



Healing@theNest

**A 5-year Plan for the Recovery of Body, Soul, and Mind
in San Elizario ISD**



Pre-Pandemic—2018-2019 and 2019-2020—Our Last "Normal" Years

2018-2019—Our Last "Normal" Year; Poised for Greatness

The 2018-2019 school year was the last "normal," pre-pandemic year. San Elizario ISD STAAR scores had increased from the prior year, and district results were solid. Campuses had analyzed STAAR scores and developed extensive academic plans for the 2019-2020 school year with expected increases.

The A-F accountability ratings in August of 2019, with an overall district score of "89—B," placed San Elizario ISD in the top 4 districts in Region 19, tied with Ysleta ISD. Our progress and academic plans had us poised to earn an "A" rating in 2020.

2019-2020—Learning How to Learn at Home while Remaining Healthy

In December 2019, news stories began circulating about a virus surging in China. While on edge, SEISD staff carried on and kept our students' learning moving forward. As the semester ended and we entered the spring of 2020, it became apparent that our small part of the world would not be unaffected. Along with the other districts in the area, San Elizario ISD extended the spring break in 2020 and shut the district down, moving students and teachers abruptly into online learning.

San Elizario ISD quickly came together with the first great "pivot" of many. Packets of learning materials and textbooks went home with our families. Staff quickly mobilized to provide meals, resources, devices, and Wi-Fi hotspots to our students while they began learning at home. Teachers had to relearn their craft virtually overnight by mastering online learning platforms, managing online classrooms, and keeping students' attention with competition from TV, phones, siblings, and many other distractions at home.

The TEA canceled the STAAR testing in the spring of 2020 as there was no way to administer state assessments at home.

All district departments pulled together to purchase and implement varying levels of personal protective equipment, install dividers and social distancing markers, install sanitizing stations, etc. In addition, meetings and events were moved online whenever possible, reducing the risk of being around others.

The challenges were innumerable, but our staff pulled together to keep our kids learning to the best of our ability, despite the anxiety caused by the burgeoning pandemic.

Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Healing@theNest Focus—*The Body*

The 2020-2021 school year was arguably the most unique in San Elizario ISD's lengthy history. COVID-19 news and information continued to flow from local, state, and federal sources, which caused our plans to change almost daily.

The focus of district leadership was on "The Body," whose goal was to remain healthy while following all CDC and local health guidelines for keeping our faculty, staff, and students safe from the coronavirus.

Guidelines emerged from the Texas Education Agency continually, helping SEISD navigate the changing tide related to policies, procedures, and legalities. As a result, everything we were experiencing this year was unprecedented in our lifetimes.

The 2020-2021 school year brought the implementation of the extensive Back@theNest re-entry plan. This 3-phase plan brought students and teachers back into the school buildings with a "phase-in" approach that correlated to the 9-week grading periods. A vital element of this plan was the detailed information on day-to-day operations that minimized the potential for COVID-19 infection.

Phase I—Students learned 100% digitally at home from August 4, 2019 through September 4, 2020.

Phase II—Students with connectivity issues and special populations learned at school, while the remaining students learned at home. Phase II lasted through September 25, 2020.

Phase III—This phase lasted from September 28—to June 3, 2020 and brought students back to campus based on parent requests. The remaining students learned at home for the duration of the school year.

Our teachers' proficiency with digital learning improved significantly throughout the year, with our Planning & Instruction team making a solid effort to provide training on methods of learning that were new to most of our teachers. Tech Tuesdays were one example of this professional development, where Instructional Officers provided online training each week, geared to specific groups of teachers.

The Soar@theNest website was an invaluable tool that compiled all the digital resources for our teachers and students based on grade level.

Although learning was moving forward, there were gaps in learning emerging from the spring 2020 closures. Our teachers struggled to fill these gaps while new gaps continued to reveal themselves. Nevertheless, students and staff moved optimistically through many social and emotional issues, including grief and loss, new and continued illness, staff and supply shortages, attendance issues, depression, and anxiety.

Although the teaching and learning of the core content areas are crucial, it became evident that learning is a struggle when the social and emotional needs of the learner are not addressed. This revelation became the primary focus of Year 2 of Healing@theNest, focusing on the social and emotional well-being and mental health of our students, faculty, staff, and their families.

Year 2: 2021-2022— "Social and Emotional Recovery for our SEISD Community"

Healing@theNest Focus—*The Soul*

By the end of the 2020-2021 school year, SEISD Leadership had made a valiant effort to maintain the health and safety of students, faculty, and staff. San Elizario ISD was one of the last districts to bring students and staff back face-to-face during the pandemic to prioritize the health and safety of all concerned. With the focus on "The Body," by means of keeping all involved healthy and safe, we were ready to shift our focus to healing "The Soul" in Year 2, as it became safer to resume more normal interactions with others.

Board Resolutions to Support Mental Health Recovery

The SEISD Board of Trustees passed numerous resolutions to assist employees during the pandemic. Below are a few examples to show our Board of Trustees' support towards employees, which helped to lessen the mental health burden caused by the pandemic.

The Board voted to continue paying employees during the emergency closure in the spring of 2020.

The Board voted to allow some employees to continue teleworking on a case-by-case basis.

The Board voted not to dock personal leave for employees exposed to COVID-19 in the workplace without limit.

The Board voted to allow employees up to 10 days of paid leave for COVID-19-related situations once all personal leave was exhausted.

The Board voted to allow a blue/gold re-entry plan for employees to rotate remote and campus-based work hours.

These resolutions, amongst other Board actions, allowed employees to take a breath and realize that their jobs were safe when nothing else seemed safe. In addition, these Board actions were paramount in supporting employees' mental health and emotional state as the pandemic began to take hold.

Human Resources Department Mental Health Support

The HR Department provided great flexibility for employees during all phases of the Healing@theNest plan. Employees who still felt ill after the quarantine had ended were allowed to remain at home. Deadlines that were missed due to pandemic-related issues were extended without penalty.

Employees with compromised immune systems were allowed to telework for an extended period. Ms. Blanca Cruz, HR Director, emailed employees information on free resources for mental health support provided by the City of El Paso.

Additionally, our district's health plan offers free counseling sessions for employees who are part of the disability plan. Aetna's telehealth service, called Teladoc, also provides an option for 7-day per week phone or video visits with a psychiatrist or therapist.

The HR Department, along with other district leadership personnel, showed a great deal of compassion toward employees and their families while the pandemic surged. This level of understanding added to the feeling of safety and security. Employees felt their employment was safe despite what was happening around them.

Back@theNest---Challenges

The 2021-2022 school year brought students and employees back to face-to-face teaching and learning per state requirements. Safety measures were paramount to maintaining the school community's health and safety. Staffing remained a priority issue all year, with unfilled teaching vacancies and a continual shortage of guest teachers. These staffing issues were at the forefront all year and proved to be a significant challenge.

COVID-19 illness, exposure, and the subsequent protocols required contributed to significant attendance issues for staff and students during the 2021-2022 school year. These issues were considerable following the 2021 winter break, in which the Omicron variant made its way swiftly through the district and surrounding community.

As students returned to campus, following what for most was 1.5 years of learning at home, additional challenges emerged. Students, especially the younger children, faced difficulties in learning (or relearning) HOW to be students at school. Routines, procedures, and behavioral expectations were taught for the first time and breaking the bad habits formed at home began.

Consider a new 2nd grader beginning school in 2021-2022, who would have attended only one semester of school in kindergarten. With memories as short as their age, school seemed brand new to this 2nd grader, adding to the learning load when so much beyond the curriculum needed to be taught including rules, routines, and procedures.

For an incoming 9th grader, that student had skipped directly from elementary school to high school and did not have the middle school transition years crucial for a child's development. As a result, this 9th grade year would have been a jarring experience despite school officials' best efforts to be welcoming.

The pandemic began during their freshman year for high school seniors in 2021-2022. They learned from home during the time that most other high school students were attending dances, participating in clubs, athletics, and all the other activities most adults had during their high school careers. One can imagine the feelings of loss this senior experienced, with many of these highly anticipated rites of passage taken away.

Many of our students began to process and deal with pandemic-related grief and loss as they returned to school. The death of family and friends, the loss of parents' jobs, food insecurity, homelessness, and many other problems were on their minds. Many of our students spent the previous 1.5 years learning at home in less-than-ideal environments. During the pandemic, we learned that other *people* are the source of this disease. As a result, we began to fear being around people, and with schools and classrooms filled once again, the fear of being around others, although as safely as possible, still had to be overcome. For our older students, school was now different. A place that had once been a collaborative learning experience full of laughter and lighthearted learning was now separated by CDC spacing guidelines, plexiglass barriers, and masked faces. Although our teachers did their best to continue making school fun, it was now very different. Even the most minor things, such as facial expressions and social cues, had to be relearned when most faces were masked with muffled voices.

As the school days ended and our students went home, there were still pandemic-related challenges to face. Supply shortages, the end of government assistance relief programs, rising inflation, and the prices of most goods and services created stress for our students' families. Parents' worries became student worries.

Our high school faced the loss of two students' lives in a short time, our campus leadership reported more disciplinary incidents and mental health situations, and even our youngest students exhibited signs of stress, depression, and anxiety. SEISD was not alone. Similar issues emerged as a nationwide trend.

It was time to focus on more than just STAAR tests and academics--it was time to prioritize the mental health of the San Elizario ISD community.

Building Relationships—Pause, Reflect and Reconnect

The Superintendent stressed the need to build relationships among all members of our school community. The need to make eye contact and get to know each student was intensely emphasized at a meeting with the high school faculty following a tragic loss of life. She encouraged the teachers to be in the hallway during transitions, say hello and goodbye to each student, and express genuine interest in their students' welfare. As a result, teachers were asked to write a letter to some of their students and mailed them home, so they would receive a letter over winter break telling them they were missed, and their return to school was highly anticipated. This small act of kindness made a difference.

The entire district supported the high school after two tragic losses. Each campus made posters and signs to tell our SEHS students they are loved and cared about. Posters blanketed the hallways in positivity, and everywhere our students turned, they faced encouraging messages, which also made a difference.

Beyond the teacher/student dynamic, all employees were encouraged by our Superintendent to check on one another. For example, if someone didn't show up to work, they might receive texts and calls to check on them. If an employee was facing issues beyond the office with grief and loss, their colleagues would reach out. We all began to consider one another's welfare more intently. Emails and meetings always contained positive messages to care for ourselves and others.

The Superintendent continued reinforcing this central message to all employees: Pause, reflect and reconnect with students. This message has carried the SEISD family throughout the 2021-2022 school year and will continue to reverberate well beyond Year 2 of Healing@theNest.

Counseling and Mental Health Outreach for the SEISD Community

As per the El Paso Times article from June 2, 2022, "Many experts sound the alarm about a mental health crisis in kids and teens. They are grappling with another mass shooting and have also had to deal with the pandemic for more than two years now." One of our SEHS Counselors, Pat Villarreal, was interviewed for this article and contributed the above quote. She has seen increased outreaches for mental health assistance from students and their families. The number of student visits to her office for this type of help has grown from several per week to four or more daily visits. Students deal with grief, loss, familial employment loss, stress, and anxiety. National experts have "sounded the alarm" about a growing mental health crisis in children and teens. Thankfully, today's youth are more receptive to asking for help as the stigma of mental health issues is decreasing.

In response to these findings, Superintendent Dr. Meza-Chavez has spearheaded a social/emotional and mental health initiative in San Elizario, ISD. One primary tenet of the Healing@theNest plan is to improve our Counseling and Mental Health Outreach services. In 2021-2022, additional training for our Counseling staff was provided by ESC-Region 19 and the Texas Education Agency. In addition, Mr. Jeffrey Seay, our Special Education Counselor, has also provided extensive training on Mental Health First Aid to SEISD staff.

All SEISD staff were given the opportunity to attend "Self-Care Saturday" on September 18, 2021 at San Elizario High School. This stipend-based session was intended to teach mindfulness, communication, and stress-reduction strategies.

In addition to training, a curriculum called RethinkED was purchased and implemented in 2021-2022. This curriculum focuses on anti-bullying, substance abuse, autism, vaping, etc. The curriculum takes the same topic and modifies it to reach student audiences from Pre-K through grade 12. All SEISD students have been exposed to monthly presentations through tutorials, activities, and videos.

SEL Corners at Each Campus

Each campus has created an "SEL Corner" for students in crisis to go. These rooms are near the Counselor's office and feature calming music, pleasant scents, nature sounds, relaxing colors, soft furniture, and age-appropriate activities such as sand trays and games. Each campus has taken off with this concept and have created spaces geared to their specific age range and student needs. If a student is upset and needs time to calm down before they are receptive to meeting with a Counselor, the SEL Corner is the place they can go first.

The Power of Ten

For the stigma of mental health issues to continually decline, we must be able to talk about it and be receptive to receiving help. The "Power of Ten" initiative was brought to SEISD by Superintendent Dr. Meza-Chavez. Ten district employees were selected and paired off. Each of the five teams visited

classrooms at SEHS and provided outreach to our high school student population. Each pair had the autonomy to tell their stories and share a little about their lives to relate to students. They shared their careers, stresses, hurts, and times they needed help. They also provided information to students on how/where to obtain help should they need it and led the class in a short activity. During their presentations, the team had the chance to observe student receptiveness to the content and spot students who might need a helping hand. Referrals were then made to the Counseling team, who followed up with students needing support.

Community Outreach

SEISD has continued to support the community during Year 2 of Healing@theNest. We continue to offer vaccine clinics every week. In addition, food pantry distributions frequently provide our families with nourishing fresh food when meal insecurity during the pandemic is a problem facing many.

The monthly "Mission: Progressing Together" meetings have continued this year, with a forum provided to answer the school community's questions about pandemic-related procedures and initiatives. In addition, our district and campus parent liaisons, which have become crucial and necessary jobs, provide training and information to our parents and function as part of the essential support structure for our district families.

Employee Appreciation

Employee appreciation has also been part of the Healing@theNest plan to prioritize the social/emotional needs and mental health of our SEISD Eagle family. Central Office had a cookout in the back parking lot and was celebrated by our Superintendent at a pre-Memorial Day luncheon. Although we have learned to hold effective online meetings, our Leadership meetings are held face-to-face to bring back the collegiality and team building from pre-pandemic times. With breakfast and decorations provided, even simple meetings such as Leadership have become much anticipated and spirited events.

Our Superintendent has distributed "Eagle Shout Out" notes of encouragement to recognize employees for their work, allowing even the most 'behind the scenes' employees to feel noticed and valued.

The Human Resources Department has periodically recognized varying SEISD departments for their work. For example, the Planning and Instruction Department was recently honored by HR with a catered lunch, which made every P & I member feel appreciated.

At our campuses, events happen continuously to make employees feel valued. Teacher Appreciation Week, parent conference days, Superbowl cookouts, and special event days are excuses to bring in the CRAZE food truck, break out the pancake griddle, or heat up the popcorn machine and make a typical day feel like a special one.

The Board of Trustees has also authorized retention bonuses for current employees to help offset the ever-increasing cost of living that all of us are facing. Again, this adds to the feeling of being valued.

Pathway of Champions

One of the most profound ways our students and staff's social/emotional and mental health needs have been served this year is through the Superintendent's groundbreaking vision, the "Pathway of Champions." San Elizario ISD students are winners before, during, and long after the pandemic. In addition, numerous state titles for soccer, cross-country, and teaching have decorated the annals of our district's history since 2010. It was time that these honors were recognized adequately to make everyone in our district feel like a Champion. This project was long in planning and execution, culminating with the ribbon-cutting ceremony on December 15, 2021.

The Pathway of Champions Plaza, in the San Elizario High School front parking lot alongside Socorro Road, features plaques that mark each championship win, inviting the school community to view them with reflection and pride. The Plaza also features a centerpiece monument, benches, landscaping, and lighting.

The Doorway to New Learning

The Year 2 Focus of Healing@theNest on "The Soul" has successfully supported the mental health of students, faculty, staff, and the community. In addition to Counseling support, SEISD staff have created new initiatives which aim to bring fun, excitement, and collaborative learning to our students. The Literary Anthology project was one such event. This project invited students to showcase their talent as writers while honing their literary skills. Their entries captured their creativity, emotions, and depth of talent. This project culminated in a heartfelt luncheon and awards ceremony that revealed the student winners.

The first annual "Hackathon" was another exciting collaborative event to bring lighthearted fun into our students' lives. This STEM group challenge allowed student groups to design their learning app while showcasing their coding skills. The awards ceremony featured a guest speaker who had appeared on "Shark Tank" and was the designer of the coding program the students were using. The Hackathon was a thrilling experience for our students. It showed them that collaborative learning in the COVID-19 era could be conducted safely, and that new learning can be a welcome escape from our problems.

The need for mental health and social/emotional support will be far-reaching and will continue to be firmly recognized and supported in San Elizario ISD. Only when these needs are met, predominantly the need to feel safe, can long-term and meaningful learning occur.

Years 3-5: 2022-2025— "Take off and Soar with New Learning" Healing@theNest Focus—*The Mind*

The upcoming 2022-2023 school year is devoted to beginning the refinement of our practice. The COVID-19 pandemic is shifting to endemic, meaning that COVID-19 will always be present to some degree, similar to influenza. However, we are learning to live with it and are mastering how to remain safe after several years of practice.

The El Paso County is currently at low risk for COVID-19 community spread. Vaccination rates are high in our area, and boosters are becoming more commonplace. As illness rates continue to decline, attendance rates for students and staff will continue to improve. With the effective promotion of our district throughout the region and Board support for competitive compensation, our rate of employee vacancies will continue to decrease in 2022-2023

The Board of Trustees passed a comprehensive compensation plan in June 2022. The following decisions will fill our classrooms with proven and certified teachers, leading to our academic achievement continuing the current upward trajectory.

- Teacher starting pay--\$56,550
- \$5000 sign-on bonus for high school and middle school science
- \$5000 sign-on bonus for high school English
- Stipends available for athletic trainers
- Pay increases for food service staff
- Retention bonus for current staff

In Year 3, with our social/emotional and mental health initiatives as a continued priority, our students and staff will move forward with their safety and security needs being met. The trauma of grief and loss experienced during the pandemic, while still present, will be further along in the healing process for all involved. As pandemic-related trauma lessens over time, the mind is no longer continually processing the trauma, freeing up the mental energy needed to master new learning.

School operations will still be conducted safely in the COVID-19 era, but these precautions will no longer be new and frightening to our students. The brain's innate ability to adjust to a new routine will have settled in by 2022-2023, causing things like masks, dividers, and hand sanitizer to be the norm and not a source of stress or fear.

Years 3-5 of Healing@theNest will focus on "The Mind," meaning we have opened the doorway to new and meaningful learning as our students' minds are now ready to receive it. Learning gaps are closing, pandemic-related stress is lessening, and reducing these issues allows the mind to be free of impediments to mastering new concepts. Our 2022 STAAR scores already show an astonishing increase across the board compared to 2021 and will continue improving. Our Eagles are ready to take off and soar with new learning!

District Mission and Vision Statement

There is much planning that has already taken place with regards to Years 3-5 of Healing@theNest. The first initiative began in October of 2021 and involved the creation of a district Vision Statement. SEISD already had a Mission Statement in place, which is an integral part of every Board meeting. A Mission Statement shows the steps needed to reach an overarching vision, but we did not have an approved Vision Statement in place. We began to reflect on where we were headed as a district and followed a stepwise process to create our Vision.

Our Leadership team studied a Visioning Document and learned the difference between a Mission and a Vision Statement. We studied action verbs and brainstormed where we are headed as a district. This

exercise culminated in solid ideas which took us to the next step. The Mission and Vision training and activities were done with all SEISD employees, as well as parents and community members. We narrowed down our Vision Statement ideas and chose the top 3 by conducting a survey. The Board of Trustees voted for their preferred Vision Statement at the January 12, 2022 meeting. This is our now our official SEISD Vision Statement, followed by the existing SEISD Mission Statement:

Vision Statement

“San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!”

Mission Statement

“San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.”

Profiles of Employees, Students-to-Graduates, and Parents

To continue our work on “The Mind” for Years 3-5 of Healing@theNest, we need to understand more deeply what we expect from each of the stakeholders in our SEISD community. These stakeholders include our Employees, Students-to-Graduates, and Parents. To follow the work that had been done with the district Vision Statement, we followed a similar process of involving all stakeholders in creating an aligned profile for each of these 3 groups of stakeholders.

The process of creating these 3 profiles began in January 2022. The Leadership team was trained to understand which types of characteristics were desirable in the varying groups of stakeholders. We did an activity which had us brainstorm and list the most important characteristics for each of the 3 groups: Employees, Students-to-Graduates, and Parents. Each characteristic was intended to support the Mission and Vision for the district. This same activity was then shared with all district employees, parents, and community members to consider all ideas.

The master list of characteristics was narrowed down after consolidating the feedback from all groups who had participated in the activity. Following this, the Leadership team began the second part of the activity, which was to define each of the characteristics. What do each of them mean in practice?

For example, a defining characteristic for an Employee was to be “inspirational.” After considering this and further breaking it down, we decided the following:

Inspirational— “I am ***Prepared to Inspire*** by coming to work ready to make a positive difference in others’ lives.”

This type of work was then done for each profile by defining and describing the top 5 characteristics that made up the main descriptors for each one. The work took time but culminated in a solid profile for each group of stakeholders, which encompassed the feedback of all district employees, parents, community members, and students from each campus. On the next page is the final profile that was created for SEISD Employees:



San Elizario ISD



Employee Profile

I am a Professional	I am a Team Player	I am a Strong Communicator	I have great Customer Service Skills	I have a Positive Attitude
I am Punctual by meeting all obligations on time.	I am Flexible and respond to changing circumstances with ease and positivity.	I Seek to Understand by genuinely listening to other people when communicating.	I am Patient by demonstrating kindness, calmness, and understanding when serving others.	I am Optimistic by showing hope and confidence in a positive future.
I am Ethical by demonstrating consistently moral behavior.	I am Empathetic by understanding and sharing the feelings of others.	I Communicate with Parents by reaching out with patience and professionalism through various means.	I am Helpful by showing patience, professionalism, and putting "people first" while serving others.	I Smile genuinely and frequently to make others feel welcome and seen.
I am Accountable for accepting responsibility for my actions.	I am Helpful by showing readiness to work with others to get things done efficiently.	I am Respectful in all forms of communication with the school community.	I am Courteous by showing a warm, friendly attitude with a smile.	I show Community Pride by investing time and effort into improving our school community.
I present a physical Appearance that gives a positive impression of our district to the public.	I am Collaborative by working in a team setting and respectfully listening to others' ideas.	I am an Active Listener who minimizes distractions and focuses on the conversation at hand.	I am Ready to Serve with eagerness and preparedness to help our school community.	I am Receptive with a willingness to consider or accept new suggestions or ideas.
I am Prepared to Inspire by coming to work ready to make a positive difference in others' lives.	I have a Growth Mindset and a willingness to learn new skills and try new ideas.	I am Articulate by communicating coherently and fluently.	I am Focused on putting our students and parents first above anything else.	I am Motivating others by demonstrating my passion and enthusiasm for my work.

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Student to Graduate Profile

I am a Problem-Solver	I have Self-Discipline	I have a Growth-Mindset	I am Motivated	I have 21st Century Skills
I show Resiliency to overcome life's difficulties while remaining optimistic.	I Make Good Choices , knowing that good choices lead to good outcomes.	I am a Risk-taker who dives into the unknown to reach my goals.	I am the Best Version of Myself through courageous self-discovery and tenacity.	I use Innovation to explore different ways to look at problems and reach solutions.
I am a Critical Thinker who seeks out and analyzes information in varying forms.	I demonstrate Grit to pursue my goals with perseverance and passion.	I can Adapt to Change with a willingness to keep learning new things.	I show a Positive Attitude which enhances the drive to achieve goals and inspire others.	I use my Creativity to see opportunities and produce original ideas.
I Take Initiative by being proactive and making positive decisions that will impact my future.	I use Time Management skills to stay productive and effective.	I use Multiple Perspectives to see beyond my limited viewpoints.	I am Passionate about reaching and surpassing my goals with energy and pride.	I am Tech-Savvy and am well-informed and proficient in modern technology.
I can Adapt to Change with a flexible mindset and willingness to change my behavior.	I show a Commitment to focusing my efforts on meaningful activities and causes.	I am Goal-Oriented and understand that my actions in the present have consequences for my future.	I am Confident that I will exceed my full potential and that I can do anything I set my mind to do.	I use Soft Skills to build interpersonal relationships and excel in a team environment.
I am Resourceful and achieve positive outcomes using inventive methods.	I am Responsible and am accountable for the outcomes of my decisions.	I show my peers Leadership Skills and model the value of hard work and citizenship.	I am Flexible and will not allow changing circumstances to derail my goals.	I am a Strong Communicator who uses digital media and virtual environments effectively.



San Elizario ISD



Parent Profile

I am Supportive	I am Positive Role Model	I am Engaged	I am a Strong Communicator	I Meet my Child's Basic Needs
I am an Active Participant in the school community and am consistently engaged in my children's events.	I am Respectful and model ethical, positive, and moral behavior in front of my children.	I am Active at School and participate in my children's activities, events, and meetings about their progress.	I am Open-Minded and listen to others' input and feedback where my children are concerned.	I Cultivate Confidence in my children to help them believe that they can and will succeed.
I have a Partnership with the School and see myself as a positive collaborator in my children's education.	I am Responsible and model for my children that positive behaviors lead to positive outcomes.	I consistently Monitor my children's progress in School regarding grades, attendance, and behavior.	I am a Good Listener and take the time to listen to my children's teachers and others in the School community.	I meet the Social and Emotional Needs of my children by talking to them about whatever is weighing on their hearts and minds.
I am Willing to Listen to others when my children's progress and well-being are a discussion topic.	I Teach the Value of Education to my children by modeling the importance of reading and literacy at home.	I am Supportive of my children's educational journey and provide them with positive encouragement.	I Talk to My Children frequently and openly and actively listen to what they need to say.	I prioritize the Investment of Time in my Children to ensure they know that they are my most outstanding achievement and responsibility.
I am an Advocate for my children, always willing to make their education and future my top priority.	I have a Strong Work Ethic and model for my children that hard work leads to successful outcomes in education and life.	I am Future-Oriented and often talk with my children about post-secondary college, career, or military readiness.	I Participate in Discussions regarding my children and stay involved in School matters soliciting parent feedback.	I provide Stability in my home with structured routines and high expectations for being a good student and upstanding citizen.
I have a Shared Responsibility with the School community to help my children succeed, knowing that home and School are the two halves of their success.	I consistently Lead by Example for my children and model the behaviors that will help them become upstanding, contributory citizens.	I demonstrate Follow-Through with my children by helping them meet my expectations and ensuring that I participate in their events as promised.	I am Proactive and seek to understand and address problems before little things become more significant issues.	I prioritize my children's Health and Safety Needs by providing good nutrition, medical care, and a safe and loving home environment.

These profile documents assist each district stakeholder group with understanding the characteristics and behaviors that are expected in San Elizario ISD to achieve our District Vision. Each stakeholder group will be re-introduced to these profile expectations annually and will be asked for feedback each year if they are to be revised.

Another tool to accomplish this is the “School Compact” that is currently in place at each campus. This is an agreement between parents, students, teachers, and the campus Principal regarding the expectations to achieve success. Below are the School Compacts that were used in the 2021-2022 school year and will be the basis for future School Compacts.

Alarcon Elementary

L.G. Alarcon Elementary	
School Compact	
2021 - 2022	
Parent/Guardian Agreement	
I want my child to succeed. Therefore, I will encourage him/her by doing the following:	
<ul style="list-style-type: none">• See that my child is punctual and attends or logs on to school regularly• Support the school discipline policy• Establish a time for homework and review homework regularly• Encourage my child's efforts and be available for questions• Read with my child and let my child see me read• Support the PBIS core values at home and school• Be involved in my child's learning• Supporting my child's mental health and seek for help when needed	
_____ Parent Signature	_____ Date
Student Agreement	
It is important that I work to the best of my ability. Therefore, I shall strive to do the following:	
<ul style="list-style-type: none">• Attend or log on to school regularly• Come to school or log on each day prepared with pens, paper, and other necessary tools for learning• Complete and return homework assignments• Observe regular study hours• Conform to the student Code of Conduct and follow the PBIS core values• Read every day for school or recreation	
_____ Student Signature	_____ Date
Teacher Agreement	
It is important that students achieve. Therefore, I shall strive to do the following:	
<ul style="list-style-type: none">• Provide appropriate and meaningful homework assignments for students• Encourage better communication with parents• Provide necessary assistance to parents so that they can help with the assignments• Encourage students and parents by providing information about student progress• Serve as a role model and exemplify our PBIS core values• Provide the necessary assistance and encouragement for my students to read daily	
_____ Teacher Signature	_____ Date
Principal Agreement	
I support this form of parental involvement. Therefore, I shall strive to do the following:	
<ul style="list-style-type: none">• Provide an environment that allows for positive communication between the teacher, parent and student• Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction to ensure the success of our students• Serve as a role model and exemplify our PBIS core values• Encourage students to read daily	
_____ Principal Signature	_____ Date

Borrego Elementary has a different School Compact for each grade level. Below is an example of this document.

Parent/Guardian Agreement– I believe my child can be successful. I will support my child's learning by:

- ▶ Making sure students come prepared to class with homework, book bags, AR points and materials.
- ▶ Reading with my child daily for 20 minutes.
- ▶ Ensuring my child is compliant with school rules.

Student Agreement– I am responsible for my learning. As a student:

- ▶ I will master grade level sight words.
- ▶ I will advance in reading levels.
- ▶ I will meet AR points.

Teacher Agreement– I believe each child will be successful.

- Teacher will model instruction and provide materials and strategies for students.
- Teacher will monitor student progress.
- Teacher will communicate with parents as needed to give updates on student progress.
- Teacher will share with parents and students a reading log.
- Teacher will provide strategies and support to ensure students reach a reading level 30 by the end of the year

Administrative Agreement/Compromiso Administrativo

The administrative team at Borrego Elementary is always willing to discuss concerns with teachers, parents, students and staff. We can meet by appointment in order to best meet everyone's need. *El equipo administrativo de la primaria Borrego siempre está dispuesto a discutir cualquier preocupación con los maestros, padres, estudiantes, o personal. A fin de satisfacer mejor las necesidades de todos, se puede establecer una cita.*

Sambrano Elementary

At School, Sambrano staff will	At Home, Families will	As a Student, I will. . .
<ul style="list-style-type: none"> • Provide a safe and positive learning environment through modeling and implementing PBIS. • Provide students the resources and opportunities to read and interact with different types of texts. • Maintain a consistent form of contact with parent using a variety of methods. • Provide differentiated reading intervention strategies to meet the needs of students that are required by the state who have not yet mastered grade level skills. • Provide family sessions with different strategies to utilize at home in order to promote reading. • Ensure that all students strive to meet state's academic standards by ensuring tutoring and other interventions are available to all students. 	<ul style="list-style-type: none"> • Ensure your child attends school every day on time, get a good night sleep and proper nutrition. • Complete homework with your child. • Attend during and after school parent sessions provided by the school to help monitor the student's progress. • Attend fall and spring parent teacher conferences. • Engage in meaningful conversations with your child daily. • Maintain a constant form of contact with teacher to monitor your child's progress using a variety of communication methods. • Participate by making sure my child is logging into I-Station daily and completing required time on program and ensuring my child is taking monthly assessments at school. • Volunteer/attend meetings whenever possible to become part of the decision-making process. 	<ul style="list-style-type: none"> • Be on time to school, class, and classroom. • Be respectful, responsible, safe, and ready to learn each day at school. • Learn the Reader's Workshop Model and complete my activities, every day. • Practice my reading or listen to a read-aloud every day. • Come to school ready to participate and stay focused on my daily instruction. • Come to school in my uniform ready to learn. • Be on time daily.

Loya Primary

At School, Loya staff will	At Home, Families will	As a Student, I will
<ul style="list-style-type: none">• Provide motivating learning activities with high student engagement.• Provide high quality curriculum and instruction to meet the PreK Guidelines and school goals for reading and writing and math.• Provide a safe and positive learning environment through modeling and implementing PBIS expectations.• Partner with parents to ensure success at school.• Provide differentiated reading intervention strategies to meet the needs of students.• Provide family on-line or/and in person sessions with different strategies to utilize at home in order to promote reading.	<ul style="list-style-type: none">• Provide the school with current phone numbers and home address (update as needed).• Ensure that my child is in school and on time every day, gets adequate sleep, and receives proper nutrition.• Read to/with your child 10 minutes everyday• Participate in the Super Star Reader Initiative and read 8 books monthly.• Communicate with the teacher/school and regularly monitor my child's progress.• Attend during and after school parent sessions online or/and in person to help monitor student's progress.• Attend fall and spring parent teacher conferences.• Engage in meaningful conversations with your child daily.• Respect the school, students, staff and families and follow safety protocols.	<ul style="list-style-type: none">• Be respectful, responsible, safe, and ready to learn each day at school.• I will work on my I-Station for reading and math to become a stronger student.• I will practice my letters and sounds so I can become a good reader.• Do my best work at school and home every day.• Obey school and bus rules• I will follow safety at all times in my classroom, cafeteria and the classrooms I visit.

GEMS

The Teacher will:

- Provide opportunities for participation in classroom activities.
- Provide a supportive and effective learning environment.
- Provide tutoring and/or interventions after school and on designated Saturdays.
- Provide quality instruction that includes strategies to engage students and reflects best practices.
- Return papers/assignments in a timely manner.

The Parent will:

- Be sure the child attends school daily and arrives on time.
- Communicate with the teacher if any problems are observed.
- Attend functions, parent meetings, and parent/teacher conferences.
- Make sure homework is completed.
- Make sure the child remains in school all day until dismissal.

The Student will:

- Attend school daily and arrive to classes on time.
- Complete and turn in assignments on time.
- Follow the PBIS core values at all times: Respect, Responsibility, and Safety.
- Notify teachers, administrators, and/or counselors if they observe a problem.

SEHS

San Elizario High School has a different school compact for Math and for English Language Arts. Below is the compact for mathematics:

The teacher will:

Use research based instructional activities and provide opportunities for parents to attend workshops for math.

Give notes in steps.

Give one complete example.

The parents will:

Attend the math workshops.

Look the notes to Help student with math homework.

Use the example to Help student study or do math homework.

The student Will:

Inform the parent about math workshop to be held at the school.

Take notes in the step-by-step manner as explained by teacher.

Use the examples to complete assignments.

The School Compact for SEHS' English Language Arts is on the following page.

Estudiantes

English Language Arts

Provide opportunities to write

Break down words into roots, prefixes, suffixes to help with vocabulary instruction. Teachers would have two-way communication with parents.

Use graphic organizers and scaffold writing assignments

The parents Will:

Read their students' writing

Help with vocabulary study

help their students with graphic organizers

The students will:

Share their writing

Study vocabulary at home with parents paying attention to root words, prefixes and suffixes

Build the graphic organizers with their parents.

As part of the ongoing work, each campus will revise their School Compacts each year, keeping them up to date with campus expectations.

Human Resources Objectives for Staffing—Years 3-5

Staffing issues were an obstacle to overcome in the last two years as the pandemic wore on. Many teachers and guest teachers left the profession for varying reasons. To combat this, the HR Department along with the SEISD Communications Team has been working towards initiatives which will result in a full staff and a large enough pool of guest teachers.

The HR Department attends annual Regional Job Fairs to promote SEISD. They hosted a District Job Fair on June 14, 2022. The HR team will be able to promote SEISD using the comprehensive compensation package that the Board of Trustees approved in June of 2022, which makes SEISD competitive with surrounding districts.

The HR Department recently hosted a guest teacher orientation and will be bringing additional guest teachers into our pool beginning in the 2022-2023 school year.

The SEISD Communications team has worked to create two informative commercials to promote our district. These spots have begun airing on local channels in May/June 2022.

Teacher Incentive Allotment (TIA)

SEISD has applied for and has been accepted as part of the Teacher Incentive Allotment beginning in 2022-2023. The TIA was created by the Texas Legislature as part of House Bill 3 to provide a pathway for the highest-performing teachers to earn potentially six-figure salaries. This is also a teacher retention incentive to attract and retain the most highly effective teachers.

In SEISD's TIA application, we designated grade levels and groups of teachers who would be eligible for participation. We have designated the following areas for inclusion:

Phase I:

- Pre-K: Reading
- Kindergarten—2nd Grade: Reading and Math
- 3rd—6th Grade: Reading and Math

Phase II:

- 7th—8th Grade: Reading and Math
- 9th—12th Grade: Reading and Math

Criteria that will be considered for determining TIA allotments include teacher attendance, T-TESS ratings, and pre/post-test student scores. SEISD will begin using NWEA MAP assessments in 2022-2023 as a measurement of student growth from pre-test to post-test in the grade levels and subject areas that are part of the TIA application.

#IamAChampion

The 2022-2023 school year will begin on July 21, 2022 with the annual District Convocation, featuring the hashtag and theme #IamAChampion. This theme will further the initiatives devoted to mental health and social/emotional healing.

To be a Champion, San Elizario Eagles will:

- Continue to take care of their bodies and souls
- Trust the healing process
- Own their decisions and actions
- Continue to ask for help
- Feel a sense of urgency to further our recovery

To help create Champions in the classroom, all campus Administrators will continue the walkthrough initiative that has been in place for several years. Each Principal and Assistant Principal will conduct 10 walkthroughs (with feedback) per week, which results in a total of 360 walkthroughs each by the end of the school year. With our students' futures hanging in the balance, our Superintendent recognizes that we must monitor what we expect and not wait until our students' become statistics. Our goal is to eventually graduate 100% of every senior class. There are ideas being discussed to further achieve this, such as assigning each senior a school district mentor who follows their progress and monitors them against senior "checkpoints," to ensure they are meeting periodic goals on the way to graduation.

Curriculum, Instruction, and Assessment Non-Negotiables

Years 3-5 of the Healing@theNest plan involve developing “The Mind” as our students are now receptive to new learning as part of pandemic recovery. With this comes a series of District Initiatives, which include a number of non-negotiables that will ensure student success. One of these is the “Technology Integration Plan,” which is the continuation of the use of technology resources and apps that were started during the 1.5 years of remote instruction. With the return to face-to-face instruction in 2021-2022, it becomes easy for teachers to return to previous methods of lesson delivery. While in-person instruction will be different than remote instruction, we do not want to lose touch with the ways our students learn with their ingrained understanding of technological devices, apps, and programs that represent normalcy for today’s youth.

Many programs were learned by our teachers during remote instruction. Google Classrooms, Pear Deck, Nearpod, Jamboard, Flipgrid, and many others were trained on and mastered over the course of 18 months. Our teachers will continue working with and enriching their understanding of these and other methods of technology-based instruction. The end result of this will be a method of lesson delivery that better aligns to the ways in which today’s students prefer to learn.

While we have become technology rich in SEISD, and rely on many programs to deliver lessons, we are also fiscally sound. Each program that is subscription-based will be carefully examined for usage, and training will be provided to ensure that those expected to use the program understand how to work with it. If programs that have been purchased are not effective, we will reduce our budget by culling those subscriptions.

Instructional Rounds

Instructional Rounds began in SEISD around 7 years ago. This model involves bringing a team together to arrive at a school (announced or unannounced) to study a “Problem of Practice.” The team would first look at basic data for that campus. This might include demographics, staffing, campus initiatives, test scores, etc. The causes of underachievement would be examined, and one cause would become the focus, which is termed the “Problem of Practice.” The day’s observations are to be looked at through only that one lens. This allows us to narrow our observations from scattershot into a laser-focus on one issue, that issue being the one that will give us the most payoff if it is improved.

The team arriving at the school pairs off and follows a schedule, visiting as many classrooms as possible in rotations. The team stays in a classroom for 10-15 minutes, writing down observations that support (or do not support) the Problem of Practice. Once observations are complete, the team gets back together to discuss the observations and arrive at findings and potential solutions. The campus team listens intently and takes notes, honing in on areas that can be addressed. The goal is to improve the Problem of Practice and make a positive difference in student achievement.

We also offer a little “wiggle room” to identify issues and solutions that are observed outside of the Problem of Practice. For instance, a common cause of lost instructional time are excessive

announcements and interruptions during learning time. If things like this are observed, they will be addressed during the Instructional Rounds process.

The instructional environment will also be observed during rounds. If there is excessive clutter in the classroom, extraneous furniture, a layout that is not conducive to learning, etc.—these issues will be addressed during rounds.

Instructional Rounds have resumed post-pandemic and will start in the Fall of 2022. Two Instructional Rounds per campus will take place. The Fall round will be the initial look at the Problem of Practice, and the Spring round will be a second look at that problem to measure changes from the Fall round.

Professional Learning Communities (PLC)

PLC's are not a new concept to SEISD. Groups of teachers who have similar positions meet regularly to discuss data and plan lessons together. They share best practices, discuss student performance, and receive training. There is, however, a plan in place to improve the PLC model beginning in 2022-2023 to increase student achievement.

PLC's will be audited to visualize how they function and identify areas for improvement. Data-based PLC's will carry the expectation for teachers to come prepared to the meeting with data in hand. Lesson plans produced as a result of PLC meetings will be monitored and will be expected to be written on time, meeting any expectations outlined. PLC groups will discuss unit assessments and bring results to the meetings, so performance can be discussed. The scope and sequence for instruction will be a PLC focus, with the expectation that teachers maintain appropriate pacing to teach the content within the school year and prior to state testing.

All Instructional Specialists were trained on the Think Along Plan on July 12, 2021. The Think Along Plan was introduced to all district teachers on July 29, 2021. The Think Along Plan consists of a daily strategy that consists of one focus area per week, with teachers deciding the priority student expectations (SE's) to focus on. The lessons consist of a daily spiral review and learning 'loopbacks' to tie into previously learned content. Lessons utilizing the Think Along Plan also consist of high-yield instructional strategies from Lead4ward that are designed to elicit higher levels of TEKS mastery, by breaking down math problems and focusing on mathematical comprehension. The idea is to provide students with a daily opportunity to truly "think" about each step of a word problem. Word problems comprise the majority of the STAAR assessment. Teachers have the autonomy to use hands-on or digital platforms, such as Jamboard, to instruct students. Teachers are expected to use the Think Along Plan daily along with using a variety of strategies. Following the training of all district teachers on July 29, 2021, the Think Along Plan continues to be addressed during the weekly PLC meetings that take place on each campus.

The most crucial way that student achievement can be improved is via the "First Teach." This is the first time that new content is taught to students. The First Teach must be effective, or the information may not be retained long-term. If ineffective, the teacher will be fighting an uphill battle with re-teaching numerous times, in varying ways, to help students gain mastery.

One of the benefits to the PLC is the opportunity for teachers in grade level and/or subject area teams to discuss strategies for the First Teach. By focusing on standardizing the PLC and holding these meetings to higher standards, we will by default create a more effective First Teach over time.

Learning Interventions

Following the release of assessment scores, there is always intervention planning that takes place. Interventions are intended to address the low performing areas on assessments and create plans to fill those gaps. All of our campuses have the standard interventions such as after school tutoring, Saturday school, summer school, individualized tutoring, etc. Additionally, the elementary campuses have an intervention block built into the school day. This time period is used to work with students in small groups or one-on-one to improve low performing student expectations. Since this occurs during the school day, when students are not tired or distracted, it has proven to be effective. Our campus Administrators monitor intervention time to ensure that the time is being used effectively.

The Superintendent is looking at the feasibility of opening SEHS buildings for zero or 10th period, to provide a place for students who are looking to catch up or get ahead academically. This will be studied in the coming months to see whether this scheduling model would be more effective in graduating students on time (or ahead of time).

Other interventions in place involve getting students accustomed to taking tests online. Beginning in 2023, all school districts in Texas will be required to test STAAR online. To get ahead of the curve, SEISD has already tested online for two years. By the time the rest of the state begins this in spring of 2023, SEISD will have a plethora of experience. We are standardizing the ways we prepare our students for online testing. They will be expected to take online practice tests and tutorials in advance of testing each year and will become familiar with online testing tools and resources. Teachers will also be encouraged to take practice tutorials so they will have that familiarity along with their students. This will reduce any apprehension that less technologically advanced teachers have with online testing platforms.

Field Trips

Students in the San Elizario area often do not travel far from home. We recognize the need to provide experiences outside the home and school for our students. With the availability of ESSER funds, more possibilities for field trip experiences have opened for our students. There is a plan in place beginning in 2022-2023 to create an aligned approach to field trip planning. For instance, we do not want students to just go to the El Paso Zoo every year. Each field trip experience should be aligned to the state learning standards and should be intended to meet a specific learning goal in that grade level.

Field trips should also grow every year along with our students. A trip to the Holocaust Museum would be appropriate for a high school history student, while it might not be appropriate for a young elementary student. We are also examining ways to make the most basic field trip, such as going to a movie or play, become a richer experience by attending that event at the Plaza Theater, as an example.

Closure

As is evident, there is much being done in SEISD in terms of curriculum, instruction, and assessment to increase student achievement. With a team of experienced Instructional Officers at the district level, and committed Instructional Specialists at the campus level, we have a solid team in place to support our teachers as they work to grow “The Mind” of our students over the coming years while Healing@theNest. Although academic improvements are the focus of this plan from 2022-2025, our leaders never forget the need to continue supporting the social/emotional and mental health of our students, employees, and families. Only with meeting these basic needs can “The Mind” be receptive to continue growing. It is our goal for Years 3-5 of Healing@theNest to raise our academic achievement beyond pre-pandemic levels and to achieve an “A” rating in our state accountability system. We are well on our way to achieving these goals with the support of the Board of Trustees and all stakeholders.