagement, cell phone use and attendance.
	From the Pre-Visit Conversation and as witnessed during the campus visit, improved teacher hallway monitoring has led to students arriving to class on time. Additionally, the campus has been actively engaging in community outreach to parents, resulting in a significant increase in parental attendance at academic events.
	During the Pre-Visit Conversation the Principal shared, "The vision is to set a clear picture of what each content engagement looks like." At this time cell phone policy varies across the campus. Teachers set their own rules inside their classrooms.
Application	
3.1.2 Staff and students demonstrate safe and effective transitions and describe the routines	As witnessed during the campus visit:
for safe and effective transitions and gatherings, such as class changes and student meals.	100% Students are transitioning safely in the hallways.Staff members are present and supervising in the hallways, transitions, lunch, and during the fire drill.

Application Underway

	and modeling.	
	 Students displayed courteous behaviors towards peers and adults. There were no safety issues or hazards noted during the campus visit. 	
GQ 3: Are the instructional materials high-quality?	ty?	
Success Criteria	Evidence Summary	
	The Lever 4 Academic Review determined that 40% of the assignments submitted in RLA N/	N/A
 4.1.1 Instructional materials include research- 	and 0% of the assignments submitted in Math met the threshold for high quality	
based instructional strategies for RLA,	assignments. While the goal for the academic reviews is 75%, it is important to note	
specifically explicit and systematic practice	that percentages below this threshold do not necessarily indicate a lack of high-quality	
with foundational literacy skills, as well as	instructional materials. Campuses not meeting the threshold should consider the	
practice with grade-level complex texts, text-	guiding questions below to identify underlying factors and potential solutions. Please	
based responses, and building knowledge and	reier to your Lever 4 Academic Review for more details about your assignment analysis.	
vocabulary.	Guiding Questions:	
 4.1.1 Instructional materials are aligned to 		
research-based instructional strategies for	 Are the submitted assignments aligned to the campus or district expectations? 	
math, specifically balancing conceptual and	 Do the assignments submitted meet the academic review submission 	
procedural skills and fluency, ensuring time	guidelines? (This information will be reflected in the scoring summary.)	
and effort is focused on the most important	Land the book of the contract	
topics and TEKS, concepts connect across units	 Are there specific grade levels or content areas which may heed additional 	
and grade levels, and students have	support to ensure students have access to assignments that are LEKS and RBIS	
opportunities for productive struggle with	aligned?	
math problems.	4 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 +	
	Are there specific grade levels of content areas which may need additional support to ensure students have access to assignments that are TEKS and RBIS aligned?	

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- 4.1.3 Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons.
- 4.1.4 Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies.

No Application

- Teachers received training from TNTP on high-leverage instructional strategies as evident during PLC discussions.
 - TNTP professional development addressed the following 5 areas:
 - **Providing feedback**
- o Rigorous text
- Student reading
- Pre-designed questioning

0

- Habitual practice
- During the Pre-Visit conversation the principal shared that administration
 provides lesson plan feedback on a weekly basis and the necessary updates are
 required by the next PLC. During the Pre-Visit conference and the Teacher focus
 group the use of a common PLC agenda and a campus lesson planning template
 were highlighted.
- During the teacher focus group, teachers noted that PLCs occur weekly. PLCs
 are focused on data and planning as evidenced on the PLC Week Cadence
 document. However, as observed at the PLCs there was no uniform process
 developed to address low performing student objectives, a clear reteach plan,
 or use of lesson internalization or planning frameworks.
- During the focus group, teachers highlighted a need for more professional
 development opportunities, specifically in SIOP strategies, Lead4ward, and
 regular updates on the use of TRS. They feel more comfortable this year with
 the adjustments made for the four-day week. In their meetings, teachers review
 data, share activities and lessons, and this year, there is a stronger emphasis on
 coaching during Friday meetings. Observation topics, focus on seating charts,
 specific look-fors discussed at coaching meetings or as requested by the
 teachers



Success Criteria		
	Evidence Summary	
4.1.1 Instructional materials include The principal indica	The principal indicated on the Administrator Questionnaire that the expectation is to use	Protocol Not Available
research-based instructional the curriculum, SAV	the curriculum, SAVVAS for English I & II and TRS for Math. However, 8 out of 10 RLA	
strategies for RLA, specifically assignments and th	the majority of Math assignments submitted for the Academic Review	
explicit and systematic practice with	wn sources.	
foundational literacy skills, as well as Monitoring of high-	Monitoring of high-quality instructional materials occurs during observations aligned to the	
practice with grade-level complex pacing calendar as	s noted in the Administrator Questionnaire and Pre-Visit conversation.	
texts, text-based responses, and	- · · · · · · · · · · · · · · · · · · ·	
building knowledge and vocabulary.	The Lever 4 Academic Review indicated;	
• 4.1.1 Instructional materials are	40% of RLA assignments are aligned to RBIS.	
aligned to research-based • 0% of Mat	0% of Math assignments are aligned to RBIS.	
instructional strategies for math,		
specifically balancing conceptual		
and procedural skills and fluency, 80% of class	lassrooms were observed using SAVVAS and TRS resources	
ensuring time and effort is focused		
on the most important topics and		
TEKS, concepts connect across units		
and grade levels, and students have		
opportunities for productive		
struggle with math problems.		

1	No Application			
	 PLC data discussions were broad in nature and did not address re-teach strategies, interventions or adjustment to instructional delivery. An Instructional Framework was not referenced during either PLC. An Instructional Framework was not submitted as an artifact. Limited discussion of RBIS was observed during the PLCs. During the PLC, select teachers could not identify the reasons for the high and low student objective outcomes during the last assessment. 	 Classroom Observations: 60 % of the teachers were observed circulating around the classroom monitoring student work and providing support. 80% of the students were engaging in productive struggle without the teacher intervening too quickly. 60% of the classroom observed students were required to justify their thinking. 	During the Pre-Visit conversation the principal specified that RLA is using SAVVAS which includes short stories to keep students engaged. Principal shared, "The vision is to implement accountable talk in RLA and gradually move this strategy to other contents.	
FRAMEWORK	 5.1.2 Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as 	wait time, encouraging discourse, and requiring evidence to support claims).		

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	and monitor teacher progress?	Evidence Summary		and The submitted Coaching Agenda artifact is structured into two distinct phases: Available	Phase I Items:	 Check-In Review classroom management needs and supports Share LP feedback and follow up on items shared Tuesday 	 Review Assessment Data Pending Review Parent Contact Log 	Phase II Items:	 Outline two positive elements of classroom observation within the prior two weeks 	 Provide data points that justify the upcoming action step Model the action step 	Allow the teacher to practice the action step	Schedule when the action step will be observed	During the Pre-Visit conversation with the principal and the Teacher Focus Group, it was shared that there is a structured schedule for observation and feedback This system-wide approach ensures that some subjects receive one	observation per week, while others receive two, based on student	perioriiance:
SCHOOLS FRAMEWORK	GQ 5: Is data being used to effectively analyze and monitor teacher progress?	Success Criteria	Protocols	5.2.1 Campus leaders have a system to observe and track the level of teacher implementation of teaching	practices as well as progress over time.										

GQ 5: Is data being used to effectively analyze and mo	onitor teacher progress?	
	During the Pre-Visit conversation the Principal indicated that calendar invitations are sent to teachers for scheduled meetings and a color-coded tracker is used to indicate the completion of broad action steps. The tracker was not submitted as an artifact. The agenda topics include: Assignment of action steps Review of current and historical student data	
	TOTOW-up of plans for lettaci	
Application		
 5.2.2 Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. 5.2.2 All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year. 5.2.3 Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable 5.2.3 Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement. 	During the Pre-Visit conversation and the Teacher Focus Group, it was revealed that data discussions are a part of the Friday Feedback Meetings. These meetings review the 4th and 8th week's assessments. According to the Administrator Questionnaire, campus accountability areas are a focal point and receive targeted oversight and observation. Improvement evidence is reviewed during weekly PLCs in line with the 4th and 8th week assessments. During the Pre-Visit conversation, the principal shared that walkthrough data is also utilized to assign action steps. The teacher debriefs are conducted on Fridays for core teachers and biweekly for other subjects. However, there was no evidence or submissions indicating that the goals are aligned to student achievement. During the Teacher Focus group, they shared that broad action steps are assigned without a follow-up date for implementation. Teachers reported there is no formal coaching on student	Application Underway
	achievement or goal setting. Additionally, the Student Tracker artifact lacked	

onitor teacher progress?	evidence that individual student assessment outcomes were followed up after the completion of the tracker.
	ssessment outcome
progress?	ndividual student a
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o effectively	
GQ 5: Is data being used to	
eing	

			andents are data be results ing to are both chers in at MAP Math was The sin need a that was
nonitor student performance?	Evidence Summary		As indicated in the Administrative Questionnaire, the principal shared, "Students can meet rigorous expectations." To support this belief, student performance data is collected from 4- and 8-week assessments. Campus leaders analyze these results alongside informal walk-through data, student work, and teacher questioning to gain a comprehensive understanding of student progress. During the Pre-Visit Conversation the principal stated that instructional specialists determine the content of PLCs, which then informs the creation of the agenda. Starting in the second nine weeks, teacher observations will be guided by exit ticket data, ensuring that instructional practices are closely aligned with student needs. As reviewed in the Administrator Questionnaire - Assessment Inventory and highlighted during the Pre-Visit conversation, student data is monitored for both regression and growth. Instructional leaders use this data to work with teachers in developing instructional strategies. The Assessment Inventory indicates that MAP and Benchmarks are used to measure mastery of grade level standards in Math and RLA. The submitted Math trackers from teachers include performance levels from the 4-week assessments. In the notes section of the tracker, it indicates students in need of intervention. However, the Student Tracker artifact did not demonstrate that individual student assessment outcomes were addressed after the tracker was completed.
FRAMEWORK GQ 6: Is data being used to effectively analyze and monitor student performance?	Success Criteria	Protocols	 4.1.2 Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions. 4.1.2 Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.



Application

- 5.3.1 Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions.
- 5.3.3 Teacher team meeting agendas are developed
- utilizing a common protocol.
 5.3.3 Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional

vhich Application Underway

During the Math and RLA PLCs, the principal reviewed MAP report language, which included percentile and RIT scores. These PLCs concentrated on identifying both low and high-performing standards, with a focus on areas that could be improved over the next two weeks. The principal emphasized the goal of establishing a sustainable re-teach model that can be consistently applied, ensuring a uniform process for addressing learning gaps. During the PLC, teachers were observed using Eduphoria to review their overall student performance breakdown.

Principal projected a common agenda during both PLCs. Agenda talking points included:

- **NWEA MAP Data**
- 1st 9-week 8-week assessment
- Reminders to managing student returns after the break
- Key functions of the classroom

As noted in the Administrative Questionnaire, the principal explained, "Weekly strategy meetings with the instructional officers determine content and are created by instructional specialists." A PLC Week Cadence calendar and Master Schedule were submitted as artifacts.

During the PLC, formative assessment data was reviewed. However, there was a noticeable lack of in-depth discussions about lesson frameworks, effective instructional strategies, and clear adjustments to instructional delivery based on formative assessment results.



Post Visit Campus Reflection and Feedback Form

School Name: San Elizario High School

Date | Time: March 20, 2025 @ 8 a.m.

Campus Observation Reflection and Feedback – TEA	IEA
This tool is intended to assist in the consolidation of data from observations from the campus visit. This tool assists with the debrief.	ool assists with the debrief.
Classroom Observations	Observations and Notes that go beyond classroom observations (PLC, ILT, school culture and routines, etc.)
Classroom Observation Highlights:	Connections to PLC and ILT
 Positive relationships between students and teachers. Meticulous lesson planning and preparation was evident. Instructional time maximized: purposeful timers were used, smooth transitions between activities and breakfast procedures were implemented strategically, quickly and efficiently. Explicit Instruction: teachers used appropriate moments in lessons to model and explain essential ideas. 	 ILT is supporting teachers in planning intentionally with standards-based material. TNTP provides coaching support for Eng I & II teachers. ILT has embedded lesson rehearsal in math PLC. The team is laser focused on



•	Teachers circulated around the classroom and provided timely feedback and positive	
	reinforcement:	

Classroom Observation Opportunities:

- Refine lesson objectives, specifically language objectives (the how), should be clearly defined to guide students in their learning process.
- Strengthen the co-teaching model by clarifying roles to ensure teachers know what is expected.
- Script questions and exemplary responses to promote critical thinking and clarity around what is expected in terms of a quality response.
- Increase more opportunities for students to talk and write.

data talks and ensuring instruction is effective.

 ILT has created two math labs for 9th graders to close students' skill and content gaps and plans to adopt a math curriculum in July.

Reflection on alignment between systems,

practices and protocols observed.

What connection to the overall School improvement strategy was evident?

Group reflections:

- peers (e.g., partner group, small group); however, there were missed opportunities to turn and Teachers attempted to create opportunities for students to collaborate, discuss and learn from talk.
- More student writing is needed, which will increase deeper engagement with material and critical thinking.
- We must start with a culture of high expectations, check progress and hold all team members accountable.

Questions posed for ongoing team reflection:

- Is effective instruction occurring every day? Is that the expectation that everyone has?
- What is the instructional experience we are creating for our students?



	 How can we create strong PLC alignment across varied grade levels? What instructional practices are essential? What 3 strategies will move the needle? How do we make the Disneyland experience our experience here? *Disneyland Analogy: They make sure their rides are checked for the next day. Are our classrooms functioning every day, what are we doing consistently to change that experience for our teachers and our students?
Recommended Campus Action Steps	 Principal/ILT will focus on: Conducting 10-minute classroom progress monitoring checks to ensure expectations are transferring into classrooms. Determining 3 instructional strategies (based on data) to focus on, integrate into PLC rehearsal and follow up with observation and feedback. Outline 3 strategies in a one pager and engagement playbook.

Key Takeaway	Key Takeaways (to be shared with stakeholders post-debrief)	Recommended Next Steps
ESCs		Continue providing Foundational Leadership Instructional Practices and Systems (FLIPS) support on Milestone 2: Operational Excellence



	and Systems Planning. The focus will be around solidifying the PLC
	structure so lead teachers can facilitate the PLC process.
Follow up	Continue supporting and monitoring School Improvement efforts.
	During follow up with the DCSI, I want to discuss the named action
	steps, and the identified math curriculum and adoption supports.
Campus/TA Provider	







San Elizario High School - Identification

Comprehensive Support School- Year 1

To identify schools for CSI, TEA annually ranks all Title I campuses based on <mark>Closing the</mark> Gaps scaled scores.

scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and five percent for each school type. Title I campuses that rank in their school type's bottom five alternative education accountability. TEA then determines which campuses fell in the bottom First, TEA determines the bottom five percent of Closing the Gaps outcomes by ranking the percent are identified for CSI (Region 20, 2025).



San Elizario High School - Identification

Targeted Improvement Plan Committee

Dr. Meza-Chavez, Superintendent

Blanca I. Cruz, Associate Superintendent/District Coordinator of School Improvement

Troy Enriquez, Principal, San Elizario High School

Richard Salcido, Principal, Ann Garcia Enriquez Middle School

Laura Silva, Assistant Principal

Leticia De Santos, Administrator of Instructional Programs

Edgar Ponce, Administrator, Research and Accountability

Anna Alvarez, Instructional Officer

Ulises Galaviz, Instructional Officer

Erika Morales, Instructional Specialist

Veronica Pulido, Instructional Specialist

Targeted Improvement Plan Committee

January 14, 2025 - Meeting with Region 19

Process Overview

January 17, 2025 – Visit from Region 19

Strategy Planning for School Improvement / Big Rocks

January 28, 2025 – High School Team Debrief

Draft of the Plan

February 5, 2025 – Visit from Region 19

PLC Observation and Feedback One traditional PLC

One Data PLC

February 12, 2025 – Presentation to the Board of Trustees

February 12 – February 27, 2025 – Stakeholder Input

February 28, 2025 – Submission to TEA

Souring to Excellence

Targeted Improvement Plan Due February 28, 2025

San Elizario H S (071904001)

San Elizario ISD (071904)

Region 19 Federal Requirements 2024-2025

	Г			
Recourses	ESF Visit			
Review				
Submiccione		Year •	Year v Report Type	Facilitator
Legacy 808 Planc		2024-	Required	Lourdes Lug
Indioators	Showing 1 to 1 of 1 entries	entries		
Feedback / Follow-Upc				
Extensions	What is your School Improvement Strategy? Other	provement 5	trategy? Other	
Review Contacts				
Targeted Improvement Plan	Our school improvemen	scripuori or) it strategy fo	one a 1-2 sentence description of your survey) for school improvement; Our school improvement strategy fosters a culture of accountability and sup	novement: bility and sup

	Year 🔻	Report Type	Facilitator Name	Visit Date	Action
	2024-	Required	Lourdes Lugo	10/15/2024	7
ing 1 to 1 of 1	entries				

cchool improvement strategy fosters a culture of accountability and support by aligning staff strengths, promoting collaboration, and implementing an observation/feedback cycle. We will prioritize high-quality Tier I instruction, data-driven interventions, and differentiation for all students. Data and observations will target and inform professional development.

Name at least one evidence-based intervention that is incorporated into this strategy;

<< Back to Summary

Web Pages

RLA - structured pull-outs for English I students in key skills such as comprehension, text response, and author's craft. Struggling English II students will receive high-quality small group instruction to improve comprehension. Algebra I Support – A targeted approach will address both retesters and first-time Algebra I testers through structured pull-outs twice a week. Two additional remedial sections will specifically support English learners (EB), special education (SPED) students, and those with critical performance needs. Focus on delivery of strong Tier I Instruction with intentional planning via teacher-led Professional Learning Communities.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic Review Contacts

Although the need for additional staff has not been identified, we will strategically place staff in their areas of strength. The principal's calendar will be instructionally focused. We have implemented an observation/feedback cycle at all levels and subjects to assess and adjust instructional practices effectively, A HQIM will be selected for Mathematics. Building a culture of urgency and accountability is a priority,

Amber Donell

Identify all curriculum programs that will be utilized during the 2025-2026 school year? K-5 Math:

> Start Dt pen escalations found.

K-5 RLA:

Not Applicable

Not Applicable

6-8 Math:

Not Applicable

6-8 RLA:

Not Applicable

9-12 Math (Algebra 1, Algebra 2, Geometry):

Other: TRS Based/Teacher Designed Credit Recovery - Edgenuity Supplemental: iXL

Other: Savvas Credit Recovery: Edgenuity Supplemental: IXL, Newsela

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any datas of public

A Targeted Improvement Plan Committee has been established. The meetings were held on: 1/17/2025 1/28/2025 School Board Presentation 2/12/2025 San Bizario High School Staff Meeting - 2/14/2025 Parent Meeting - 2/20/25

Date of Board approval on the school improvement strategy and curriculum selected : 02/12/2025

Soaving to Excellence

School Improvement Strategy

accountability and support by aligning staff strengths, promoting collaboration, and implementing an observation/feedback cycle. observations will target and inform professional development. We will prioritize high-quality Tier I instruction, data-driven interventions, and differentiation for all students. Data and Our school improvement strategy fosters a culture of

Evidenced Based Interventions

comprehension, text response, and author's craft. Struggling English II students will receive high-quality small-group instruction to improve comprehension. RLA - structured pull-outs for English I students in key skills such as

time Algebra I testers through structured pull-outs twice a week. Two additional on delivery of strong Tier I Instruction with intentional planning via teacher-led education (SPED) students, and those with critical performance needs. Focus Algebra I Support – A targeted approach will address both retesters and firstremedial sections will specifically support English learners (EB), special **Professional Learning Communities.**

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

strategically place staff in their areas of strength. The principal's calendar will be instructionally focused. We have implemented an observation/feedback cycle at all levels and subjects to assess and adjust instructional practices effectively. A HQIM will be selected for Mathematics. Building a culture of Although the need for additional staff has not been identified, we will urgency and accountability is a priority.

Curriculum Programs

9-12 Math (Algebra 1, Algebra 2, Geometry):

TRS Based/Teacher Designed (HQIM Adoption Process is beginning) **Credit Recovery - Edgenuity** Supplemental: iXL

RLA:

Savvas

Credit Recovery: Edgenuity

Supplemental: iXL, Newsela

Board Oversight

How does the board ensure that the targeted improvement plan aligns with the district's overall priorities, goals, and vision for student success?

implementation and progress of the targeted improvement plan? What processes or metrics does the board use to monitor the

Belief Statements

In San Elizario ISD,

Faculty and staff members are effective communicators and collaborators committed to creating a positive, supportive, and dynamic learning environment that fosters student growth and academic success.

Campus Administrators lead with integrity and positivity through word, deed, and action, while communicating and collaborating with staff, students, and the community to foster a supportive and engaging environment that promotes success for every learner.

Declaraciones de Creencias

En San Elizario ISD,

Los maestros y el personal son comunicadores y colaboradores efectivos, comprometidos a crear un ambiente de aprendizaje positivo, de apoyo y dinámico que fomente el crecimiento estudiantil y el éxito.

Los administradores de las escuelas lideran con integridad y positividad a través de la palabra, el hecho y la acción, mientras se comunican y colaboran con el personal, los estudiantes y la comunidad para fomentar un ambiente de apoyo y compromiso que promueva el éxito de cada estudiante.







Strategic Objectives:

- Increase the percentage of all students making academic growth in Mathematics
- Increase the percentage of all students making academic growth in Reading
- Increase the percentage of all students meeting the College, Career, and Military Readiness (CCMR) Indicator





Key Strategic Actions:

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

1.1.2 Monitor & refine the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually





Key Strategic Actions:

1.1.3. Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives.

provide timely and actionable feedback to teachers, instructional specialists, and 1.1.4 Implement a coaching model (Name it, See it, Do it) to consistently administrators regarding instructional practices





Key Strategic Actions:

1.2.1 High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity 1.2.2 Monitor PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually





Key Strategic Actions:

instructional time for Summit K-12 to target and develop students' listening and 1.2.3 Address the needs of Dual Language/EBs students by designating speaking skills.

1.2.4 Provide practice opportunities for students in special education in grades 3-6 to practice STAAR content and language supports



Recruit, Retain, and Support Engaged Talent **Priority Two:**

Strategic Objectives:

- Cultivate trusting relationships with our staff, teachers, and administrators by engaging with them to improve the SEISD climate, culture, and processes.
- Recruit, hire, promote, and retain highly qualified faculty and staff to meet district and state goals
- Refine and design effective human capital management systems

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School Community Partnerships **Priority Three:**

Key Strategic Actions:

3.1.1 Design & standardize learning opportunities for parents/guardians at each

3.1.2 Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information.

3.1.3 Develop and conduct a climate survey to assess effectiveness.





Alignment of Financial & Operational Systems **Priority Four:**

Key Strategic Actions:

4.3.1 Benchmark of staffing ratios

4.3.2 Review of pay structures

4.3.3 Conduct an efficiency audit

Belief Statements

In San Elizario ISD,

Students are empowered as leaders and lifelong learners to cultivate a growth mindset, embrace new challenges, and persevere as they prepare for their personal success.

Parents and families are essential to and accountable for their child's success by being supportive, actively engaged, and strong advocates for their academic and social/emotional learning needs.

Declaraciones de Creencias

En San Elizario ISD,

Los estudiantes están capacitados como líderes y aprendices de por vida para cultivar una mentalidad de crecimiento, afrontar nuevos desafíos y perseverar mientras se preparan para su éxito personal.

Los padres y las familias son esenciales y responsables del éxito de sus hijos, al brindar apoyo, participar activamente y ser firmes defensores de sus necesidades académicas y socioemocionales.



Urgency

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Stakeholder Input