

San Elizario Independent School District

Lorenzo G. Alarcon Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Our students at Alarcon Elementary will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision

Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
5th Grade Science Performance	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	13
Family and Community Engagement	14
School Organization	15
Technology	16
Priority Problem Statements	17
Goals	18
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.	18
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment	30
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success	34
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.	36
Title I Personnel	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lorenzo G. Alarcon Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary serves a population of 297 students in grades 3 through 6 in the 2024-2025 school year. Reference to the data below for breakdown:

Student Total

297

100%

3rd Grade

69

23.23%

4th Grade

67

22.56%

5th Grade

80

26.94%

6th Grade

81

27.27%

Student Population:

Student Total--304 or 100%

3rd Grade--69 or 23.23%

4th Grade--67 or 22.56%

5th Grade--80 or 26.94%

6th Grade--81 or 27.27%

The student population is 98.99% Hispanic, 1.01% White, 87.21% economically disadvantaged, and 78.45% at-risk. The students at Alarcon are 66.33% Emergent Bilingual, 51.85% female and 48.15% male. The average daily attendance rate for students is 95.65%.

Students by Program:

Student by Program (2023-2024) Fall PEIMS Count

Emergent Bilingual 197 or 66.33%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Meals Participation 184 or 961.95%

Reduced Meals Participation 4 or 1.35%

Other Economically Disadvantaged 71 or 123.91%

Gifted and Talented 9 or 3.03%

Special Education (SPED) 54 or 118.18%

Title I Participation 297 or 100.00%

Dyslexia 19 or 6.40%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian Aide, 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 5 Instructional Aides, 4 custodians and a full cafeteria staff.

Demographics Strengths

Alarcon is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are becoming fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student population has seen a decrease in enrollment this year due to families moving out of the perimeter of the campus.

Root Cause: Transferring of students to nearby districts and relocation of families has caused a decline in stability of student enrollment.

Student Achievement

Student Achievement Summary

The 2024-2025 STAAR results showed growth in the areas of Math and Reading for 6th grade. In 3rd, 4th grade the STAAR results showed both growth and decreases in the areas of Math and Reading. 5th Grade Science showed growth compared to last year. The campus accountability rating was withheld for the 2024-2025 school year, pending state legislative outcomes.

Data reflects the overall average of the student for the Spring 2025 STAAR Assessment.

Grade	Reading - Approaches	Reading - Meets	Reading - Masters	Math - Approaches	Math - Meets	Math - Masters
3rd	72%	38%	15%	62%	28%	1%
4th	75%	35%	10%	56%	29%	7%
5th	58%	39%	14%	68%	30%	4%
6th	73%	38%	15%	84%	43%	11%

5th Grade Science Performance

- **Approaches:** 43%
- **Meets:** 8%
- **Masters:** 4%

Student Achievement Strengths

The 2024-2025 STAAR results showed that in certain grade levels students made growth in the areas of Math and Reading. In addition, the STAAR results also showed that student performance decreased in the areas of Math and Reading. The Campus Instructional Specialist, At-Risk Teacher, Instructional Aides and all classroom teachers did provide interventions for all our students on a daily basis. The daily interventions and supports for students did make an impact in closing the gap in the areas of reading and math. More precise interventions and a deep focus on lesson internalization do need to be taking place to help prevent a decline in STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of meets and masters performance in all grade levels for reading and math is lower than desired.
Root Cause: Provide a stronger first teach to help fill in the instructional gaps that are present. Teachers will use data to identify and target the priority standards. Teachers will progress monitor TIER II students every 3 weeks.

School Culture and Climate

School Culture and Climate Summary

A new Leadership team was created in the Fall of 2024. The campus welcomed a new Principal, a new Assistant Principal, a new Instructional Specialist, and a new Counselor. The new Instructional Specialist was a 5th grade teacher from the campus, leaving a vacancy in 5th grade for the remainder of the school year. In addition, two 3rd grade teachers were new this year with one of them beginning in September, after the start of the year. Together the faculty and staff work towards our campus vision where "Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens."

As in the previous year, we continue to focus on literacy in every classroom in order to move our students forward and be successful in their academics. In addition, we also focused on improving the planning process by revamping the PLC process using data driven instruction. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need. We have continued with daily intervention as well as after school tutoring, Saturday School and intersession tutoring for all students. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students continually and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus did utilize iReady in Reading and Math as a reading and math resource to improve students' foundational skills.

Our special populations are closely monitored for growth with the following: monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 (Reading, Writing, Listening and Speaking) to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC committee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students will be introduced to Bluebonnet Math this year. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we continued to use the iXL online resource as well as STEMScopes Math for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson planning, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson planning with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the ESF (Effective School Framework) was carried out by the Leadership team and campus teachers. The addition of an intervention and data form has assisted teachers with targeting the needs of all student populations. 4- and 8-week assessment and Interim data will be monitored and discussed regularly with all teachers by the Leadership team.

School Culture and Climate Strengths

Keeping the lines of communication open between faculty and staff with the Leadership team is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A monthly calendar will be provided to for all faculty and staff to keep them updated of the campus events and meetings. Parent newsletters of campus events are distributed on a monthly basis to encourage parent involvement.

Our Parent Center will be located in the Annex this year, making it more welcoming for our parents. It will also allow for better recruitment of parent volunteers as parents frequent the Annex for various reasons.

Walkthroughs are done on a weekly basis and feedback is given to all teachers. The Region 19 Coaching Model will be implemented this year by administration and Instructional Specialist.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classes to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the university level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implementing the Tier II process with PBIS, where students are provided additional support by a campus committee.

All of our classrooms are fully equipped with technology. All students are assigned a Chromebook to utilize in school on a daily basis. All teachers' laptops have been replaced, and all classrooms have ActivPanel boards to enhance instruction through technology.

We will continue with the teacher-of-the-month and employee-of-the-month are recognized by their peers and announced at the monthly faculty meetings. Birthdays are also recognized during the meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2024-2025 school year there were 3 teachers who left the district and 1 teacher retired. Due to low enrollment, 3 teacher positions were not filled for the 2022-2023 school year.

(Information from TAPR report 2023-2024)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 16;90.8%

Masters- 2; 9.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 1-4.6%

1-5 Years Experience: 2-10.3%

6-10 Years Experience: 4-21.7%

11-20 Years Experience: 9-49.7%

21-30 Years Experience: 2-9.2%

Over 30 Years Experience: 1-4.6%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=4

Speciality=6

Support-1

Staff Quality, Recruitment, and Retention Strengths

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from P & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Flexibility to reassign effective teachers to grade levels that are needing more support.

Root Cause: Teachers are limited to teach certain grade levels due to areas of certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--Guided Reading (3rd-6th grade), 3rd, 4th, and 5th grade Dual Language, Accelerated Reader program, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade), Benchmark Education

Science--McGraw Hill (3rd -5th), SAVVAS (6th), STEMScopes Coding, Maker Space, TRS, iXL (5th Grade), i-Ready, Rosen Leveled Readers

Math--Sharon Wells (will change to Bluebonnet Math in 2025-2026), TRS, STEMScopes math (3rd-6th grade), iXL Math, Supplemental Workbooks, i-Ready

Social Studies--My World (3rd-5th), My Perspectives (SAVVAS), TRS, Rosen Leveled Readers

Assessments:

District 4- and 8- weeks common assessments in RLA, Math and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

Curriculum, Instruction, and Assessment Strengths

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from P & I to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level. Special Education teachers are included in these planning sessions and specials will be included this coming year.

PLCs are used for teacher collaboration for lesson planning to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Collaboration and planning once per week for one hour limits the amount of time colleagues can collaborate.

Root Cause: Weekly schedule is limited.

Family and Community Engagement

Family and Community Engagement Summary

The addition of the Parent Liaison has brought in more parental involvement to the campus. The campus has seen a decrease in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. Parents are welcomed to our monthly literacy sessions to learn reading strategies they can apply at home with their children. They are also welcome to join special events that focus on literacy, such as Read Across America Week and Math/GT Family Night.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS, STAAR and special education information. In addition, presentations on Title I and Title III and the GT selection process.

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

Family and Community Engagement Strengths

"Terrific Kid" ceremonies recognize students for being exceptional in academics, behavior, or growth and are done on a monthly basis and combined with a Parent Literacy session planned by the parent liaison.

Throughout the year, parents are invited to events such as: Math/GT Family Night, Celebration of Literacy, Christmas programs, and award assemblies. We need to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo and Smore to inform them of upcoming events, a college corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are not as involved as often as desired in day-to-day school activities, but they do attend mostly our large events.

Root Cause: Alarcon parent liaison has reached out to recruit parents, however the parents who come to volunteer tend to be the same parents.

School Organization

School Organization Summary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide Tuesday-Friday, where all specialty and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activities that will be offered are as follows: intramural sports for 6th grade, student council, robotics, safety patrol, and Principal's Advisory Committee for the students to enhance their social and leadership skills.

School Organization Strengths

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Organization Needs

Problem Statement 1: RtI/TST committee needs to be consistent in the progress monitoring of the effectiveness of the interventions and make necessary adjustments as needed to better serve our students' needs.

Root Cause: Committee is needing follow through and resources to provide progress monitoring so TIER II interventions can be successful.

Technology

Technology Summary

All of our classrooms are fully equipped with technology. All classrooms have ActivPanel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook and headphones which are taken to and from school on a daily basis. All teachers' laptops have been replaced and will continue to be replaced as needed.

Technology Strengths

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use online resources such as iXL, Summit K-12, STEMscopes Math, Visual Non-Glossary (5th grade), and iReady this school year.

Currently we have 3 computer labs available for teacher and student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks and headphones replacements are needed when student Chromebooks and headphones are no longer working.

Root Cause: Normal wear and tear along with student abuse of equipment.

Priority Problem Statements

Goals





Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1: Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

High Priority

Evaluation Data Sources: 3rd grade BOY, Module Assessments, Interim Assessment, iReady Diagnostics, STAAR Growth Report

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity Strategy's Expected Result/Impact: Students will build on their foundational skills via the concrete, pictorial, and abstract model to solve real world problems. Staff Responsible for Monitoring: Administrators, Instructional Specialist, Interventionist, Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 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. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support. Staff Responsible for Monitoring: All teachers, Instructional Specialist, instructional aides and Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. Strategy's Expected Result/Impact: Lesson internalization through annotating the lesson will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of program. Staff Responsible for Monitoring: Instructional Specialist, Administration, Instructional Officers.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: With the coaching model teacher reflection and growth will increase resulting in student growth. Staff Responsible for Monitoring: Instructional Specialist, Administration and Instructional Officers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily. Staff Responsible for Monitoring: Administration and Instructional Specialist	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 2: Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

High Priority

Evaluation Data Sources: BOY RLA assessment, 4 and 8 Week Assessments, Interim Assessment, iReady diagnostic, STAAR growth report,

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity Strategy's Expected Result/Impact: HQIM will be used for lesson planning and delivery aligned to state standards which will support student goal outcomes in RLA. HMH will be used with fidelity. Staff Responsible for Monitoring: Instructional Specialist, Interventionist, Administration, and Teachers. Funding Sources: Contracted Services - Training - 199: General, State Compensatory Education - 199.13.6299.101.30 - \$2,400	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 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. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support. Staff Responsible for Monitoring: All teachers, Instructional Specialist, instructional aides and Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. Strategy's Expected Result/Impact: Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLT planning meetings will ensure the use of HQIM. Staff Responsible for Monitoring: Instructional Specialist, and Administrators	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 4 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: With the coaching model, teacher reflection and growth will increase, resulting in student growth. Staff Responsible for Monitoring: Instructional Specialist, Administration and Instructional Officers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily. Staff Responsible for Monitoring: Administration and Instructional Specialist	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 3: Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Sources: 4 and 8 Week Assessments, Interim Assessment, STAAR growth report, Lead4ward Science 3D ePLC and STEMSCOPES-Texas Pulse

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity Strategy's Expected Result/Impact: HQIM will be used along with the lesson internalization protocol for lesson delivery aligned to the TEKS, which will support student goal outcomes in science. Staff Responsible for Monitoring: Instructional Specialist, Interventionist, Administration, and Teachers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 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. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support. Staff Responsible for Monitoring: Science teachers, Instructional Specialist, Science instructional aides and Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. Strategy's Expected Result/Impact: Lesson internalization through the use of a Note Taker will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of lesson deliver. Staff Responsible for Monitoring: Instructional Specialist, Administration, Instructional Officers.	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 4 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: With the coaching model, teacher reflection and growth will increase, resulting in student growth. Staff Responsible for Monitoring: Administration, Instructional Specialist and Instructional Officers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily. Staff Responsible for Monitoring: Administrators, Instructional Specialist, Interventionist, Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 4: Increase the percentage of student participation in Post-secondary opportunities

Evaluation Data Sources: Participation data in college and career awareness activities, enrichment and advanced academic programs, STEM or robotics clubs, AVID Elementary, parent and student survey feedback on future readiness activities, and documentation from college and career days or guest speaker events.

Strategy 1 Details	Reviews			
Strategy 1: Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School Strategy's Expected Result/Impact: Our students will be introduced to career and college readiness with campus presentations from EPCC, UTEP and community helpers. Staff Responsible for Monitoring: Administrators and Counselor	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels Strategy's Expected Result/Impact: Increased student awareness and interest in future college and career pathways by introducing endorsement and CTE options early. This early exposure in PK3-6th grade will help students build aspirations and better align with middle and high school programs. Staff Responsible for Monitoring: Counselor, Administrators, IS, teachers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins Strategy's Expected Result/Impact: Campus instructional team will continue monitoring SLO data, incorporate students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for student growth according to the Student Learning Objective (SLO) Staff Responsible for Monitoring: Classroom teachers, instructional specialist and administrators.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with local employers to provide real-world experiences that align with career pathways Strategy's Expected Result/Impact: Strengthened student understanding of career pathways through real-world learning experiences provided by local employers. This collaboration will increase student engagement, build future-ready skills, and connect classroom learning to potential careers. Career Day will include a variety of career pathways to inspire students. Staff Responsible for Monitoring: Counselor, campus instructional specialist, all classroom teachers and administrators.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Continue to offer opportunities for ROTC programs, military or other services opportunities Strategy's Expected Result/Impact: Campus will continue with "Wear Purple" on Thursdays to support our military, continue support the military child throughout the month of April with presentations during family literacy sessions, adopting a Fort Bliss unit, collaboration with SEHS ROTC cadets and campus Veterans Day parade. Staff Responsible for Monitoring: Administrators, district military liaison, counselor	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 5: Ensure students are well rounded and 21st century ready

High Priority

Evaluation Data Sources: All campus teachers and staff and administration will focus on emotional, cognitive, and social skills development by encouraging students to participate on panels, join a club/committee, and intramural sports.

Strategy 1 Details	Reviews			
Strategy 1: Provide students with opportunities to learn and develop new skills in the library with the support of our librarians Strategy's Expected Result/Impact: Students will have an opportunity to build on their reading skills through lessons during library time. Activities are centered around collaboration to enhance their social skills development. Staff Responsible for Monitoring: Librarian, Library Aide, teachers, administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily) Strategy's Expected Result/Impact: Our library will be used to enhance students' use of software programs that support TEKS objectives. Students will improve in their reading comprehension skills as programs will be embedded in the lessons provided by the Library Instructional Aide. Staff Responsible for Monitoring: Library Aide, classroom teachers, administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education Strategy's Expected Result/Impact: Increased student engagement, improved physical health and wellness, and enhanced creative expression through participation in Fine Arts and regular physical education. Students will develop discipline, teamwork, and self-confidence by participating in band and attending PE classes four times per week. Staff Responsible for Monitoring: Music teacher, PE teacher, PE Instructional Aide, Instructional Specialist, and administrators	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school Strategy's Expected Result/Impact: Improved academic achievement and increased college and career readiness through targeted support opportunities such as AVID, extended instructional time, Fall and Spring intersessions, and summer school. Students will strengthen their academic skills, close learning gaps, and build the habits necessary for long-term success. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, and administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 6: Provide a safe and supportive environment for all

High Priority

- Evaluation Data Sources:** Discipline referral data and incident reports
Campus safety audit results
Climate and culture survey results (staff, student, and parent surveys)
Attendance records (students and staff)
Counselor and mental health service logs
PBIS (Positive Behavioral Interventions and Supports) data
Emergency drill logs and evaluations
Bullying and harassment report data
Staff training completion records (e.g., safety protocols, SEL, crisis response)
Parent and community feedback (through meetings, surveys, or focus groups)

Strategy 1 Details	Reviews			
Strategy 1: Continue with activities that promote students to attend school every day Strategy's Expected Result/Impact: Increased daily student attendance rates and stronger family commitment to consistent school attendance. Students will develop positive attendance habits, and parents will be more engaged and supportive in ensuring their children are at school every day. Activities that will be implemented:Monthly attendance incentives such as "Perfect Attendance" certificates, small prizes, or recognition events. Classroom or grade-level attendance competitions with rewards like extra recess or a fun activity. Attendance awareness campaigns and informational sessions for parents highlighting the importance of daily attendance. Regular communication (calls, texts, newsletters) to parents celebrating strong attendance and emphasizing its impact on student success. "Attendance shout-outs" during morning announcements or assemblies. Parent-student attendance contracts to encourage shared responsibility. Staff Responsible for Monitoring: All faculty and staff	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide expectations and support them with SEL lesson in the counseling classroom as well as in their classrooms. Students will be able to practice behavior expectations in and out of the classroom and will receive monthly incentives. Staff Responsible for Monitoring: Counselor, PBIS Committee, and classroom teachers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized. Strategy's Expected Result/Impact: A cleaner, safer, and healthier campus environment that supports student and staff well-being, reduces the spread of illness, and promotes a positive school climate. Custodians and staff will be better equipped to maintain high standards of cleanliness throughout all school facilities. Staff Responsible for Monitoring: Head custodian, administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1: Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

High Priority

Evaluation Data Sources: Staff retention rates and turnover data
 New hire and exit interview feedback
 Staff climate and satisfaction survey results
 Recruitment metrics (applicant pool data, offer acceptance rates)
 Participation rates in staff recognition and support programs
 Records of mentorship or induction program participation and feedback
 Professional development attendance and evaluation data
 Vacancy reports
 Documentation of staff communication efforts (newsletters, meeting notes, feedback forms)
 T-TESS, T-CESS, T-PESS and observation data (to help monitor quality and support needs)

Strategy 1 Details	Reviews			
Strategy 1: Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19). Strategy's Expected Result/Impact: Improved staff morale and job satisfaction through meaningful appreciation efforts, contributing to higher retention rates across all job families. Maintaining competitive salaries and stipends aligned with regional 4A districts will help attract and retain high-quality employees, ensuring a stable and effective workforce that supports student success. Staff Responsible for Monitoring: Principal, Chief Financial Officer, School Board	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Strategy's Expected Result/Impact: Improved staff safety, well-being, and morale, leading to a more supportive work environment. Stronger partnerships with IHEs will help mentor and recruit highly qualified teachers, including those specializing in Early Childhood and Special Education, strengthening the future teacher pipeline. Staff Responsible for Monitoring: Administrators, Instructional Specialist, SEISD Curriculum & Instruction Officers	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs Strategy's Expected Result/Impact: Increased recruitment of highly qualified employees through targeted social media posts and communication efforts at strategically planned job fairs, helping ensure that all positions are filled with strong candidates to support student achievement. Staff Responsible for Monitoring: Principal at the campus level and HR department for district wide and regionally.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 2: Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

High Priority

Evaluation Data Sources: Evaluation of this objective will include staff performance appraisal data and staff satisfaction or climate surveys to gauge overall morale and support effectiveness. Additional data sources will include professional development attendance records and feedback, resource request and fulfillment logs, and employee input gathered through focus groups or staff meetings. Retention and turnover data, as well as documentation from staff support initiatives (including coaching and mentoring records), will help assess the impact of efforts to maintain high productivity and service quality.

Strategy 1 Details	Reviews			
Strategy 1: Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher. Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement. Staff Responsible for Monitoring: Campus Administration, Human Resources Dept. Funding Sources: Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.101.30 - \$21,089, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.101.30 - \$28,361, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.101.30 - \$10,383, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.101.30 - \$13,078, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.101.30 - \$12,500, Music Teacher-Elementary - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.101.30 - \$70,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation Strategy's Expected Result/Impact: Improved consistency and effectiveness of staff support through a clearly defined coaching manual and training processes. This refinement will ensure that coaching expectations, approaches, and documentation are aligned and understood, leading to stronger employee performance and professional growth. Campus administrators and instructional specialist will commit to implementing and modeling these practices to support staff success. Staff Responsible for Monitoring: Administrators, Instructional Specialist, C & I Department	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
Strategy 3: Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training Strategy's Expected Result/Impact: Enhanced employee effectiveness, positive responsiveness, and culturally centered service through continuous coaching and targeted professional development. This will strengthen job-specific skills and support high-quality instruction and service delivery, including specialized training for Early Childhood Education and SPED (AU). Staff Responsible for Monitoring: Administrators and District C & I team	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development opportunities for librarians and nurse. Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment. Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) Strategy's Expected Result/Impact: Ensured daily operational efficiency and safety across administrative and support areas by maintaining essential supplies, equipment, and technology. This will enable staff to perform transactions and provide services effectively, supporting a smooth and safe school environment for students, staff, and families. Campus budget will be utilized accordingly. Staff Responsible for Monitoring: Campus secretary, Instructional Specialist, Assistant Principal, Principal, office staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning experiences by ensuring classrooms are equipped with necessary supplies and furniture to support daily activities. Budget resources will be used appropriately and efficiently to maintain a well-prepared and engaging learning environment to include purchasing instructional materials. Staff Responsible for Monitoring: Campus Secretary, Instructional Specialist, Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1: Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

High Priority





Evaluation Data Sources: Evaluation will include parent and community survey results, participation rates in events, and feedback from meetings and focus groups. Additional sources include parent-teacher conference attendance records, volunteer logs, community partnership documentation, and communication analytics to measure outreach and engagement effectiveness.

Strategy 1 Details	Reviews			
Strategy 1: Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents Strategy's Expected Result/Impact: Greater parent and community engagement, leading to stronger support for student success. Parents will gain valuable skills, improved access to district information, and increased awareness of post-secondary options, empowering them to actively participate in their children's educational journey. Parents will be invited to serve on the following committees: LPAC, SHAC, and SBDM. Fathers will be recruited for our NEW Eagle Eye Dads program. Staff Responsible for Monitoring: Classroom teachers, District Parent Liaison, Campus Liaison, Counselor, Administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program Strategy's Expected Result/Impact: Increased parent and community participation, leading to higher satisfaction and stronger partnerships that support student success. Improved communication and engagement efforts will help families feel more connected, informed, and empowered to actively contribute to their children's education. A climate survey will be shared with guardians to receive and reflect on feedback. Staff Responsible for Monitoring: Administrators, Parent Liaison	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 2: Strengthen relationships with external organizations and/or businesses to expand home/school connection

Evaluation Data Sources: Evaluation will include records of partnerships and collaborations with external organizations and businesses, documentation of joint events or initiatives, feedback from community partners, and participation data. Additional sources may include meeting notes, memorandums of understanding (MOUs), and surveys measuring the impact on home/school connections.





Strategy 1 Details	Reviews			
Strategy 1: Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support Strategy's Expected Result/Impact: Strengthened community and business partnerships that support the district's mission and vision while providing additional resources and opportunities for students and staff. Increased financial support through partnerships and grants will help reduce district expenses and enhance educational programs. Partnerships will continue with Project Vida, EPCSO, and local businesses. Staff Responsible for Monitoring: Counselor, SEISD Social worker, and administrators	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a community-based student mentor program for high-risk students Strategy's Expected Result/Impact: Increased support and positive outcomes for high-risk students through strong, community-based mentoring relationships. Students will benefit from enhanced guidance, connection, and encouragement, leading to improved academic performance, attendance, and overall well-being. Staff Responsible for Monitoring: Counselor, SEISD Social worker, and administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1: Ensure solvency, sustainability, and transparency with district/campus finances

High Priority

Evaluation Data Sources: Financial audit reports, budget and expenditure records, fund balance data, finance committee minutes, stakeholder feedback, and availability of the CIP to stakeholders. All data sources will ensure that the campus budget is used toward improving student outcomes, while supporting sub populations, faculty, and staff.





Strategy 1 Details	Reviews			
Strategy 1: Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use Strategy's Expected Result/Impact: Improved financial planning and resource allocation to ensure the district and campuses can meet operational and instructional needs. Enhanced access to up-to-date technology devices for students and staff will support teaching, learning, and overall efficiency. Technology will be purchased as needed for staff and students to ensure high level of instruction is delivered. Staff Responsible for Monitoring: Administrators, Technology Aide, CFO for proper handling of monies	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action Strategy's Expected Result/Impact: Improved financial stability and alignment of resources with district needs by proactively responding to enrollment trends, staffing changes, and legislative funding updates. Timely data presentation and budget revisions through Board action will ensure effective, transparent financial management. Campus registrar and principal will keep HR and upper management informed of class roster sizes affecting enrollment. Staff Responsible for Monitoring: Principal, HR Director, CFO	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 2: Guarantee the optimization of financial resources

High Priority





Evaluation Data Sources: Financial audit reports, budget and expenditure analyses, cost-efficiency reviews, fund balance reports, and documentation of resource allocation decisions.

Strategy 1 Details	Reviews			
Strategy 1: Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan Strategy's Expected Result/Impact: Better alignment of resources with campus and departmental needs, supporting instruction and operations. Proactive equipment and facilities plans will ensure efficient resource use and safe, well-maintained learning environments. Staff Responsible for Monitoring: Principal, IS, and Secretary	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 3: Focus on the implementation of operational efficiencies

Evaluation Data Sources: Principal will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit Strategy's Expected Result/Impact: Improved staffing efficiency, competitive and equitable pay structures, and overall operational effectiveness. Findings from the efficiency audit will guide data-informed decisions to optimize resources and support district goals. Campus will continue to communicate staffing needs to HR department. Staff Responsible for Monitoring: District HR department, CFO and upper management.	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Nancy	Parent Liaison	Title I, Part A	100%
Estrada, Brenda	Aide-Library Elementary	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Hidalgo, Daniel	Aide-Title I	Title I, Part A	100%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Padilla, Christopher	Teacher-Elementary	Title I, Part A	100%

Campus Funding Summary

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.6299.101.30	\$2,400.00
Sub-Total					\$2,400.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Librarian	211.12.6119.00.101.30	\$10,383.00
2	2	1	Aide-Title I	211.11.6129.00.101.30	\$28,361.00
2	2	1	Music Teacher-Elementary	211.11.6119.00.101.30	\$70,000.00
2	2	1	Aide-Library Elementary	211.12.6129.00.101.30	\$21,089.00
2	2	1	Parent Liaison	211.61.6129.00.101.30	\$13,078.00
2	2	1	Social Worker	211.32.6119.00.101.30	\$12,500.00
Sub-Total					\$155,411.00