

SEISD Targeted Improvement Plans

February 11, 2026



Soaring to Excellence

The focus of the District is on Levers 4 and 5 of the TSL Plan



Texas Strategic Leadership Strategic Priorities

Strategic Priority 1 Lever 4 Academic Experience

Effective District Framework Key Practices

Key Practice 4.2.5

Implementation Monitoring for Alignment to District Curriculum and Instruction

Approach District establishes routine monitoring systems to ensure campuses implement district adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

San Elizario ISD Aligned Initiatives

Initiatives

- Instructional Framework RBIS
- Adopted Curriculum Implementation and Use
- PLC Lesson Internalization/Lesson Planning

Texas Strategic Leadership Strategic Priorities

Strategic Priority 2 Lever 5 Instructional Capacity Building

Effective District Framework Key Practices

Key Practice 5.2.4

Instructional Planning & Support

District delivers ongoing job embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

San Elizario ISD Aligned Initiatives

Initiatives

Texas Instructional Leadership MIA

TSL Levers

Key Practice 4.2.5 – Implementation Monitoring for Alignment to District Curriculum and Instruction

Initiatives:

- Adopted Curriculum Implementation and Use***
- PLC Lesson Internalization/Lesson Planning***

Key Practice 5.2.4 – Instructional Planning & Support

Initiatives:

Coaching Observation and Feedback

Targeted Improvement Plan Submissions

- 1. Lorenzo G. Loya Primary School***
- 2. Josefa L. Sambrano Elementary School***
- 3. San Elizario High School***

Targeted Improvement Plan - Strategies

- High Quality Instructional Materials
- Strong PLC Structure
- Coaching Teachers with Fidelity ("See it, Name it, Do it" Model and Campus Walkthrough Form)
- **Walkthrough Information**
 - Decreased from 8 to 5 (Regular Walkthrough)
 - Added 2 teachers per month under the new coaching model (Script, action step, conference).

Walkthrough Data

Start Date: 7/22/2025	
End Date: 1/29/2026	
Report Date: 1/30/2026	
IS/IO	Obs.
Alvarez, Anna	80
Cortez, Deborah	46
Diaz, Georgina (has been out on FMLA)	77
Duran, Cesar	86
Gomez, Marilyn (started 1-6-26)	12
Jara, Brenda	100
Morales, Erika	28
Murphy, Claudia	54
Nakay, Claudia	65
Padilla, Alyssa	54
Palomino, Josue	43
Pulido, Veronica	24
Quezada, Eva (Started 9-30-25 IS to IO)	54
Vallejo, Maribel	58

Start Date: 7/22/2025		
End Date: 1/29/2026		
Report Date: 1/30/2026		
Administrator	WT-School Year and Intersession	Obs.
Carranco, Fabiola	128	16
Chavez, Valerie	204	9
Corona, Alexander	271	14
Enriquez, Troy	84	0
Esquivel, Julissa	157	12
Frescas, Susana	220	15
Nunn, Melissa	210	3
Robles, Lorena	90	17
Ruiz, Monika	98	11
Sandate, Lydia	140	15
Santana-Garcia, Martha	140	17
Silva, Laura	137	17
Talamantes, Concepcion	105	10

Lorenzo G. Loya Primary School

- **Ongoing (2024–2027):**
 - Maintain alignment of PK3 and PK4 grade levels.
 - Develop targeted lessons and activities designed to address specific skill areas identified through data.
 - The Instructional Specialist provides teachers with effective, research-based, age-appropriate instructional materials and lesson support.
- **Weekly:** Teachers collaborate to internalize lesson plans, review center activities, and plan strategies to enhance students' academic learning experiences.
- **Scheduled PLC Cycles:** Conduct Data PLCs aligned to SLO Check-Ins and CIRCLE BOY, MOY, and EOY benchmarks.
- **Continuous:** Analyze student data to provide differentiated support for both lower- and higher-performing students.
- **BOY, MOY, EOY:** Administrators meet with teachers during SLO Check-Ins to review evidence, discuss student progress, and determine next steps to support growth for all students.
- **After Each Data Cycle:** The Reading Intervention Teacher receives DDD (Data-Driven Decision) forms to inform student regrouping for targeted small-group intervention.
- **By 2026–2027:** The campus transitions to full alignment with the TCMPC Curriculum Framework while continuing to integrate developmentally appropriate Pre-K practices.

Josefa L. Sambrano Elementary School

- **Ongoing (2024–2027):**
 - Continue using HQIM materials. Coaching will be provided to teachers based on classroom walkthrough **at least Bi-weekly**.
 - The Instructional Specialists provide teachers with effective, research-based, age-appropriate instructional materials and lesson support.
 - **Prioritizing** teachers **with higher need** under the see it, name it, doing coaching model.
 - **Analyze** student data to provide differentiated support for both lower- and higher-performing students.
- **Weekly:** Maintain a strong PLC framework for teachers with administrator presence and engagement collaborate to internalize lesson plan.
- **Scheduled PLC Cycles:** Conduct Data PLCs as per district's schedule aligned to benchmark assessment.
- **BOY, MOY, EOY:** Administrators meet with teachers to review evidence, discuss student progress, and determine next steps to support growth for all students.
- **After Each Data Cycle:** The Reading Intervention Teachers receives DDD (Data-Driven Decision) forms to inform student regrouping for targeted small-group intervention.

San Elizario High School




- **Ongoing (2024–2027):**
 - Continue using HQIM materials. Coaching will be provided to teachers based on classroom walkthrough **at least biweekly**.
 - The Instructional Specialists provide teachers with effective, research-based, age-appropriate instructional materials and lesson support.
 - **Prioritizing** teachers with higher need under the see it, name it, doing coaching model.
 - **Analyze** student data to provide differentiated support for both lower- and higher-performing students.
- **Weekly:** Maintain a strong PLC framework for teachers with administrator presence and engagement collaborate to internalize lesson plan.
- **Scheduled PLC Cycles:** Conduct Data PLCs as per district's schedule aligned to benchmark assessment.

TIP Campus Input

***Lorenzo G. Loya
Primary School***

- Alignment
- Lesson Planning
- Data PLC/SLO
- Differentiation
- YAG Adjustment

***Josefa L. Sambrano
Elementary School***

-  Bluebonnet Challenges
-  Below Level Student Progress Monitoring
-  Individual Data Talks

San Elizario High School

- HQIM
- Coaching and PLC
- Teacher support
- Student work analysis



Monitoring from Campus Principals and District Leadership

Questions/Input



Soaring to Excellence

Motion



Soaring to Excellence