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# **San Elizario ISD Strategic Plan 2025-2029**



**Soaring to Excellence**

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**Dear San Elizario Colleague,**

**At San Elizario ISD, our greatest asset is our people—you are integral to everything we accomplish for our students. Your dedication ensures that our students excel in both academic and extracurricular endeavors. Each interaction you have with a student has the potential to inspire, uplift, and instill confidence. Your enthusiasm is infectious, and your commitment is evident in all your undertakings. Collectively, we form a cohesive team dedicated to empowering the next generation of learners to achieve their full potential.**

**As we continue our vital work, we ask you to follow three principles: People, Commitment, and Purpose. Strive to build meaningful relationships with colleagues and students, fostering a culture of trust and inspiration. Let your passion for education be reflected in all your efforts, exemplifying the dedication that drives student success. Above all, act purposefully—understanding that every action contributes to shaping our children's future.**

**On behalf of the Board of Trustees and myself, thank you for your leadership, dedication, and unwavering commitment. Because of your efforts, San Elizario ISD continues to be where Eagles soar.**



# Belief Statements

In San Elizario ISD,

**Students** are empowered as leaders and life-long 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.

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# 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.

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# Belief Statements

In San Elizario ISD,

**The Superintendent and Administrative Office Staff** are prepared to lead, serve, and communicate effectively, ensuring the best outcomes through professionalism, positivity, and collaboration with the school community.

**Board of Trustees** are united in their purpose and commitment to uphold the highest ethical standards and to reflect financial stewardship in all decision making, in service to and support of the school community.

# Declaraciones de Creencias

En San Elizario ISD,

**La superintendente y el personal administrativo** están preparados para liderar, servir y comunicarse eficazmente, asegurando los mejores resultados a través del profesionalismo, la positividad y la colaboración con la comunidad escolar.

**La Mesa Directiva** está unida en su propósito y compromiso de mantener los más altos estándares éticos y reflejar una gestión financiera responsable en todas sus decisiones, al servicio y apoyo de la comunidad escolar.

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# Mission and Vision



**Mission:** 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.

**Vision:** A Proud Community of Champions – Soaring to Excellence!

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# Strategic Priorities

- Student Success
- Recruit, Retain, and Support Engaged Talent
- School Community Partnerships
- Alignment of Financial & Operational Systems



# Next Steps:

KEY STRATEGIC ACTIONS for each  
PRIORITY:  
(INPUTS)

PROGRESS MEASURES for each PRIORITY :  
(OUTPUTS – How do we know if we are on  
track?)

LONG TERM OUTCOMES for each PRIORITY:

# Responsible Parties:

- **Priority 1 – Student Success**
  - Mrs. Blanca I. Cruz, Associate Superintendent
- **Priority 2 - Recruit, Retain, and Support Engaged Talent**
  - Ms. Gina Ramirez, Executive Director - HR
- **Priority 3 – School Community Partnerships**
  - Mrs. Aggie Reyes, Executive Director – Food Service
  - Mr. Cesar Morales, Executive Director - Athletics
- **Priority 4 - Alignment of Financial & Operational Systems**
  - Ms. Elizabeth Perez, Chief Financial Officer
  - Mr. Horacio Hernandez, Executive Director – Technology
  - Mr. Jesus Martinez, Executive Director – Support Services



# Priority 1: Student Success

**Strategic Objective 1.1:** Increase the percentage of all students making academic growth in Mathematics

Key Strategic Actions	Progress Measures
1.1.1 High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	<p>1.1.1 A- Adoption of High Qualified Instructional Materials (HQIM)</p> <p>1.1.1 B - Walkthrough observations to monitor the use of High-Quality Instructional Materials and Resources for alignment with state standards and district expectations.</p> <p>1.1.1 C - Scheduled and unscheduled visits to confirm alignment with state standards.</p> <p>1.1.1 D - Lesson Plans aligned to state standards and level of rigor.</p> <p>1.1.1 E - Vertical alignment schedule and agendas evidencing teacher collaboration</p> <p>1.1.1 F - Monitor local assessments (BOY, MOY, EOY)</p>



# Priority 1: Student Success

**Strategic Objective 1.1:** Increase the percentage of all students making academic growth in Mathematics

Key Strategic Actions	Progress Measures
1.1.2 Systemically refine monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually	1.1.2 A - PLC agendas, sign in sheets, and minutes 1.1.2 B - PLC Training agendas 1.1.2 C - Evidence of data disaggregation to address individual needs.
1.1.3. Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives	1.1.3 A - Lesson plan reviews to ensure lesson plans explicitly integrate the use of manipulatives. 1.1.3 B - Classroom observations to track the frequency use of manipulatives during instruction.
1.1.4 Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	1.1.4 A - Training Agendas 1.1.4 B - Coaching logs to monitor and ensure actionable and timely feedback is provided for immediate refinement of practices 1.1.4 C - Pre- and Post-Observation Data: Compare instructional practices before and after coaching cycles.

**Long Term Outcomes:** 1.1.A Increase the percentage of all students in Mathematics from 58% in June 2022 to 85% by June 2028 | June 2025 – 73%, June 2026 – 77%, June 2027 – 81%, June 2028 – 85%

# Priority 1: Student Success

**Strategic Objective 1.2:** Increase the percentage of all students making academic growth in Reading

Key Strategic Actions	Progress Measures
1.2.1 High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity	1.2.1 A - Review of district-adopted resources and materials for alignment with state standards and district expectations.
1.2.2 - Monitor the intentional planning of integration of writing and peer interaction activities.	1.2.2 A - Review of Lesson Plans 1.2.2 B - Classroom Observations 1.2.2 C - Student work samples 1.2.2 D - Vertical alignment schedule and agendas evidencing teacher collaboration 1.2.2 E - Monitor local assessments (BOY,MOY,EOY) and reading levels
1.2.3 Monitor PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually	1.2.3 A - PLC Agendas, minutes, and sign in sheets 1.2.3 B - The presence of campus leadership during PLCs to set and monitor expectations. 1.2.3 C - Data disaggregation forms



# Priority 1: Student Success

**Strategic Objective 1.2:** Increase the percentage of all students making academic growth in Reading

Key Strategic Actions	Progress Measures
1.2.4 Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	1.2.4 A - Instructional Schedules 1.2.4 B - Number of students exiting from the Bilingual/ESL program
1.2.5 Provide practice opportunities for students in special education in grades 3-6 to practice STAAR content and language supports	1.2.5 A - Lesson plans with evidence of language support. 1.2.5 B - Classroom observations to monitor students using the content language support during the instructional day.
1.2.6 Implement a coaching model (Name it, See it, Do it) to consistently provide timely feedback to teachers, instructional specialists, and administrators regarding instructional practices	1.2.6 A - Training Agendas 1.2.6 B - Coaching logs to monitor and ensure actionable and timely feedback is provided for immediate refinement of practices . 1.2.6 C - Pre- and Post-Observation Data: Compare instructional practices before and after coaching

**Long Term Outcomes:** 1.2.A Increase the percentage of all students in Reading from 57% in June 2022 to 80% by June 2028 | June 2025 – 68%, June 2026 – 72%, June 2027 – 76%, June 2028 –

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# Priority 1: Student Success

**Strategic Objective 1.3:** Increase the percentage of all students meeting the College, Career, and Military Readiness (CCMR) Indicator

Key Strategic Actions	Progress Measures
1.3.1 Provide college-level courses opportunities for students.	1.3.1 A - Master Schedule 1.3.1 B - CTE Brochure 1.3.1 C - Early College Designation
1.3.2 Align endorsements, CTE between Middle School and High School.	1.3.2 A - Meeting Agendas 1.3.2 B - Master Schedules for MS and HS
1.3.3 Strengthen College Prep Courses	1.3.3 A - Enrollment Data: Track the number of students enrolled in dual credit and AP courses. 1.3.3 B - Pass Rates: Monitor student success in dual credit/AP courses 1.3.3 TSIA2 Completion: Measure the percentage of students who meet the college readiness benchmark on TSIA2.
1.3.4 CCMR Data Monitoring – Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators.	1.3.4 A - CCMR Tracker/Enrollment Data 1.3.4 B - Number of students obtaining Industry Based Certifications 1.3.4. C - Internship Participation Rates



# Priority 1: Student Success

**Strategic Objective 1.3:** Increase the percentage of all students meeting the College, Career, and Military Readiness (CCMR) Indicator

Key Strategic Actions	Progress Measures
1.3.5 Recruit and retain students in the San Elizario Early College High School	1.3.5. A - Number of presentations on the SEECHS 1.3.5 B - Number of students enrolling in SEECHS 1.3.5 C - Student surveys
1.3.6 Collaborate with local employers to provide real-world experiences that align with career pathways	1.3.6 A - Internship Participation Rates
1.3.7 Continue to offer opportunities for ROTC programs	1.3.7 A - ROTC Enrollment Data 1.3.7 B - Student presentations
1.3.8 Continue supporting military families	1.3.8 A - Parent meeting agendas 1.3.8 B - Purple Star Designation
1.3.9 Provide training opportunities for parents regarding career readiness education	1.3.9 A – Schedule of meetings for parents regarding CCMR opportunities 1.3.9 B - Flyers, and other informational material

## Long Term Outcomes:

1.3.A Increase the percentage of all College, Career, and Military Readiness points earned from 30% in June 2022 to 88% by June 2028 | June 2025 – 71%, June 2026 – 76%, June 2027 – 83%, June 2028 – 88%

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# Priority 2: Recruit, Retain, and Support Engaged Talent

**Strategic Objective 2.1: Cultivate trusting relationships with our staff, teachers, and administrators by**

Key Strategic Actions	Progress Measures
2.1.1 Refine employee appreciation events in meaningful ways utilizing district-approved funds	2.1.1 A - Monitor appreciation calendar with an accurate budget and related employee appreciation groups - Monthly
2.1.2 Improve employee safety and well-being	2.1.2 A - Monitor employee absence reasons and workers' compensation claims - twice a year
2.1.3 Create a tracking system to review retention rates for each job family	2.1.3 A - Monitor and update tracking system with employee separations by job family and related survey data with separation reasons - Monthly

## Long Term Outcomes:

2.1.A - Increase the number of safety and well-being training each year from 1 online to 3 (1 online and 2 in person) a year by 2028. | June 2025 – 1 Online Training, June 2026 – 1 Online Training and 1 in-person Training, June 2027 – 1 Online Training and 2 in-person Trainings, June 2028 – 1 Online Training and 2 in-person Trainings

2.1.B - Establish baseline data on perceptions of communication, safety and well-being surveys



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# Priority 2: Recruit, Retain, and Support Engaged Talent

**Strategic Objective 2.2: Recruit, hire, promote, and retain highly qualified faculty and staff to**

Key Strategic Actions	Progress Measures
2.2.1 Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	2.2.1.A - Monitor and compare SEISD pay scale with TASB recommendations and comparably sized districts - yearly
2.2.2 Create district marketing and communication for the recruitment of highly qualified employees during strategically planned job fairs	2.2.2 A - Monitor the progress of Region 19 RTAP participants – monthly 2.2.2 B - Monitor SEISD employment opportunity communications to community and current employees - twice a year
2.2.3 Support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers	2.2.3 A - Monitor the number of student-teacher interns at SEISD referred by IHE's - yearly

**Long Term Outcomes:** 2.2 A - Maintain the pay scale comparable to TASB recommendations by region each year.

2.2.B - Increase the number of SEISD RTAP participants completing from 0 to 9 by 2028.

2.2.C - Increase number of staffing meetings by 2 by 2026-2027 for a total of 4 annually



# Priority 2: Recruit, Retain, and Support Engaged Talent

## Strategic Objective 2.3: Refine and design effective human capital management systems

Key Strategic Actions	Progress Measures
2.3.1 Review current job descriptions for alignment to increase the efficiency of district resources and maximize job effectiveness	2.3.1.A - Create and maintain a district organizational chart
2.3.2 Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation	2.3.2.A - Review, revise, and train on the current coaching for success manual (progressive discipline)
2.3.3 Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service	2.3.3 A - Monitor employee absence trends, progressive discipline use, and workers' compensation claims for trends twice a year

**Long Term Outcomes:** 2.3.A - Review and Update job descriptions for alignment by job family from 0 groups to all by 2028

2.3.B - Increase the number of trainings on progressive discipline from 1 to 4 opportunities a year by 2028 | June 2025 – 1 Training, June 2026 – 2 Trainings, June 2027 – 3 Trainings, June 2028 – 4 Trainings



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# Priority 3: Recruit, Retain, and Support Engaged Talent

## Strategic Objective 3.1: Increase Parent and/or legal guardian satisfaction and engagement

Key Strategic Actions	Progress Measures
3.1.1 Design & standardize learning opportunities for parents/guardians at each school.	3.1.1 A - Provide material, videos, handouts, etc.
3.1.2 Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information.	3.1.2.A - Market training/learning opportunities.
3.1.3 Develop and conduct a climate survey to assess effectiveness	3.1.3.A - Review, renew, roll out climate survey. 3.1.3.B - Track involvement and offer incentives (low cost to no cost) to encourage participation

**Long Term Outcomes:** 3.1.A - Results of climate survey show an increase in satisfaction and engagement: X to Y by Z | 2025 - Baseline (X), 2026 – Y, 2027- Y, 2028 - Y (Z)

# Priority 3: Recruit, Retain, and Support Engaged Talent

## Strategic Objective 3.2: Increase Community engagement

Key Strategic Actions	Progress Measures
3.2.1 Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc)	3.2.1 A - Tracking and reporting on community events
3.2.2 Connect with the community through digital and media marketing strategies.	3.2.2 A - Marketing materials developed
3.2.3 Continue strong volunteer program	3.2.3 A - Track volunteer hours

**Long Term Outcomes:** 3.2.A - Survey data regarding engagement and communication | 2025 - Baseline (X), 2026 – Y, 2027- Y, 2028 - Y/Z



# Priority 3: Recruit, Retain, and Support Engaged Talent

**Strategic Objective 3.3: Strengthen relationships with external organizations and/or businesses to**

Key Strategic Actions	Progress Measures
3.3.1 Expand Partners in Education program to support the mission/vision of the District	3.3.1 A - Increase applications and activities for Partners in Education
3.3.2 Examine ways to reduce district expenses through business partnerships, grants, and financial support	3.3.1 A - Increase applications and activities for Partners in Education
3.3.3 Develop and implement a community-based student mentor program for high-risk students	3.3.3 A – Increase the number of mentors to support high risk students

## Long Term Outcomes:

3.3.A - Increase Partners in Education Affiliations | 2025 - Baseline (X), 2026 – Y, 2027- Y, 2028 - Y/Z

3.3.B - Increase Community Attendance | 2025 - Baseline (X), 2026 – Y, 2027- Y, 2028 - Y/Z

3.3.C - Increase academic performance as determined in Priority 1 (please see Priority 1 outcomes)

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# Priority 4: Recruit, Retain, and Support Engaged Talent

**Strategic Objective 4.1:** Ensure solvency, sustainability and transparency with district finances

Key Strategic Actions	Progress Measures
4.1.1 Review cash flow projections and needs	4.1.1 A - Measure weekly via accounts payable and monthly via payroll
4.1.2 Review changes in enrollment, staffing, and legislative funding formulas and/or mandates	4.1.2 A - Measure as needed via Board presentations and required website postings
4.1.3 Present information and/or data and revise budget accordingly through Board action	4.1.3 A - Measure annually via the results of the Financial Audit Report and FIRST rating

**Long Term Outcomes:** 4.1.A - Continue to maintain an A rating on FIRST and/or provide a corrective action plan if below an A rating.

4.1.B - For a more robust credit rating, continue to maintain a minimum of 60 days' worth of cash to fund district operations or at least 90 days (preferable).



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# Priority 4: Recruit, Retain, and Support Engaged Talent

## Strategic Objective 4.2: Guarantee the optimization of financial resources

Key Strategic Actions	Progress Measures
4.2.1 Alignment of budget sources with campus & department needs/instruction *Prioritize funding for student support (ie tutoring, intersessions, etc)...how do we monitor; How do we report	4.2.1 A - Meet with campus and department budget leaders at least three times a year to provide budget guidance.
4.2.2 Development of an equipment replacement plan (ERP)	4.2.2 A - Meet with the cabinet leadership team at least twice a year to prioritize those equipment needs
4.2.3 Development of a long-range facilities & maintenance needs plan	4.2.3 A - Hire a facility assessment company to establish a facility condition index of district buildings

**Long Term Outcomes:** 4.2.A - Continue to budget mandatory spending levels in state allotments and to disburse 70% of ESSA funds for campus use

4.2.B - Present a Board resolution to commit funds from fund balance to fund that ERP on an annual basis

4.2.C - Possible bond referendum on the November 2028 general election based on the results of the assessment



# Priority 4: Recruit, Retain, and Support Engaged Talent

**Strategic Objective 4.3:** Focus on the implementation of operational efficiencies

Key Strategic Actions	Progress Measures
4.3.1 Benchmark of staffing ratios	4.3.1 A - Review of teacher-student ratio and staff-to-student ratio annually via the budget development process
4.3.2 Review of pay structures	4.3.2 A - Review of pay tables with surrounding districts annually via the budget development process
4.3.3 Conduct an efficiency audit	4.3.3 A - Hiring an audit firm to conduct an efficiency audit

**Long Term Outcomes:** 4.3.A - To continue rightsizing the district and not have to implement a reduction in force due to financial exigency because of declining enrollment

4.3.B - To offer the most competitive compensation package within 4-A districts for teachers in the region, effective for the 2027-2028 school year

4.3.B - To offer the most competitive compensation package within 4-A districts for teachers in the region, effective for the 2027-2028 school year

