

San Elizario Independent School District

Borrego Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary is committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alfonso Borrego Sr. Elementary is one of six campuses within the San Elizario Independent School District. Established in 2001, the campus currently serves students in grades 3 through 6 for the 2025–2026 school year. Borrego Elementary has an enrollment of approximately 502 students. The average daily attendance rate for students is 94.2%.

The breakdown by grade level is as follows:

- Grade 3--136
- Grade 4--133
- Grade 5--125
- Grade 6--116
- *numbers include students in SPED units

The student body is composed of:

- 53.92% males
- 46.08% females
- 99.22% Hispanic students
- 0.59% White
- 0.20% Black
- 88.43% identified as economically disadvantaged
- 79.41% classified as at-risk
- 61.96% as Emergent Bilingual
- 53.53% participating in a Bilingual program
- 21.57% of students are identified SPED

*This data was retrieved from PEIMS 2024-2025.

Demographics Strengths

Campus Demographic Strengths

Alfonso Borrego Sr. Elementary benefits from a strong and engaged student population, as reflected by its increasing average daily attendance rate of 94.2%. This demonstrates a commitment to student participation and learning. The campus maintains a balanced enrollment across grades 3 through 6, which supports effective resource allocation and program continuity throughout these critical upper elementary years.

The student body is predominantly Hispanic (99.22%), with a rich cultural and linguistic diversity. Notably, 61.96% of students are identified as Emergent Bilingual, and over half (53.53%) participate in the Bilingual program, providing a unique opportunity to leverage bilingualism as an asset in both academic achievement and cultural identity development. Students in third through fifth grade participate in dual language classes, further supporting bilingualism

and biliteracy through instruction in both English and Spanish.

Additionally, Alfonso Borrego Sr. Elementary serves a high percentage of students facing economic challenges, with 88.43% identified as economically disadvantaged, and 79.41% classified as at-risk. This highlights the campus's dedication to implementing targeted support systems and interventions tailored to meet the diverse needs of its learners.

The campus also enjoys a balanced gender distribution, fostering an inclusive environment that promotes equitable opportunities for all students. These demographic strengths position Alfonso Borrego Sr. Elementary to continue advancing its mission of academic excellence and student success within a supportive and culturally responsive community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Alfonso Borrego Sr. Elementary serves a student population in which 88.43% are economically disadvantaged and 79.41% are classified as at-risk. When combined with an average daily attendance rate of 94.2%, this data suggests that many students may not be consistently accessing high-quality instructional time, potentially hindering their academic growth and overall progress.

Root Cause: Many students face external challenges such as limited access to academic support at home. Additionally, some families may not prioritize daily attendance in school (all day). These factors contribute to lower attendance rates and reduced engagement in instruction, especially for students requiring bilingual or Special Education supports/interventions, thereby limiting their academic growth.

Student Achievement

Student Achievement Summary

The following are the 2024-2025 RLA STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
3rd Grade	60%	31%	6%
4th Grade	66%	33%	7%
5th Grade	69%	52%	18%
6th Grade	64%	38%	14%

The following are the 2024-2025 Math STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
3rd Grade	50%	21%	4%
4th Grade	52%	28%	11%
5th Grade	57%	26%	8%
6th Grade	80%	50%	19%

The following are the 2024-2025 Math STAAR scores in grades 3-6:

	2024-2025		
	Approaches %	Meets %	Masters %
5th Grade	49%	12%	3%

Student Achievement Strengths

There were gains on STAAR 2025 in several areas including:

- increase in "meets" in 5th grade RLA by 20%
- increase in "masters" in 5th grade RLA by 8%
- increase in "meets" by 6% in 6th grade Math
- increase in "masters" by 6% in 6th grade Math
- 6th grade monolingual RLA scores: approaches: 91.3% meets: 63.04% masters: 28.26%
- 6th grade Math monolingual: approaches: 89.13% meets: 60.87% masters: 28.26%
- 6th grade Math bilingual, all students tested in English: approaches: 77.78% meets: 44.44%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance data for 2024-2025 reveals a significant gap in student achievement across grades 3-6. While 60-69% of students are expected to reach the "Approaches" level, far fewer meet or exceed grade-level standards, with "Masters" performance ranging from just 6% to 18%. The data indicates a need to strengthen instructional strategies to increase the number of students achieving at the "Meets" a

Root Cause: Instructional practices may not be sufficiently differentiated or rigorous to move students beyond basic proficiency. Limited focus on higher-order thinking skills, lack of targeted interventions for students nearing the "Meets" and "Masters" levels, and inconsistent alignment between curriculum, instruction, and assessment are contributing to low performance at the higher achievement levels.

School Culture and Climate

School Culture and Climate Summary

Alfonso Borrego Sr. Elementary is committed to fostering a school culture that supports both academic success and the social-emotional well-being of all students and staff. We strive to provide a safe, nurturing environment where learning thrives. Our dedicated teachers collaborate, plan, and are empowered to meet the unique needs of every student, working tirelessly to ensure academic success. As a faculty and staff, we work to ensure: inclusivity, respect, academic rigor, and the safety of our learning community.

To support positive behavior, the campus is building a strong and consistent Positive Behavior Interventions and Supports (PBIS) program, emphasizing prevention and reinforcement rather than punishment. School-wide expectations are clearly taught at the start of the year and reinforced regularly, guiding students to be Responsible, Respectful, and Safe.

Under the leadership of Ms. Martha Santana-Garcia, Principal and Ms. Lorena Robles, Assistant Principal, and the entire school community—including students, families, staff, and community partners—we aim to develop students who are confident, resilient, and lifelong learners; committed to academic excellence and personal growth; responsible and respectful citizens; and empowered contributors who positively impact their communities and society as a whole.

School Culture and Climate Strengths

Our strengths include the following:

- Our school promotes respect, kindness, responsibility, inclusivity and making good choices among all members of the school community.
- Teachers and staff work together consistently and collaboratively to support student success and share best practices.
- At Borrego, we are investing in our efforts to strengthen and consistently implement programs like PBIS that encourage responsible and respectful behavior.
- We prioritize SEL (Social-Emotional Learning) and support students' mental health and interpersonal skills.
- We prioritize student, faculty and staff safety, both physically and emotionally.
- We work to build strong partnerships that enhance learning opportunities and support student needs.
- We are intentional about recognizing and providing positive experiences for students throughout the year. Whenever appropriate, we include parents, different organizations, and the community. Recognition examples are:
 - Perfect Attendance and Faithful Attendance
 - A and AB honor roll
 - Accelerated Reader Awards
 - Remarkable Ram
 - Gifted and Talented
 - PBIS incentives
 - 6th grade end of year celebrations
 - Special Person/Mothers' Day programs
 - Christmas Programs
 - Career Week

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

3rd Grade:	3 Monolingual 3 Bilingual
4th Grade:	2 Monolingual 5 Bilingual
5th Grade:	2 Monolingual 3 bilingual
6 th grade	2 monolingual 3 bilingual
ASC	2 bilingual
SLC	1 monolingual
Life Skills	1 bilingual
Resource	2 monolingual 1 bilingual
Physical Ed.	1 bilingual
Music	1 monolingual

Staff Quality, Recruitment, and Retention Strengths

1. A Strong Start for Every New Hire

At Borrego Elementary, we are committed to ensuring every new employee is set up for success from day one. New teachers attend the district's "New Teacher Orientation" and are paired with a mentor who supports their transition through the "Mentor Academy." These experienced mentors provide valuable guidance, share resources, and help new teachers integrate into the school culture. Our Instructional Support Team also plays a vital role by modeling lessons or co-teaching to support instructional development.

2. Clear Communication and Collaborative Planning

We prioritize transparent and timely communication so that teachers are always informed. Weekly Professional Learning Community (PLC) meetings allow teachers to collaborate with their grade-level peers, while separate weekly meetings with the Leadership Team focus on data analysis and instructional strategies. This ensures our staff can build on strengths and address instructional challenges. Continuous professional development is offered through sessions led by Borrego's Instructional Specialist, District Instructional Officers, external consultants, and campus administrators, all aimed at supporting ongoing teacher growth.

3. Focused Professional Development for Impactful Instruction

Our professional development efforts are aligned to enhance student outcomes and ensure vertical alignment across all grade levels. Since the start of the year, teachers have received targeted training in key areas including campus expectations, Dual Language/Time and Treatment models, Eduphoria, Strive, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiatives/GLAD Implementation, Ethics, Depth of Knowledge (DOK), and best practices for all TELPAS domains (Listening, Speaking, Reading, and Writing).

4. Content-Specific Training to Build Expertise

Teachers also engage in essential, non-negotiable trainings across content areas. These include Reader's Workshop, Guided Reading, Sharon Wells Math Training for grades 3–5, and engaging, hands-on experiences like Engineering Labs that promote inquiry-based learning.

5. Resources That Support Teaching Excellence

In addition to professional growth, we ensure our teachers have the tools they need to succeed. Each classroom is equipped with an ActivePanel, and every teacher receives a laptop. Instructional materials and resources are ordered at the beginning of the school year based on teacher requests, ensuring they have what they need to meet student needs.

6. A Culture of Trust, Support, and Collaboration

At Borrego Elementary, we cultivate a culture rooted in trust, collaboration, and open communication. We prioritize strong relationships among staff and foster a supportive environment where every team member is willing to lend a helping hand. This culture strengthens our commitment to excellence and shared success.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Across all content areas, we will:

- Dedicate a minimum of 90 for this block
- Ensure that planning, assessment, and instruction are aligned
- Unpack standards to ensure we meet the specificity of TEKS
- Use data, both summative and formative, to make instructional decisions
- Ensure that we meet the needs of all students by differentiating instructions and providing students with identified accommodations
- Utilize core programs/adoptions to teach
- Provide instructions that is hands-on and engaging
- Build positive relationships with kids so that they want to come to school to learn
- Provide professional development to teachers in best practices that support the complete lesson cycle and RTI
- Meet vertically
- Provide intervention that is intentional and meets the needs of students
- Support district initiatives with fidelity and consistency

Curriculum, Instruction, and Assessment Strengths

- A dedicated 90-minute block for instruction reflects a strong commitment to deep, uninterrupted learning across content areas.
- Ensuring alignment ensures coherence and consistency, which enhances student learning outcomes and allows teachers to stay focused on objectives.
- Unpacking TEKS standards shows a deliberate focus on meeting grade-level expectations with clarity and specificity.
- Using both summative and formative data shows a responsive and reflective instructional culture, targeting instruction to actual student needs.
- A clear emphasis on differentiation and accommodations indicates a commitment to equity and inclusivity, addressing a wide range of learner needs.
- Utilizing adopted core programs ensures consistency, fidelity to curriculum, and access to vetted materials.
- Prioritizing hands-on and engaging instruction promotes active learning and increases student motivation and retention.
- Building positive relationships is foundational to classroom culture and directly impacts student attendance, motivation, and behavior.
- Providing PD on best practices, RTI, and the lesson cycle ensures that teachers are continuously growing and improving instruction.
- Vertical meetings promote instructional alignment across grade levels, preventing gaps and overlaps in student learning progression.
- Intervention that is data-informed and intentional supports early remediation and improves outcomes for struggling learners.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student performance in Math, Reading Language Arts (RLA), and Science has not demonstrated sufficient growth on both local and STAAR assessments in all areas but particularly in the "Meets" and "Masters" performance levels.

Root Cause: There is a need to enhance instructional practices across classrooms that lack consistent alignment to the rigor and cognitive complexity required by the TEKS, particularly at the "Meets" and "Masters" performance levels.

Family and Community Engagement

Family and Community Engagement Summary

Borrego Elementary recognizes the critical role that families and the community play in supporting student learning and overall school success. While current relationships are positive, there is a continued need to increase parental involvement, particularly in volunteering and participation in school events. Additionally, consistent and effective communication remains an area for growth, especially in maintaining accurate contact information to ensure families are informed and engaged.

Family and Community Engagement Strengths

Alfonso Borrego Sr. Elementary is committed to maintaining strong, consistent communication with families through multiple channels, including monthly newsletters, marquee announcements, printed flyers, and updates on the school website. Our front office staff exemplifies exceptional customer service by creating a welcoming, friendly environment where families feel valued and supported. Additionally, we encourage teachers to maintain regular communication with parents via ClassDojo, phone calls, face-to-face meetings, fostering a positive and collaborative learning community.

To further support family engagement, Borrego Elementary offers a variety of opportunities for parents and guardians to participate in school life such as monthly meetings with our parent liaison, Coffee with the Principal, Literacy Night, Math Night, GT Family Nights, Parent/Teacher conferences, etc.

Student achievement is celebrated regularly, with recognition events held every nine weeks for **A/AB** Honor Roll, Perfect Attendance, and Remarkable Ram. These celebrations reinforce a culture of excellence, motivation, and pride among our students.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Strengthening parent and guardian engagement in both academic and social-emotional aspects of their child's education remains a critical area of focus.

Root Cause: Many parents and guardians face barriers such as limited time, lack of awareness of how to and the importance of effectively supporting their child's academic and social-emotional needs

School Organization

School Organization Summary

Borrego Elementary is structured to support student achievement. Core instructional time is protected through a dedicated (approximate) 90-minute block for all content areas, providing students with consistent, uninterrupted learning. Weekly Professional Learning Communities (PLCs) serve as the foundation for teacher collaboration, allowing teams to unpack TEKS, analyze student data, and align instructional practices across classrooms. Vertical alignment meetings are held regularly to ensure continuity and coherence across grade levels.

The campus implements Response to Intervention (RTI) and intervention blocks that are built into the master schedule to provide targeted, data-driven support for students who require academic or behavioral interventions. Progress is closely monitored, and instructional adjustments are made based on individual student needs.

Positive Behavior Interventions and Supports (PBIS) is fully integrated into campus routines to promote a safe, respectful, and positive learning environment. Expectations are clearly communicated and reinforced schoolwide, contributing to a strong campus culture.

A shared leadership model is in place, with campus leadership teams—including grade-level leads, instructional coaches, and administrative staff—collaborating on decision-making related to instruction, climate, and resource allocation. Continuous professional development supports staff in implementing best practices aligned to the full lesson cycle and the academic needs of all learners.

Borrego Elementary's organizational structure is intentionally designed to support student growth, instructional quality, and a positive school climate through aligned systems and clear expectations.

School Organization Strengths

- A dedicated 90-minute instructional block for all content areas ensures focused, uninterrupted instruction aligned to academic goals.
- Weekly PLCs provide structured time for teachers to unpack TEKS, analyze data, and plan aligned instruction collaboratively.
- A clearly defined Response to Intervention (RTI) framework allows for early identification of student needs and targeted, data-informed support during scheduled intervention blocks.
- PBIS is embedded into campus routines, promoting a consistent, positive behavior framework that supports school climate and student well-being.
- The campus utilizes a collaborative leadership structure that empowers teacher leaders, instructional coaches, and administrators to make informed, student-centered decisions.
- Instructional decisions are informed by regular data analysis cycles, allowing for timely adjustments to meet student needs and drive academic growth.
- Campus systems and expectations are clearly communicated and consistently followed, promoting a safe, structured learning environment.

Problem Statements Identifying School Organization Needs

Problem Statement 1: A significant number of students are not demonstrating consistent academic growth in mathematics and reading, as evidenced by assessment data, indicating a need for more targeted, differentiated, and data-driven instructional practices.

Root Cause: Instructional practices are not consistently aligned to the rigor and depth of the standards and lack engagement.

Technology

Technology Summary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

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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.

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will 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 2: Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

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 Funding Sources: Contracted Services - Training - 199: General, State Compensatory Education - 199.13.6299.00.104.30 - \$2,400	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	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

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	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 4: Increase the percentage of student participation in Post-secondary opportunities

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

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

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> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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





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

Strategy 1 Details	Reviews			
Strategy 1: Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	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.

Strategy 1 Details	Reviews			
Strategy 1: Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher. Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement. Staff Responsible for Monitoring: Campus Administration, Human Resources Dept. Funding Sources: Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.104.30 - \$21,804, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104.30 - \$20,861, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.104.30 - \$10,383, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.104.30 - \$26,000, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.104.30 - \$12,500, Music Teacher-Elementary - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.104.30 - \$70,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training	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>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

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

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> 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 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> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Guarantee the optimization of financial resources

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>
Dominguez, Nallely	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Gutierrez, Richard	Aide-Library Elementary	Title I, Part A	100%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Jauregui, Rebecca	Parent Liaison	Title I, Part A	100%
Montano, Tawnya	Teacher-Elementary	Title I, Part A	100%

Campus Funding Summary

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.6299.00.104.30	\$2,400.00
Sub-Total					\$2,400.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Parent Liaison	211.61.6129.00.104.30	\$26,000.00
2	2	1	Aide-Library Elementary	211.12.6129.00.104.30	\$21,804.00
2	2	1	Social Worker	211.32.6119.00.104.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.104.30	\$20,861.00
2	2	1	Music Teacher-Elementary	211.11.6119.00.104.30	\$70,000.00
2	2	1	Librarian	211.12.6119.00.104.30	\$10,383.00
Sub-Total					\$161,548.00