

# **San Elizario Independent School District**

## **San Elizario High School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

**At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.**

## Vision

**San Elizario High School:**

***Preparing Students for Post-Secondary Success***

## Value Statement

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Elizario Independent School District is a public school district serving students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso, Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario High School (SEHS) is one of six campuses in SEISD; it is the district's sole high school and has been since 1972. SEHS serves a population of about 903 students in grades 9-12.

SEHS employs 69 teachers, four administrators, three counselors, an at-risk math/science interventionist, a CCMR specialist, a librarian, and two campus Instructional Specialists. Additional ESSER positions for leadership include an SEL Counselor, a School Improvement Coordinator, and an RLA/SS interventionist. A full custodial staff and cafeteria staff are employed; thirteen instructional aide positions help meet the different needs of our students. Certified teachers are employed for the areas in which they teach, to include core subject areas, elective subject areas, and specialty areas such as music and career/technical education. Additionally, many of our teachers are either head coaches or assistant coaches in our athletics program. During the 23-24 school year, four long-term guest teachers (permanent subs) were also employed, due to the shortage of certified educators.

### School Population: Student Total

#### Below Student Breakdown as of May 25'

School: San Elizario High School  
Fiscal Year: 2025  
Calendar: Traditional

### Student Enrollment

Date: 05/13/2025  
Time: 9:53:24 AM  
Page 1 of 4

Date: 05/06/2025 Tuesday									
Grade	Membership			New Students			Withdrawn Students		
	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day
09	227.0	227.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	282.0	282.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11	220.0	220.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12	239.0	239.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	968.0	968.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

### Student Demographics

#### Gender

Female - 486

Male - 499

### Ethnicity

Hispanic-Latino - 979 (99.39%)

Black-African American - 3 (0.30%)

### **Students by Program**

Emergent Bilingual - 570 (57.97%)

English as a Second Language - 472 (47.92%)

Gifted and Talented - 83 (8.43%)

Special Education - 125 (12.69%)

Title 1 Participation -985 (100%)

Dyslexia-12 (1.22%)

Economic Disadvantage - 936 (95.03%)

Free Meals- 547 (55.53%)

Reduced Price Meals- 9 (.91%)

Other ECD- 380 (38.58%)

Homeless Total-19 (1.93%)

Doubled Up-15 (1.52)

Unsheltered- 0

Hotel/Motel- 0

### **Other Student Information**

At-Risk-780 (79.19%)

Immigrant- 33 (3.35%)

Migrant- 4 (0.41%)

Military Connected- 30 (3.5%)

Section 504- 66(6.70%)

### **Demographics Strengths**

Our student population is homogeneous in nature. The strengths and needs of the greater community are similar for the majority of our residents. Teachers who have chosen to stay in the profession, and have remained at SEHS, are educators that have a passion for education AND are willing to do 'whatever it takes' to promote student success. As a participant of Title 1 at 100%, the entire student body qualifies for free breakfast, lunch, and dinner - when served.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** EB performance in reading and math has not exceeded on grade level percentages of 30% on grade level reading and or math in the last

**Root Cause:** Ineffective first teach, no instructional time delegated to supporting these students at an individual level, with no programming provided to address these two deficits.

# Student Achievement

## Student Achievement Summary

	2024-2025			2023-2024 TAPR			Diff.		
Preliminary Data 24-25 ALL	Approaches%	Meets%	Masters%	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	98%	89%	61%	0%	2%	12%
Algebra 1 SEHS	56%	17%	4%	65%	7%	1%	-9%	10%	3%
Biology	84%	47%	6%	84%	35%	5%	0%	12%	1%
English 1	45%	28%	4%	51%	35%	6%	-6%	-7%	-2%
English 2	52%	33%	1%	63%	38%	3%	-11%	-5%	-2%
US History	92.5%	49%	15%	93%	53%	18%	-0.5%	-4%	-3%

	2024-2025			2023-2024 TAPR			Diff.		
Preliminary Data 24-25 True Grade of Test	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	98%	89%	61%	0%	2%	12%
Algebra 1 SEHS	65%	21%	5%	65%	7%	1%	0%	14%	4%
Biology	87%	51%	6%	84%	35%	5%	3%	16%	1%
English 1	61%	41%	6%	51%	35%	6%	10%	6%	0%
English 2	62%	42%	2%	63%	38%	3%	-1%	4%	-1%
US History	93%	51%	16%	93%	53%	18%	0%	-2%	-2%

## Student Achievement Strengths

Campus rating data improved 5 points compared to the prior 3 years. In addition, given the alteration of standards in 22-23, the C rating would have also resulted in D score with a 65 as is shown below. In essence, this year was the first time the campus overall data has improved in the last 5 years.

## Change Over Time

School Year	Rating/Score
<a href="#">2024-25</a>	D / 69
<a href="#">2023-24</a>	D / 64
<a href="#">2022-23</a>	D / 64
2021-22 What If	D / 65
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
<a href="#">2021-22</a>	C / 78

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Addressing Algebra I performance that has not exceeded 30 % on grade level in the last 5 years.

**Root Cause:** Ineffective instructional coaching, reassigning critical personnel to tested areas, and broad use of materials that lacked coherence.



# School Culture and Climate

## School Culture and Climate Summary

District initiatives are followed for curriculum and instruction at San Elizario High School. The principal, three assistant principals, a CCMR Specialist, and two campus instructional coaches provide instructional leadership and modeling for teachers throughout the campus. We are aware that EOC English I and II continue to be in need of improvement and that advanced placement results in core classes need to improve. Both our Special Education population and Emergent Bilingual students are a priority.

The school culture at SEHS is changing due to the implementation and use of MTSS and other approaches of support by the Eagle Success Team made up of staff members. The Eagle Success Team tenets are used in all facets of the campus, to alleviate the number of students placed in disciplinary alternative education programs (DAEP). While expectations for behavior certainly exist, a more positive approach toward the teaching of desired behaviors has paid dividends.

SEHS continues to be a student-centered campus where great achievements in all areas of a comprehensive high school are celebrated. Programs include athletic teams, competitive events in academic UIL, Early College High School, CTE programs, AP courses, Dual Credit Courses, club options, etc. The EMT certification is a new program in collaboration with EPCC. The opportunities for students to graduate with a well-rounded experience are present.

SEHS looks forward to continuation of the Early College High School with the third cohort. Students are also provided the opportunity to take advancement courses during summer school. New MOUs with different organizations will help provide mental health services and/or supports for all of our students

## School Culture and Climate Strengths

Athletic teams have achieved multiple championships in past years; this, in turn, helps raise the level of school pride and student confidence. SEHS continue to use social media to promote recognition of students with sports, ESI team, academic achievement, etc.

Administrators make an effort to meet with teachers through PLCs and faculty meetings on a regular basis; walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers and long-term guest teachers.

The campus will continue to provide advanced academic courses to students in order for them to better prepare for college.

The 1:1 student to device ratio has been reached; the next step is accelerating the fluidity of using various online platforms/applications by both teachers and stud

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Attendance has not exceeded 96% at the high school in the last 9 years.

**Root Cause:** Ensuring the building is performing at a rating that is acceptable by TEA and offering advanced academics.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

There are 4 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. 19.3% of teachers hold a MA degree or higher. 27.3% of teachers have less than 7 years' experience. The Principal has an average of 10 years experience; the Assistant Principals have an average of 3.1 years of experience.

### Staff Quality, Recruitment, and Retention Strengths

Professional development sessions and PLCs are strategically scheduled to allow for teachers to have their complete conference period available for grading and/or planning. Teachers are recognized for various things on campus - teacher & employee of the month; individual or organizational accomplishments, etc. Wellness activities for all staff were also coordinated.

A four day has will be implemented and teachers will be given a PLC period in addition to their conference.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Offering consistent supports and incentive based performance.

**Root Cause:** National and statewide shortage.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Documented efforts have been made to properly align curricular expectations, instructional delivery, and assessment practices. The TNTP program under GEAR UP has also facilitated vertical alignment meetings with middle school teachers and administrators with the exception of this upcoming year. These areas are monitored through evaluation of classroom teaching and lesson plan documents.

AP and Dual Credit courses will continue to be offered.

Technology has made many gains in instructional programming at SEHS. Each teacher is issued a laptop and a document reader.

## Curriculum, Instruction, and Assessment Strengths

Our district continues to utilize the online TEKS Resource System (Social Studies) to establish appropriate timelines for instructional content and purchased curriculum for math, science and reading/writing. Teachers are well-versed in the system and consistency is evident in planning and feedback. Primary instructional resources will be aligned, and teachers will receive proper professional development or refreshers to ensure usage consistency.

Technology is at a 1:1 ratio.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Implementation of a new curriculum.

**Root Cause:** Ensuring internalization occurs and planning documents are submitted on time.

# Family and Community Engagement

## Family and Community Engagement Summary

The Community/Parent involvement rating for San Elizario High School was recognized. Our level of parental involvement and organized activities is high when compared to other high schools in our area.

The efforts have continued with monthly literacy events, CCMR meetings, and ECHS recruitment efforts. Our Parent/Teacher Conference surpassed the expected number of parents who participated >200.

SEISD has also continued with the district-wide Progressing Together meetings.

## Family and Community Engagement Strengths

The close-knit community of San Elizario is made up of parents who are extremely supportive in the educational endeavors of the students. Parental participation at other events is traditionally high also (e.g. athletic events).

The parent liason has built relationships with parents and she continues her efforts to increase parent involvement in their student's learning.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester.

**Root Cause:** Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule

# School Organization

## School Organization Summary

SEHS has positions as follows: 75, 1 at-risk teacher, 3 counselors and two assistant principals.

The high school has four grade levels and three administrators and three counselors are assigned to students by alpha (three groups). The purpose is bi-fold:

1. Administrators and counselors have the opportunity to establish relationships with both the students and the parents over the course of 4 years.
2. Counselors and administrators become well-versed in all areas of the high school education experience (PGPs, testing, graduation requirements, discipline, etc.)

Reassignments were necessary for some of the instructional team to ensure all programs promote student achievement. In the spring of 2023; reassignment of students in the counseling department resulted in one counselor monitoring all off the seniors and ECHS and DCA students. The goal is to have the two counselors divide the remaining alphabet by two, and have more time to monitor scheduling and pathways, to avoid errors.

## School Organization Strengths

The already-established areas of success: CTE, Dual Credit, AP courses, and athletics continue; and the Early College High School with two cohorts 2025 and 2026. The core classes are held in the North 200 & 300 hallways.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Maintain counselor balance of Junior/Senior and Freshman/Sophomore.

**Root Cause:** Ensure counselor alignment and responsiveness to off cohort students.

# Technology

## Technology Summary

All classrooms have active panesl to enhance instructional delivery. All teachers are issued a laptop and a document reader. All students have access to a portable device (some have MACs, others Chromebooks, others laptops); Chromebooks are being phased out so all high school students are issued a laptop and students in specialized programs will be issued MAC books.

## Technology Strengths

The district provides tech support and service to the campus. Bandwidth capability is strong, and CPUs and other technological devices are upgraded as needed.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc.

**Root Cause:** Ensuring teachers are using effectively and consistently.

# 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**

**HB3 Goal**

**Evaluation Data Sources:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity <b>Strategy's Expected Result/Impact:</b> Increased RLA and MAT scores at the state assessed 9th and 10th grade level. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team:  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 <b>Strategy's Expected Result/Impact:</b> Addressing SPED performance <b>Staff Responsible for Monitoring:</b> Co-teacher and instructional leadership team.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.	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	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.	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 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources





**Evaluation Data Sources:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

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	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	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.	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	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.	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:** Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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.	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:** CCMR Certification and scholarship access

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	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	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	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	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Continue to offer opportunities for ROTC programs, military or other services opportunities	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

**Evaluation Data Sources:** CCMR final percentages

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	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)	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	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	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 6:** Provide a safe and supportive environment for all





**Evaluation Data Sources:** Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: Continue with activities that promote students to attend school every day	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	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.	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></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

**Evaluation Data Sources:** Turnover percentages at end of each year

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	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.

**Evaluation Data Sources:** Number of formal complaints

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 Title I Aide, Career and College Readiness Specialist, Librarian, Parent Liaison, District Social Worker and Supplemental Teacher.  <b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.  <b>Funding Sources:</b> Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.001.30 - \$22,556, Campus Career and College Readiness Specialist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - \$80,790, Librarian-High School - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.001.30 - \$87,718, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.001.30 - \$25,943, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.001.30 - \$12,500, Supplemental Teacher-High School - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - \$65,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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  <b>Funding Sources:</b> Professional Development - Region XIX - 211: Title I, Part A Improving Basic Programs - 211.13.6239.00.001.30 - \$3,000	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development opportunities for librarians and nurse.	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)	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	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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

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	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	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></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

Strategy 1 Details	Reviews			
Strategy 1: Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	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	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 1:** Ensure solvency, sustainability, and transparency with district/campus finances

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	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	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><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

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	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

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armendariz, Xiomara	Teacher-High School	Title I, Part A	100%
Avila, Alejandra	Career and College Readiness Specialist	Title I, Part A	100%
Cortez Hernandez, Cesar	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Jacquez, Nancy	Librarian-High School	Title I, Part A	100%
Portillo, Jesusa	Parent Liaison	Title I, Part A	100%



# Campus Funding Summary

211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Aide-Title I	211.11.6129.00.001.30	\$22,556.00
2	2	1	Social Worker	211.32.6119.00.001.30	\$12,500.00
2	2	1	Parent Liaison	211.61.6129.00.001.30	\$25,943.00
2	2	1	Supplemental Teacher-High School	211.11.6119.00.001.30	\$65,000.00
2	2	1	Campus Career and College Readiness Specialist	211.11.6119.00.001.30	\$80,790.00
2	2	1	Librarian-High School	211.12.6119.00.001.30	\$87,718.00
2	2	3	Professional Development - Region XIX	211.13.6239.00.001.30	\$3,000.00
Sub-Total					\$297,507.00