

San Elizario Independent School District

District Improvement Plan

2024-2025



Mission Statement

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: July 2, 2024

Demographics

Demographics Summary

(Data Source: 2023-2024 Preliminary PEIMS file uploaded 01/12/2024)

San Elizario ISD is located in East El Paso County in the city of San Elizario, Texas. The district is led by Superintendent Dr. Jeannie Meza-Chavez and Associate Superintendent (VACANT).

San Elizario ISD is comprised of 6 campuses which serve 3009 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 171 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 603 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 304 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 495 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 418 total students in grades 7-8.
- San Elizario High School serves 1018 total students in grades 9-12.

Below are the counts representing the total number of students served by grade level:

- Pre-Kindergarten--171
- Kindergarten--188
- 1st Grade--202
- 2nd Grade--213
- 3rd Grade--206
- 4th Grade--201
- 5th Grade--194
- 6th Grade--198
- 7th Grade--201
- 8th Grade--217
- 9th Grade--322
- 10th Grade--252
- 11th Grade--237
- 12th Grade--207

San Elizario ISD serves 1474 female students (49%) and 1535 male students (51%). The student population is 99.2% Hispanic, with 2985 total Hispanic students. There are 18 white students (0.6%) and 4 African-American students (0.13%). One student (0.03%) is classified as American Indian.

Below are the student programs and related counts for San Elizario ISD.

The table below describes the student counts by instructional setting for Special Education students.

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	110	22.92%
Homebound	2	0.42%
Resource Room	125	26.04%
VAC	2	0.42%
Self Contained	71	14.79%
Full-Time Early Childhood	8	1.67%
Mainstream	162	33.75%

The table below describes the varying student indicators that comprise our student population.

Student Indicators	Count	Percent
At-Risk	2393	79.53%
Immigrant	82	2.73%
Intervention Indicator	186	6.18%
Migrant	24	0.8%
Military Connected	74	2.46%
Economic Disadvantage		
Economic Disadvantage Total	2790	92.72%
Free Meals	2061	68.49%
Reduced-Price Meals	116	3.86%
Other Economic Disadvantage	613	20.37%
Homeless Statuses		
Homeless Status Total	66	2.19%
Doubled Up	48	1.6%
Unsheltered	16	0.53%
Shelter	2	0.07%
Is Unaccompanied Youth	23	0.76%
Not Unaccompanied Youth	43	1.43%

Demographics Strengths

The student population of San Elizario ISD is 100% Title I schoolwide, which enables a funding source to serve the needs of all students. With a 61.36% Emergent Bilingual population, bilingual funds are used to target EB students' academic needs related to language proficiency. State compensatory funds are also available to assist our 79.53% At-Risk population.

San Elizario ISD is continuing with Year 4 of the Attendance Boundary Changes (grade level re-alignment plan) which better balances student loads and focuses on the needs of our K-2 students in terms of creating early readers. In addition to the balancing of enrollment numbers, these realignments allowed for better collaboration among elementary teachers in terms of planning quality lessons, as they are spread out over fewer campuses. Sambrano Elementary continues to be a childhood center focused on "learning to read," while the other 2 elementaries are focused on "reading to learn."

Based on SEISD's remote location, it has been challenging to remain fully staffed with the most highly qualified teachers. The 2023-2024 school year marks the first year of the 4-day school week, which was approved by the Board of Trustees in January 2023. SEISD will continue to be in session from Tuesday-Friday each week, with "Mindful Eagle Mondays" off for students and staff. The 4-day school week has already been successful in attracting experienced teachers and filling 100% of our vacancies for the 2023-2024 year as well as the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The enrollment in the district has been gradually declining. **Root Cause:** The birth rate in El Paso County has been dropping, contributing to the lower student enrollment.

Student Achievement

Student Achievement Summary

The A-F Accountability System is a 3-domain system used to rate districts and campuses annually. Domain I is Student Achievement, Domain II is School Progress, and Domain III is Closing the Gaps. Below are the numerical and letter-grade ratings for 2022. There were no published ratings for 2023 due to statewide litigation, so the 2022 ratings are the most current ratings that are available. This section will be updated with 2024 ratings after 8/15/2024; when current ratings are published.

San Elizario ISD--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		73	C
STAAR Performance	36	62	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		92	A
Academic Growth	80	92	A
Relative Performance (Eco Dis: 90.9%)	48	86	B
Closing the Gaps	45	75	C

Alarcon Elementary School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 93.4%)	37	70	C
Closing the Gaps	56	72	C

Alarcon Elementary School earned a Distinction Designation in 2022 for Comparative Academic Growth. Alarcon Elementary is under Targeted Support and Improvement due to not reaching Special Education reading and mathematics targets for 3 consecutive years (2018, 2019, and 2022). The TSI plan has been addressed during the 2022-2023 school year to improve SPED achievement in these areas.

Borrego Elementary School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		65	Not Rated: Senate Bill 1365
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 90.9%)	38	72	C
Closing the Gaps	73	76	C

Ann M. Garcia-Enriquez Middle School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		69	Not Rated: Senate Bill 1365
STAAR Performance	37	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 91.7%)	37	80	B
Closing the Gaps	58	77	C

San Elizario High School--2022 Ratings

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		72	C
STAAR Performance	33	58	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		81	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 90.2%)	46	81	B
Closing the Gaps	33	71	C

San Elizario High School earned a Distinction Designation in Mathematics in 2022.

The Results-Driven Accountability (RDA) report for 2023 shows a need for improvement with the Special Education population in grades 3-8 RLA, Science (5th and 8th grade), and Social Studies (8th grade). There are several initiatives at work to improve SPED scores in these areas.

The “Backwards Design” model has been implemented in SEISD beginning in 2022-2023. Although this is not a new instructional practice, SEISD is focused on a back-to-basics approach to lesson planning and lesson delivery considering the number of newer teachers that our district currently has that teach RLA. Backwards design begins with the objectives of the unit, detailing what students are expected to learn and be able to do, then proceeds “backward” to create TEKS-aligned lessons that achieve those desired goals. The lessons that are created in a team setting focus on the “first-teach,” which is the first time new content is presented to students. Lessons should be engaging, relevant, and differentiated to meet the needs of subgroups such as EL, SPED, and GT.

The First-Year Teacher Academy and the Mentor Academy have been redesigned with this back-to-basics approach in mind, focusing on lesson planning, classroom management, instructional strategies, and student accountability. The purpose is to better prepare our newer teachers to deliver quality lessons the first time.

Lesson Planning has also been an area of focus. Teachers will write weekly lesson plans as a team all year. These lessons will be inclusive of the Backwards Design model and differentiated instruction. Campus and district instructional staff will visit classrooms all year during learning walks, instructional rounds, and T-TESS observations. The expectation is to see the Backwards Design framework in action, along with strategies learned during the First-Year Teacher Academies for those teachers who are new to the profession. Teachers will debrief the lesson observation with the observer with suggestions for changes, if any. Campus administrators will monitor for compliance with lesson planning all year.

SEISD is driving a successful initiative for Professional Learning Communities. The purpose of the PLC initiative is to return to the basics with a common understanding of the structure and function of the PLC. The elementary campuses have a 60-minute PLC that is guided and well-planned. The PLC focuses on planning and data analysis, and is now led by the teachers as their knowledge and confidence in the process has grown. At the middle and high school campuses, there is a PLC period during each school day. The focus of the PLC shifts each day, and includes components such as training, data analysis, and planning.

STAAR Scores for 2023-2024

In addition to A-F ratings, STAAR and EOC scores are also an area of importance for study and improvement. The STAAR and EOC scores for 2024 are listed below. These are based on all tested students averaged together for each grade level and tested subject. The columns on the right represent the change from 2023. The cells are green if there was an increase, pink if there was a decrease, or coral if there was no change from 2023.

STAAR Mathematics--2023-2024 Comparison; Grades 3-6; All Students

2023 Third Grade Math	Approaches	Meets	Masters	2024 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	20%	6%	Alarcon	54%	28%	7%	-19%	8%	1%
Borrego	68%	31%	13%	Borrego	45%	15%	3%	-23%	-16%	-10%
District Average	70%	27%	10%	District Average	50%	22%	5%	-21%	-6%	-5%

2023 Fourth Grade Math	Approaches	Meets	Masters	2024 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	69%	37%	10%	Alarcon	61%	24%	8%	-8%	-13%	-2%
Borrego	57%	32%	13%	Borrego	55%	31%	6%	-2%	-1%	-7%
District Average	62%	34%	12%	District Average	58%	28%	7%	-4%	-7%	-5%

2023 Fifth Grade Math	Approaches	Meets	Masters	2024 Fifth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	76%	40%	7%	Alarcon	82%	45%	5%	6%	5%	-2%
Borrego	82%	45%	10%	Borrego	72%	35%	5%	-10%	-10%	-5%
District Average	79%	42%	9%	District Average	77%	40%	5%	-2%	-2%	-4%

2023 Sixth Grade Math	Approaches	Meets	Masters	2024 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	83%	31%	7%	Alarcon	80%	33%	6%	-3%	2%	-1%
Borrego	75%	32%	6%	Borrego	77%	43%	12%	2%	11%	6%

District Average	78%	32%	6%	District Average	79%	39%	10%	1%	7%	4%
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Math scores in grades 3-6 are a continuing area of focus, as there was a significant loss of learning during the COVID years. Sixth grade, however, showed increases in math across the board as a district.

STAAR Reading--2023 vs. 2024 Comparison; Grades 3-6; All Students										
2023 Third Grade Reading	Approaches	Meets	Masters	2024 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	63%	30%	11%	Alarcon	58%	38%	3%	-5%	8%	-8%
Borrego	65%	37%	14%	Borrego	64%	33%	13%	-1%	-4%	-1%
District Average	64%	34%	13%	District Average	61%	36%	8%	-3%	2%	-5%
2023 Fourth Grade Reading	Approaches	Meets	Masters	2024 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	56%	21%	6%	Alarcon	65%	38%	11%	9%	17%	5%
Borrego	56%	23%	3%	Borrego	71%	40%	17%	15%	17%	14%
District Average	56%	22%	4%	District Average	68%	39%	14%	12%	17%	10%
2023 Fifth Grade Reading	Approaches	Meets	Masters	2024 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	70%	42%	18%	Alarcon	71%	36%	12%	1%	-6%	-6%
Borrego	69%	39%	13%	Borrego	65%	28%	10%	-4%	-11%	-3%
District Average	70%	40%	15%	District Average	68%	32%	11%	-2%	-8%	-4%

Average	70%	40%	10%	Average	68%	32%	11%	-2%	-8%	-4%
2023 Sixth Grade Reading	Approaches	Meets	Masters	2024 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	42%	13%	Alarcon	68%	46%	19%	-5%	4%	6%
Borrego	71%	34%	8%	Borrego	73%	47%	12%	2%	13%	4%
District Average	72%	37%	10%	District Average	71%	47%	16%	-1%	10%	6%

Reading in grades 4 and 6 showed promising increases. Fifth grade reading will be an area of work as there were decreases from 2023.

STAAR Science--2023 vs. 2024 Comparison; Grades 5 and 8; All Students										
2023 Fifth Grade Science	Approaches	Meets	Masters	2024 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	53%	25%	6%	Alarcon	34%	8%	1%	-19%	-17%	-5%
Borrego	62%	28%	13%	Borrego	50%	19%	3%	-12%	-9%	-10%
District Average	58%	27%	10%	District Average	42%	14%	2%	-16%	-14%	-8%
2023 Eighth Grade Science	Approaches	Meets	Masters	2024 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	58%	26%	8%	GEMS 8th	56%	23%	5%	-2%	-3%	-3%

STAAR Social Studies--2023 vs. 2024 Comparison; Grade 8; All Students										
2023 STAAR Social				2024 STAAR Social				Approaches	Meets GL	Masters

Social Studies	Approaches	Meets	Masters
GEMS 8th	46%	17%	5%

Social Studies	Approaches	Meets	Masters	GL Gain or Loss	Gain or Loss	GL Gain or Loss
GEMS 8th	35%	8%	3%	-11%	-9%	-2%

Science and social studies experienced declines from 2023, and will be the subject of additional work in 2024-2025.

GEMS Grades 7-8; All STAAR Tests; 2023-2024 Comparison; All Students										
2023 STAAR/EOC Math	Approaches	Meets	Masters	2024 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	49%	16%	3%	Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	76%	31%	2%	Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra I--Grade 8	100%	94%	75%	Algebra I--Grade 8	98%	89%	61%	-2%	-5%	-14%
2023 STAAR Reading	Approaches	Meets	Masters	2024 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	64%	29%	6%	Grade 7	55%	28%	9%	-9%	-1%	3%
Grade 8	76%	42%	13%	Grade 8	74%	39%	8%	-2%	-3%	-5%
2023 STAAR Science	Approaches	Meets	Masters	2024 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 8	58%	26%	8%	Grade 8	56%	23%	5%	-2%	-3%	-3%
2023 STAAR Social Studies	Approaches	Meets	Masters	2024 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss

Grade 8	46%	17%	5%	Grade 8	35%	8%	3%	-11%	-9%	-2%
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Grades 7-8 showed struggle in the scores comparing 2023 to 2024. Math will be an intense area of focus in 2024-2025.

End-of-Course Exams (EOC); SEHS; 2023-2024 Comparison (All Students; All Tests)										
2023 English I	Approaches	Meets	Masters	2024 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	62%	33%	3%	SEHS	47%	36%	6%	-15%	3%	3%
2023 English II	Approaches	Meets	Masters	2024 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	67%	34%	4%	SEHS	60%	40%	3%	-7%	6%	-1%
2023 Algebra I	Approaches	Meets	Masters	2024 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	75%	19%	3%	SEHS	59%	5%	0%	-16%	-14%	-3%
GEMS	100%	94%	75%	GEMS	98%	89%	61%	-2%	-5%	-14%
2023 U.S. History	Approaches	Meets	Masters	2024 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	93%	55%	17%	SEHS	93%	54%	19%	0%	-1%	2%
2023 Biology	Approaches	Meets	Masters	2024 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	85%	35%	9%	SEHS	81%	36%	5%	-4%	1%	-4%

High school EOC's showed both increases and declines. English I and II had increases at the meets level, while Algebra I struggled to make gains.

Student Achievement Strengths

Foster Care

Intent and Purpose

The re-authorization of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) instituted new protections for children in foster care. These foster care provisions under Title I, Part A (Title I) under ESEA emphasizes the importance of SEAs and LEAs to work with child welfare agencies to ensure the educational stability (*School of Origin, Best Interest Determination, Dispute Resolution, Transportation and Immediate Enrollment and Records Transfer*) of and improve educational outcomes for children in foster care.

Strengths

The San Elizario ISD District Foster Care Liaisons (District Social Workers) have maintained a strong ongoing partnership with state agencies and the Texas Department of Family and Protective Services by serving on the inter-district Foster Care Committee with the purpose of networking, sharing resources, and identifying best practices to improving the educational outcomes of foster care students, including provisions to support and facilitate a successful transition from elementary and secondary education to college and careers.

Homeless

Intent and Purpose

The McKinney-Vento Homeless Education Assistance Program is designed to assist and support students' stability through "School of Origin" immediate enrollment and continued attendance to succeed in school. Homeless Children and Youth have full and equal opportunities to succeed academically just like any other student. Title I, Part A and the Texas Education Homeless Children and Youth (TECHY) grant provides supplemental support to homeless students.

2023-2024 TECHY

The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for homeless children and unaccompanied youth and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students. The identified need is to continue supporting reading and providing reading materials to the students in our district.

2023-2024 ARP - Homeless I Supplemental Grant

The intent and purpose of the ARP Homeless I-TECHY Supplemental Grant is to provide additional support to increase their capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic. The identified needs at two schools were hiring tutors to assist the students in the classroom setting, other campuses identified the need to provide summer program for the student including lessons and educational field trips for some of the campuses.

2021-2024 ARP - Homeless II Grant

The 2021-2024 ARP II-Homeless grant's purpose and intent is to increase local agencies' capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic. Campuses will address the identified needs of the students and provide the required services needed, including tutoring for several campuses, and commentaries address the learning loss by implementing summer program activities. In addition, the middle and high school program will include field trips to visit universities to identify programs of studies that lead to higher wages and promote and experience a variety of colleges and careers.

Strengths

San Elizario ISD continues to meet compliance requirements under the McKinney-Vento Homeless Education Assistance Program Act of 2001. The transition program in our district ensures immediate enrollment, provides educational materials and resources as well as school supplies and uniforms. Our district ensures academic support through supplemental instruction, transportation on an as-needed basis with the collaboration of other districts. Medical support through referrals for vision, dental and/or immunizations is also provided. Opportunities for higher education by assisting students with the Free Application for Federal Student Aid (FAFSA) are also available.

Migrant Education Program

Intent and Purpose

The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to post-secondary education or employment.

Strengths

The Migrant Education Program (MEP) serves all identified migrant families and students. All qualifying students are eligible to receive supplemental services provided by the MEP program in our district. Students identified in need of school uniforms, school supplies, and basic vision and dental care received the services according to funding availability. Students who are struggling academically are identified and provided the academic support by each individual campus through the after-school tutoring program. The migrant education program also provides enrichment opportunities for our students. The students are invited to attend the educational enrichment summer program. Middle school students are invited to attend the Migrant Student Education Network for Tradition of Excellence (MENTE) Program. Seniors are invited to attend the Migrant Graduation Summit in partnership with ESC-Region19. All of these opportunities help our students envision academic success and opportunities for a post-secondary education.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Learning loss is still evident in mathematics across the board, as evidenced when comparing 2019 (pre-pandemic) STAAR scores to the most recent (2024) STAAR scores. **Root Cause:** Pandemic learning lost was caused by home-based learning and will take several years to rebound from.

District Culture and Climate

District Culture and Climate Summary

Background

District culture is central to everything we do in the San Elizario Independent School District. We want to ensure we provide the best work environment possible. The Employee Culture Survey was created using SurveyMonkey, and is the most current survey available. The anonymous survey consisted of 45 questions. The goal of the survey was to collect employee feedback to continue improving our systems.

All San Elizario Independent School District employees received an email with a link to the survey. The anonymous survey was open from March 31, 2023, to April 14, 2023. Approximately 573 employees received the link to the survey. Please note all questions were in English and Spanish to ensure all employees had an opportunity to provide feedback.

Participation

The district received 225 entries. The participation rate of the survey was 39%. The participation consisted of 110 Teachers and 115 Non-Teachers.

The highest participation was from employees under the category of “16 or more years” in the district. This category accounts for 27% of the responses whereas all the other categories were between 18 and 19%.

District Culture and Climate Strengths

The information below represents highlights of the survey results, which are most representative of the type of culture that San Elizario ISD fosters.

1. 99% of survey participants understand the district's mission.
2. 97% of survey participants understand the district's vision and are proud to work for SEISD.
3. 99% of survey participants understand the critical impact their work has on the district.
4. 97% of survey participants believe that campus leadership and department supervisors focus on keeping staff safe.
5. 93% of survey participants would recommend working for SEISD to family and friends.
6. 84% of survey participants feel comfortable sharing their thoughts and ideas with peers and team leaders to affect change when needed.
7. 92% of survey participants felt that they received timely feedback about their work as well as recognition for a job well done.
8. 94% of survey participants feel they can talk to their superior about concerns they may have, and feel that their supervisors respond to their concerns in a reasonable time.
9. 98% of survey participants feel that they know who to ask regarding their job duties.
10. 98% of survey participants believe that their campus/department expectations are aligned with district level expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

San Elizario Independent School District (SEISD) has clearly made substantial efforts to address equity and staff retention, especially within a context of demographic homogeneity. Here's a summary and reflection on our district's approach and achievements:

Key Achievements and Strategies

1. Equity in Staffing and Retention:

- **4-Day Work Week Implementation:** Starting in 2023-2024, SEISD adopted a 4-day work week, which has played a crucial role in staffing all positions with experienced teachers. This innovative approach has positioned SEISD as a desirable district for prospective teachers.
- **Competitive Attraction and Retention:** SEISD has become the district of choice, attracting prospective teachers who are now waiting for opportunities to join the team, a testament to the successful implementation of the 4-day work week and other initiatives.

2. Support and Professional Growth:

- **New Teacher Orientation:** The district provides a targeted New Teacher Orientation program before the start of the school year, ensuring new teachers are well-prepared and aligned with district initiatives.
- **Mentorship Program:** Since 2019, new teachers have been paired with mentors to guide them through their first year. Mentor teachers receive training to support new staff effectively.
- **Professional Development:** Ongoing professional development is integrated into the district calendar, with dedicated days for training and support. One-on-one classroom visits and surveys further tailor support to individual needs.

3. Employee Appreciation:

- **Celebration of Successes:** SEISD values employee recognition and has institutionalized it through an Employee Appreciation Resolution. This demonstrates a commitment to creating a positive work environment and acknowledges the crucial role employees play in student outcomes.

4. Response to COVID-19 Challenges:

- **Retention Bonuses and Incentives:** In response to the pandemic's impact on recruitment and retention, SEISD introduced retention bonuses and participated in the Teacher Incentive Allotment (TIA) program, providing additional financial incentives for qualified teachers.
- **Competitive Compensation Plan:** Approved in June 2024, this plan includes raises for teachers, setting SEISD apart in the Region 19 area by enhancing financial support for educators.

Reflections and Future Directions

- **Sustaining Innovation:** The adoption of a 4-day work week and competitive compensation plans are forward-thinking approaches that have clearly paid off. Continuing to innovate and adapt will be key to maintaining this competitive edge.
- **Expanding Professional Development:** Ongoing professional development and mentorship are critical. It might be beneficial to explore further opportunities for advanced training or specialization to support career growth and teacher satisfaction.
- **Community and Stakeholder Engagement:** Ensuring that the community and other stakeholders understand and support these initiatives can bolster their success and foster a stronger connection between the district and its broader community.
- **Long-Term Impact Assessment:**** Continuously assessing the impact of these strategies on student outcomes, staff satisfaction, and overall district performance will be crucial for refining and improving these initiatives.

SEISD’s approach exemplifies a thoughtful and strategic response to the challenges of staffing and retention, with a clear focus on creating a supportive and rewarding environment for educators.

Staff Quality, Recruitment, and Retention Strengths

San Elizario Independent School District (SEISD) has clearly made significant strides in enhancing its staffing profile and recruitment strategies. Here is an overview of our district’s strengths and ongoing initiatives, along with reflections on potential future directions:

Strengths and Achievements

1. Teacher Experience:

- **Average Years of Experience:** SEISD teachers have an average of 11.8 years of experience, surpassing the state average of 11.0 years. This reflects a strong level of commitment from the teaching staff.
- **Experience Distribution:** With 35% of teachers having 11-20 years of experience, SEISD is ahead of the state average by 8%, indicating a stable and experienced teaching force.

2. 4-Day Instructional Week:

- **Innovative Scheduling:** The adoption of a 4-day instructional week starting in 2023-2024 has positioned SEISD as a “District of Choice” in Region 19. This innovative approach enhances recruitment and retention by offering a more attractive work schedule.

3. Competitive Compensation:

- **Competitive Salaries:** SEISD remains competitive with neighboring districts in terms of compensation, including salary stipends for teaching in high-need areas. This helps attract and retain skilled educators.

4. Diverse Recruitment Strategies:

- **Effective Job Fairs:** Highly successful, invitation-only job fairs in 2023-2024 have attracted qualified candidates. The district’s recruitment strategies are generating a strong applicant pool.
- **User-Friendly Application Process:** SEISD’s updated website facilitates an easy application process for candidates, broadening the pool of potential hires.

5. Guest Teacher Program:

- **Improved Substitute Program:** The Guest Teacher program has seen significant improvements, with more substitutes holding college credit hours or full teacher certification.

This enhances the quality of temporary instruction and helps bridge staffing gaps.

6. RTAP Program:

- **Apprenticeship Program:** Starting in 2024-2025, SEISD will implement the RTAP program in collaboration with ESC-Region 19. This apprenticeship program aims to support teacher aides in becoming certified teachers, creating a pathway for career advancement and addressing staffing needs.

Reflections and Future Directions

1. Addressing Recruitment Barriers:

- **Location Challenges:** To overcome the barrier of physical location, SEISD might explore incentives for relocation or remote recruitment strategies to attract experienced teachers from outside the immediate area.
- **Retention of Experienced Teachers:** Considering that experienced teachers are less likely to move unless dissatisfied, ongoing efforts to maintain job satisfaction and address concerns proactively will be crucial.

2. Enhancing Recruitment Efforts:

- **Broader Recruitment Channels:** Expanding recruitment efforts to include national job fairs or partnerships with universities could help attract a broader range of experienced candidates.
- **Targeted Recruitment Campaigns:** Tailoring recruitment campaigns to highlight SEISD's strengths, such as the 4-day work week and competitive compensation, could further enhance attractiveness to prospective teachers.

3. Strengthening the RTAP Program:

- **Program Evaluation:** Continuously evaluating the RTAP program's effectiveness in producing certified teachers and adjusting the program based on feedback and outcomes will be important for its success.

4. Fostering a Positive Work Environment:

- **Continued Professional Development:** Offering ongoing professional development and career advancement opportunities can contribute to higher job satisfaction and retention.
- **Support Systems:** Enhancing support systems for both new and experienced teachers, including mentoring and professional growth opportunities, will further strengthen SEISD's teaching staff.

5. Community and Stakeholder Engagement:

- **Building Partnerships:** Engaging with community organizations and stakeholders to support recruitment and retention efforts can provide additional resources and support.

SEISD's proactive and innovative approaches in recruitment, retention, and support reflect a strong commitment to creating a positive and effective educational environment. Continuing to adapt and refine these strategies will help sustain and build on these achievements

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It has been historically challenging to fill all teacher vacancies. **Root Cause:** SEISD is located far from the city center, preventing prospective teachers from applying.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

San Elizario Independent School District (SEISD) has developed a comprehensive and strategic approach to implementing and supporting its 4-day instructional week. The district's planning and instructional strategies reflect a deep commitment to enhancing both academic outcomes and the overall well-being of its students and staff. Here's a detailed overview and reflection on SEISD's approach:

Strategic Objectives of the 4-Day Instructional Week

1. Recruitment and Retention:

- **Three-Day Weekends:** By adopting a 4-day instructional week, SEISD aims to create a more attractive work-life balance for teachers, helping to address long-term vacancies and ensuring high-quality instruction. This scheduling innovation is designed to make SEISD a more appealing place for educators.

2. Academic Improvement:

- **Focused Learning:** The 4-day model is intended to improve academic performance by allowing more concentrated and effective learning time during the school week. This approach aligns with the district's goals for enhancing student achievement.

3. Mental Health and Stability:

- **Mindful Eagle Mondays:** The introduction of "Mindful Eagle Mondays" as a day for self-care reflects SEISD's proactive approach to supporting mental health. This initiative aligns with the district's holistic educational philosophy, promoting well-being for both students and staff.

Co-Support Model for the 4-Day Instructional Week

The Planning and Instruction Department (P & I) has developed a Co-Support Model to ensure the effective implementation of the 4-day instructional week. Here's how SEISD is providing support:

1. Instructional Leadership Planning Meetings:

- **Collaboration and Strategic Planning:** Key stakeholders, including district leaders and instructional staff, participate in meetings to address various aspects of curriculum, instruction, and assessment. This collaborative approach ensures comprehensive planning and problem-solving.

2. Key Topics and Outcomes for 2024 Leadership Academy:

- **AVID Expansion:** Training for the K-12 expansion of AVID will prepare campus leadership teams for districtwide implementation, enhancing college readiness and academic skills.
- **Effective Documentation Practices:** Focused on improving documentation procedures for administrators, which is crucial for maintaining organized and compliant records.
- **Tutoring and Intervention Effectiveness:** Analysis of tutoring and intervention strategies aims to optimize these programs for better student outcomes, with a focus on refining methods and allocation of resources.
- **Professional Learning Communities (PLCs):** Planning and discussions will focus on enhancing PLCs, including alignment across the district and empowering teachers to take on leadership roles.
- **Transgender Students:** Training on legalities and procedures related to transgender students ensures that campus administrators are informed and prepared to handle these issues sensitively and effectively.
- **Campus Emergency Operational Plans:** Updates and refinements to emergency plans will ensure the safety and preparedness of students and staff.
- **Rational Dialogue of Leadership:** Training on conducting critical conversations will enhance leadership skills in managing challenging dialogues with employees.
- **Data Analysis and Accountability:** Reviewing data from the previous year and preparing for upcoming accountability measures will guide the district's efforts in improving performance and meeting goals.

3. Co-Support Plan:

- **Daily Assistance:** The Co-Support Plan includes daily in-person support through classroom learning walks and PLCs. This continuous support aims to address immediate needs, align educational processes with curriculum standards, and enhance the overall teaching and learning experience.

Reflections and Future Directions

1. Implementation and Adjustment:

- **Ongoing Evaluation:** Continual assessment of the 4-day week's impact on recruitment, retention, and academic performance is essential. Adjustments based on student outcomes and feedback will ensure that the model remains effective and responsive to needs.

2. Strengthening Support Systems:

- **Targeted Assistance:** Providing targeted support to both teachers and students, particularly in areas identified as needing improvement, will enhance the effectiveness of the Co-Support Plan.
- **Enhanced Communication:** Maintaining clear and open communication with all stakeholders will facilitate successful implementation and adaptation to the new schedule.

3. Expanding Professional Development:

- **Continuous Learning:** Ongoing professional development opportunities for staff will support their growth and effectiveness within the 4-day model. Ensuring that training is aligned with district goals and responsive to emerging needs will be critical.

4. Community and Stakeholder Engagement:

- **Involvement and Feedback:** Engaging with the community and gathering feedback will provide valuable insights and support for the district's initiatives. Building strong partnerships will contribute to the overall success of the 4-day instructional week.

SEISD's proactive and strategic approach to adopting a 4-day instructional week, supported by a robust Co-Support Model and comprehensive planning, reflects a strong commitment to improving educational outcomes and supporting the well-being of students and staff. Continued focus on evaluation, support, and engagement will be key to sustaining and building on these successes.

Area/Topic	Co-Support Model
PLC	<p>For the 2024-2025 school year, the PLC process will be refined, addressing identified issues for improvement. PLCs will concentrate on addressing the following four essential questions that form the core of every PLC:</p> <ul style="list-style-type: none">● What is it we want our students to learn?● How will we know if each student has learned it?● How will we respond when some students do not learn it?● How can we extend and enrich the learning for students who demonstrate proficiency? <p>To ensure alignment across the district, campus teams carefully crafted their PLC structures, emphasizing a culture of collaboration, lesson planning, data-driven strategies, interventions, enrichment and unique campus needs. PLCs will transition to being teacher-led, with oversight from ISs and administration. IOs will continue to support campus PLCs as needed.</p>

	<p>The current PLC schedule will continue to be in effect. See below for the schedule.</p> <p><u>PLC schedule:</u> Tue: Loya Wed: Alarcon Thu: Sambrano Fri: Borrego Secondary: Daily</p>
Intervention	Based on the most recent data, teachers, ISs, and designated staff will be focusing on Tier 2 students. Campus interventionists will be focusing on Tier 3 students.
Learning Walks	<p>IOs will provide support to new teachers with less than two years of experience while ISs will assist teachers with over two years of experience and long-term guest teachers. Weekly learning walks will be conducted with a specific purpose and target to ensure the appropriate instructional resources are being utilized. The primary focus of these walks will be to enhance Tier 1 instruction.</p> <p>All P&I staff will support their respective campuses and provide additional support to other campuses as needed.</p>
Assessment Creation and Support	<u>Elementary:</u> The Elementary RLA/Math Instructional Officers will develop 4- and 8-week assessments for RLA, Math, and Science. Additionally, as part of the Dual Language Program, assessments will be created in Spanish for students up to the 5th grade.

Area/Topic	Co-Support Model
Assessment Creation and Support <i>(continued)</i>	<p>All elementary RLA and 5th-grade science assessments feature content clarifiers embedded within Eduphoria (Content Language Supports on STAAR) for both English and Spanish assessments.</p> <p><u>Secondary:</u> Through PLCs, teachers, in collaboration with the Secondary Instructional Officers, will continue to have a role in choosing content and questions for the 4- and 8-week assessments. These assessments will be refined based on last year's feedback to ensure they meet the rigor of the standards.</p> <p>The IOs will be responsible for formatting items in Eduphoria so they meet the demands of STAAR 2.0.</p> <p>All P & I staff will support assessment monitoring and data disaggregation.</p>
Professional Development	Professional Development (PD) will encompass a wide range of topics to support district initiatives and enhance instructional practices. These include tailored sessions on AVID methodology, content specific strategies, preparation for STAAR 2.0, and specialized

	methodologies, content-specific strategies, preparation for STAAR 2.0, and specialized programs such as the First-Year Teacher Academy (FYTA) and Mentor Academy. Additionally, PD sessions will address specific support topics as requested by campuses, such as formative assessments, vocabulary instruction, and the implementation of word walls. Furthermore, IS Academy sessions will be held at the beginning of the year (BOY), along with monthly IS meetings and bite-sized PD sessions designed to support PLCs throughout the academic year.
RTAP Program	The RTAP program (via ESC-Region 19) will be implemented in the 2024-2025 school year, initially enrolling up to two teachers per campus. This program operates as a "residency" program, where a teacher's aide aspiring to become a certified teacher serves as an apprentice to a mentor teacher for a year. During this time, participants receive training in pedagogy and pursue additional college work if necessary. This program will allow SEISD to cultivate well-trained, confident teachers from within our own pool of aides who desire to become certified teachers.
Modeling	When lessons are modeled, ISs and IOs will collaborate with classroom teachers in the planning and modeling stage. This process ensures that teachers are fully engaged and supported throughout the lesson's development and implementation. The collaborative approach involves sharing strategies, lessons, routines, and best practices to enhance student learning outcomes and teacher performance. After each modeled lesson, a debriefing session will be held with the classroom teacher to reflect on the effectiveness of the strategies used and to identify areas for continued growth and development.
Lesson Development	During PLC sessions, teachers will collaborate on lesson planning using a backward design methodology, integrating resources from the TEKS Resource System (TRS) curriculum and Implementing TEKS RS (iTRS). They will systematically and flexibly adjust the scope and sequence of instruction to ensure thorough coverage of all TEKS standards. Teachers will use AVID strategies, activities, lesson plans, professional learning videos, and timely articles relevant to students. These tools will help teachers implement and refine instructional practices. *New to PreK: The Purposeful Planning Guide inside iTRS will be piloted in 2024-2025.

Co-Support 9-week Cycle

The Co-Support Plan features a 9-week cycle that directly supports teachers through PLC planning and co-teaching/modeling. Additionally, it will provide ongoing Tier II interventions for students, carried out by Instructional Specialists and other designated campus personnel.

Week	Level of Support	Responsible Personnel
Weeks 1 - 3 <i>Intervention Ongoing</i>	<ul style="list-style-type: none"> ● PLC planning with teachers ● Conduct learning walks ● Teacher support model upon request or as needed ● Plan for professional development ● Eduphoria assessment creation and support 	<ul style="list-style-type: none"> ● Instructional Officers ● Instructional Specialists ● Principal ● Assistant Principal

Weeks 4-5 <i>Intervention Ongoing</i>	<ul style="list-style-type: none"> ● Disaggregating data ● Preparation for PLC data talks ● Preparation for intervention and direct support ● Direct student intervention, continued <ul style="list-style-type: none"> ○ Teacher ○ Campus Interventionist ○ Instructional Specialists ○ Librarians ○ Aides (T2's) 	<ul style="list-style-type: none"> ● Instructional Officers ● Instructional Specialists ● Principal ● Assistant Principal ● Librarian
Weeks 6 - 7 <i>Intervention Ongoing</i>	<ul style="list-style-type: none"> ● PLC planning with teachers ● Conduct learning walks ● Teacher support model upon request or as needed ● Plan for professional development ● Assessment creation and support (in Eduphoria) 	<ul style="list-style-type: none"> ● Instructional Officers ● Instructional Specialists ● Principal ● Assistant Principal
Weeks 8-9 <i>Intervention Ongoing</i>	<ul style="list-style-type: none"> ● Disaggregating data ● Preparation for PLC data talks ● Preparation for intervention and direct support ● Direct student intervention, continued <ul style="list-style-type: none"> ○ Teacher ○ Campus Interventionist ○ Instructional Specialists ○ Librarians ○ Aides (T2's) 	<ul style="list-style-type: none"> ● Instructional Officers ● Instructional Specialists ● Principal ● Assistant Principal ● Librarian

Targeted Intervention Plans

The Co-Support Plan features a systematic student intervention process based on 4- and 8-week assessments. Intervention support will occur at the campus after administered assessments during weeks 5 and 9.

Elementary	Loya Primary	Sambrano	Alarcon	Borrego
Organization and Structure of Intervention Block	Centers aligned to developing reading and math skills Teachers collaborate to plan interventions Use CIRCLE form/support	Schedule time within master schedule Involve special program staff	Progress monitoring, deeper dive into data, PLC discussions about interventions Study specificity of TEKS deeply, plan guided conversations	Progress monitoring, deeper dive into data, PLC discussions about interventions Study specificity of TEKS deeply, plan guided conversations

	Involve interventionist		Match instruction and assessment Data analysis/TEKS breakdown	Match instruction and assessment Data analysis/TEKS breakdown
Student Selection	Employ the data driven decisions form for student selection Teacher-created observation checklist	All students will be invited to participate in enrichment Use assessment data	Based on data and attendance Lesson plan for to include intervention Ensure hands-on interventions and collect artifacts Designate intervention PLCs Mindful student selection	Based on data and attendance Lesson plan for to include intervention Ensure hands-on interventions and collect artifacts Designate intervention PLCs Mindful student selection
Effectiveness Measures	Specialty classes support (extension to intervention) Makerspace, library, computer lab, SEL counselor Include PE coach Place alphabet/number stickers on the floor	Use exemplar exit tickets to assess lesson learning Use mClass and iStation Improve rotations Employ intervention binder	Progress monitoring Exit tickets Parent conferences Create intervention PLCs Analyze usage reports	Progress monitoring Exit tickets Parent conferences Create intervention PLCs Analyze usage reports

Operational and Logistical Items	Age-appropriate manipulatives Improve flow and organization of centers Admin continues to monitor Ensure equitable distribution of materials	60 min block in duration at the end of day Will take place on Tuesdays, Wednesdays, Fridays Group students and teachers adequately	Switch intervention to morning 7:30-8:15am for all grade levels to improve performance Continued active monitoring to ensure it is intervention and not first teach Employ aides to assist with intervention block	Switch intervention to morning 7:30-8:15am for all grade levels to improve performance Continued active monitoring to ensure it is intervention and not first teach Employ aides to assist with intervention block
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			Intervention block	Intervention block
Managing and Monitoring Intervention Data	4 and 8 week checklist, SLO, teacher created assessments, CIRCLE iTRS performance assessments	Hold monthly data PLCs Adhere to plan for intervention	Hold data PLC to discuss interventions Employ intervention binders and shared intervention document	Hold data PLC to discuss interventions Employ intervention binders and shared intervention document
Adjusting to Challenges	Streamlining assessments to reduce excess Restructure duties Work with attendance clerk to find ways to reduce absences	Plan master schedule to allow for intervention block Promote trust and discipline Share instructional strategies PBIS expectations to kick off intervention block	Ensure fidelity of intervention approach (adjust based on this) Prepare intervention resources and materials Empower students to be leaders Address teacher preparedness	Ensure fidelity of intervention approach (adjust based on this) Prepare intervention resources and materials Empower students to be leaders Address teacher preparedness

Targeted Intervention Plans-Secondary

Secondary	GEMS	SEHS
Organization and Structure of Intervention Block	Use 3-6-9 week data and 4/8 week assessment data Week 2-3/6-7 pullout Focus on tests by seasons (structured calendar) Intervention YAG Special pop intervention	Use 3-6-9 week data and 4/8 week assessment data Week 2-3/6-7 pullout Focus on tests by seasons (structured calendar) Intervention YAG Special pop intervention
Student Selection	Conduct tiered interventions for failing students and those with possible growth Embed during class, personalized phone calls, improve teacher	Conduct tiered interventions for failing students and those with possible growth Embed during class, personalized phone calls, improve teacher

	phone calls, improve teacher connections Group targets based on MAP data	phone calls, improve teacher connections Group targets based on MAP data
Effectiveness Measures	Review lesson plans and provide feedback Conduct walkthroughs and provide feedback Generate advisory planning YAG using MAP	Review lesson plans and provide feedback Conduct walkthroughs and provide feedback Generate advisory planning YAG using MAP
Operational and Logistical Items	Saturday school and after-school interventions Create advisory blocks	Saturday school and after-school interventions
Managing and Monitoring Intervention Data	Block intervention Group intervention targets before and after assessments 4 week assessment data	Block intervention Group intervention targets before and after assessments 4 week assessment data
Adjusting to Challenges	Teachers not meeting YAG-prioritize TEKS, work with PLC to ensure all is covered Not being able to meet afterschool-create rotation schedule	Teachers not meeting YAG-prioritize TEKS, work with PLC to ensure all is covered Not being able to meet afterschool-create rotation schedule

Tutoring Framework

The Co-Support Plan has refined tutoring across all campuses through collaborative efforts that aligned scheduling, improved strategies, and established a robust framework for tracking student progress. This approach has fostered shared ownership and commitment among all participants while leveraging collective campus expertise.

Elementary	Loya Primary	Sambrano	Alarcon	Borrego
Scheduling and Structure	Integrated into the day, begins after the second week of school. Small groups rotating every 15	Integrated into the day, begins on August 13, 2024. First 45 minutes of the day (7:45 AM—8:30 AM)	Tutoring sessions held 1-2 days per week and Saturday school starting September 21, 2024. Fall	Tutoring sessions held 1-2 days per week and Saturday school starting September 21, 2024. Fall

	minutes with support from T2s, Ms. Lara, and Mrs. Vallejo.	dedicated to tutoring. Hands-on activities and enrichment in the afternoon.	semester: Saturday school once per month. Spring semester: twice per month.	semester: Saturday school once per month. Spring semester: twice per month.
Student Selection and Invitation	Initially selected using a teacher-created checklist and SLO. Moving towards a more data-driven approach.	Data collected and reviewed meticulously. All students included in the tutoring program.	Students nominated based on data analysis (STAAR, MAP, DRA/EDL assessments, and teacher observations).	Students nominated based on data analysis (STAAR, MAP, DRA/EDL assessments, and teacher observations).
Tutoring Effectiveness	Focus on pre-reading and foundational math skills.	Focus on readiness standards for reading and math using pre-assessments, mini-lessons, gradual release model, QSSSA, exit tickets, and various artifacts.	Utilize PLCs to analyze data points (MAP growth, Math Sharon Wells Assessments, 4 & 8-week assessments, and DRA/EDL results). Monitor progress throughout the year.	Utilize PLCs to analyze data points (MAP growth, Math Sharon Wells Assessments, 4 & 8-week assessments, and DRA/EDL results). Monitor progress throughout the year.

Operational Details	Small groups of 4-5 students, expanding to 10-12 during intersession. Additional support from T2s in Pre-K 4 classes.	"Power Paw Time" - 45-minute daily session by homeroom teachers.	Maximum of 10 students per session. Saturday school sessions last 3 hours. Weekday sessions last 1 hour. Intersession sessions are 4 hours long.	Maximum of 10 students per session. Saturday school sessions last 3 hours. Weekday sessions last 1 hour. Intersession sessions are 4 hours long.
Data Management and Monitoring	Observations, checklists, and data-driven forms to	Data-driven decisions during PLCs. Review data from DRA/EDL, 4	Use iReady to track progress. Engage in data intervention	Use iReady to track progress. Engage in data intervention

	identity and support struggling students.	& 8-week tests, and exit tickets.	discussions and maintain intentional PLC scheduling.	discussions and maintain intentional PLC scheduling.
Challenges and Adjustments	Parental involvement, managing student behavior, and addressing attention span of young learners.	Late arrivals impacting morning sessions, sufficient planning time for teachers, and adjusting the master schedule.	Not all grade levels participate in PM tutoring. Focus on strengthening Tier 1 instruction and AVID strategies. Creative teacher incentives to encourage participation.	Not all grade levels participate in PM tutoring. Focus on strengthening Tier 1 instruction and AVID strategies. Creative teacher incentives to encourage participation.

Tutoring Framework-Secondary

Secondary	GEMS	SEHS
Scheduling and Structure	After school, on Saturdays, and during intersession periods. Specific days designated for different subjects or focus areas.	After school, on Saturdays, and during intersession periods. Specific days designated for different subjects or focus areas.
Student Selection and Invitation	Teachers review assessment data during PLCs to identify students. Use of seating charts to maximize students in each session.	Teachers review assessment data during PLCs to identify students. Use of seating charts to maximize students in each session.
Tutoring Effectiveness	Creation of Eduphoria Exit Tickets, setting higher expectations, and following STAAR 2.0 guidelines (writing and ELPS).	Creation of Eduphoria Exit Tickets, setting higher expectations, and following STAAR 2.0 guidelines (writing and ELPS).
Operational Details	Teachers and parent liaisons make phone calls to invite parents to Saturday School.	Teachers and parent liaisons make phone calls to invite parents to Saturday School.
Data Management and Monitoring	Administration and Instructional Specialists conduct walkthroughs and learning walks. Collect samples of student work and spiral in skills. Teacher-created exit tickets and data from 4 & 8-week assessments	Administration and Instructional Specialists conduct walkthroughs and learning walks. Collect samples of student work and spiral in skills. Teacher-created exit tickets and data from 4 & 8-week assessments

	analyzed.	analyzed.
Challenges and Adjustments	Ensuring students who benefit most are invited and motivated to attend.	Ensuring students who benefit most are invited and motivated to attend.

Instructional Co-Support Administrators

The Planning & Instruction Administrators will continue to directly support campus administrators to improve school productivity and increase student achievement, ensuring that each area/topic is aligned with the district's strategic goals.

Area/Topic	Level of Support	Responsible Personnel
Instructional Leadership	<ul style="list-style-type: none"> Monitor alignment of curriculum Monitor and track scope and sequence Monitor data-driven instruction and assessment Monitor instructional interventions Monitor special populations 	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
Human Capital	<ul style="list-style-type: none"> Monitor teacher feedback and coaching Monitor the quality of informal walkthroughs and formal observations 	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
School Culture	<ul style="list-style-type: none"> Monitor expectations Monitor discipline 	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
Strategic Operations	<ul style="list-style-type: none"> Monitor instructional schedules Monitor usage of instructional materials 	Dr. Jeannie Meza-Chavez, Superintendent Dr. Rogelio Segovia, Associate Superintendent
STAAR and TELPAS Testing	<ul style="list-style-type: none"> Campus leadership training Campus test administrator training is provided for CTC's Test monitoring during active testing Consistent support for each campus by phone, text, 	Ms. Lisa Renegar, Research and Evaluation Administrator

	<ul style="list-style-type: none"> email, TEAMS, campus visits, etc. Assistance with score reporting and data disaggregation 	
TSIA 2 and MAP Testing	<ul style="list-style-type: none"> Data disaggregation to determine intervention groups and/or re-testing Assistance with vouchers, proctor training, staff training, session creation, and score reporting Testing monitoring during active testing 	Ms. Lisa Renegar, Research and Evaluation Administrator

Area/Topic	Level of Support	Responsible Personnel
College, Career, and Military Readiness (CCMR)	<ul style="list-style-type: none"> Uploads of all CCMR-related assessment scores Spreadsheets of all 9-12 students to show CCMR status are provided at least monthly to the SEHS team. Determination of intervention groups to assist in CCMR point increases Training and support on the CCMR process as related to accountability Training and support on the Texas College Bridge Program to provide CCMR points to selected juniors and seniors 	Ms. Lisa Renegar, Research and Evaluation Administrator
Gifted and Talented (GT)	<ul style="list-style-type: none"> Support and monitoring for GT pullout lesson design and delivery; Monitoring and scheduling of GT required training to include 30-hour core and 6-hour update training; Support and training for campus GT Coordinators Continual support for the GT annual identification process; Oversight of alignment to the Texas State Plan for the Education of Gifted/Talented Students 	Ms. Lisa Renegar, Research and Evaluation Administrator
Career and Technical Education (CTE)	<ul style="list-style-type: none"> Monitor TEA-approved changes with Programs of Study (POS) and Industry-Based Certifications (IBC) Support and schedule appropriate industry professional development for CTE teacher's POS Support in increasing internships for SEHS with local industry companies Support POS with new equipment and new software Provide POS course sequence to campus administration and counselors to support student endorsement and scheduling Assist with the proctoring of CTE certification exams Inform, support and provide guidance to the 	Ms. Sandra Sanchez, CTE Administrator

	<ul style="list-style-type: none"> • Counselors on CTE TEA updates and changes • Support, guidance and training for CTE teachers on TEA-approved certifications • Support and provide administration and counselors with CTE training • Provide shadowing opportunities to CTE Teachers to further support their instruction • Assess each program to better improve work-based learning opportunities • Increase industry partnerships with CTE teachers to have growth in internships for each program practicum • Increase workforce solution participation with our CTE teachers to bring in student internships that will 	
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Area/Topic	Level of Support	Responsible Personnel
Career and Technical Education (CTE) <i>(continued)</i>	<ul style="list-style-type: none"> • continue after graduation • Work with Workforce Solutions to keep Job Con in San Elizario ISD. • Bring in community activities that will help with CTSOs (Career and Technical Student Organizations) funding • Support in the growth of CTSOs in Health Science, Engineering Automotive 	
CTE Support for CCMR	<ul style="list-style-type: none"> • Provide information, assist and guide Counselor on SEECHS crosswalk for new junior and upcoming senior EPCC courses that will be taken • Provide advance CTE training to counselors to support CTE counseling in the areas of endorsements, POS, IBC, and scheduling of the students to become completers for accountability • Provide calendar of scheduled CTE exams to track certifications for accountability • Support SEHS campus by entering POS certifications received into TEAMS and Performance Acknowledgements by student for accountability • Provide quarterly reports on CTE IBCs (Industry Based Certifications) • Training and support on the CCMR process for accountability • Implement the Effective Advising Framework goals into the campuses • Support counselors in increasing students' goals to complete their endorsement and be certified. To be in compliance with TEA by 2026 	Ms. Sandra Sanchez, CTE Administrator

	<ul style="list-style-type: none"> • 2024-2025 have more that 50% of the CTE students in the Level 3 and Level 4 courses certified in the Fall semester • Increase enrollment of students in Health Science: EMT and PCT Dual Credit programs • Continue to grow our CTE partnership with EPCC the keep a strong career pathway to post-secondary 	
Emergent Bilingual Support	<ul style="list-style-type: none"> • Provide LPAC training to serve our Emergent Bilingual (EB) population in the appropriate setting • Continual support for the EB identification process • Support EB lesson design and delivery • Ensure EB support is effective in achieving objectives • Direct support for EB teachers/students • TELPAS practice and testing support • Ensure regulations concerning EBs are observed 	<p>Mr. Josue Palomino, Bilingual Instructional Officer</p> <p>Dr. Rogelio Segovia, Associate Superintendent</p>

District-Mandated Assessments

Data Points	District-Assessments
PK-4	<ul style="list-style-type: none"> • CIRCLE (BOY, MOY, EOY) • 4- and 8- week assessments
K-2	<ul style="list-style-type: none"> • MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • mCLASS Reading K-2— (BOY, MOY 1st grade only, EOY) • DRA/EDL—Kinder— (MOY, EOY only) • DRA/EDL—Grades 1-2— (BOY, MOY, EOY) • 4- and 8- week Reading Assessments • 4- and 8-week Math Assessments
3-6	<ul style="list-style-type: none"> • MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Reading Assessments • 4- and 8-week Math Assessments • 4-and-8-week Science Assessments
7-8	<ul style="list-style-type: none"> • MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Math, Reading, Science & Social Studies Assessments
9-12	<ul style="list-style-type: none"> • MAP Assessments for Reading and Mathematics (BOY, MOY, EOY) • 4- and 8- week Math, Reading, Science & Social Studies Assessments

District Initiatives

Student Outcome Goal 1- Mathematics

The percentage of all 3rd-grade students that score at the Approaches level on STAAR mathematics will increase from 58% in June 2022 to \geq 85% by June 2028.

1. Sharon Wells Math will be used as the core math curriculum in grades 2-5;
2. Guided Math will be used as the math framework in grades PK-1;
3. The IXL math intervention program will be used in grades 6-8 for targeted support;
4. Implement the CPA (Concrete, Pictorial, Abstract) approach in elementary math.

Student Outcome Goal 2 - Reading

The percentage of 3rd-grade students that score at the Approaches level on STAAR reading will increase from 57% in June 2022 to \geq 80% by June 2028.

1. HMH Into Reading/Arriba la lectura will be used as the core RLA curriculum in grades K-5;
2. SAVVAS My Perspectives will be used as the core RLA curriculum in grades 6-12;
3. All teachers and staff, including those in non-core subject areas, work to embed reading and writing across the disciplines in all areas of a student's day;
4. SEISD's Text Level Correlation Guide will provide baseline guidelines for grade-level reading goals in grades K-12;
5. TELPAS progress monitoring for listening, speaking, reading, and writing will occur quarterly; all campuses will purchase the Summit K-12 program to help with monitoring TELPAS progress on the four domains;
6. Language acquisition strategies, such as GLAD (per GLAD calendar), are implemented to assist EBs; a GLAD refresher is to be provided to teachers, as well as additional Seidlitz training on 7 Steps to a Language Rich Classroom;
7. The SEISD time and treatment model for bilingual/dual language education is to be followed with fidelity, emphasizing El Puente as a key strategy to enhance the dual language learning environment, promoting metalinguistic connections, and using translanguaging to support second language acquisition.

Student Outcome Goal 3 - CCMR

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to \geq 88% by June 2028 as measured by the A-F Accountability System.

1. The district will establish systems to increase the number of students earning a CCMR point to include the Texas College Bridge Program and College Prep courses;
2. Grades 3-12 will annually increase the number of students earning Meets/Masters in the STAAR assessments;
3. Increasingly rich opportunities will be created for students to study in CTE courses of interest and obtain industry certifications;
4. Campuses will seek additional opportunities to partner with institutions of higher education and business/industry leaders to support college and career readiness;
5. All campuses will create events and opportunities to increase student interest and knowledge related to college, career, and military opportunities and will inform students about secondary opportunities within the district.

District Curriculum, Instruction, and Assessment Expectations

Online Learning Structures

- Learning Environment (LMS): Google Classroom as a Learning Environment;
- Newly adopted platforms (McGraw Hill for elementary science, SAVVAS for secondary science);
- Digital Citizenship;
- Mode of Communication – Dojo (elementary); Remind (secondary).

AVID

- The AVID program will be expanded to include grades K-12 across the district. The focus will be the implementation of AVID as a Tier 1 instructional approach intended to enhance lessons with WICOR (writing, inquiry, collaboration, organization, and reading). There will be AVID elective classes in grades 7-12 in addition to the Tier 1 implementation approach.

Instructional Rounds

- Conducted by Region 19 Effective District Framework Team;
- Findings will be debriefed with faculty promptly;
- Findings will drive professional development decisions, instruction, and PLC topics.

Professional Learning Communities (PLCs)

- Data analysis processes are expected, supported, and monitored at all campuses by the administration, including TELPAS data;
- Teachers are expected to be prepared in advance for all PLCs to participate in meaningful discussions about lesson design and data analysis;
- PLCs will be led by teachers (department chair or PLC lead) and overseen by Instructional Specialists and/or an administrator;
- An administrator is expected to be present at each PLC meeting;
- PLC days will be as follows for elementary campuses: Tuesday-Loya, Wednesday-Alarcon, Thursday-Sambrano, Friday-Borrego;
- At each session, PLCs will focus on one of the following: planning, data, interventions, or campus-based needs.
- At each session, PLCs will focus on one of the following: planning, data, interventions, or campus-based needs.

Eduphoria / Assessments / Content and Language Objectives

- Elementary grades 3-6 follow the 4- and 8-week assessment model, except Social Studies. Campus autonomy will be encouraged in determining how progress in this content area is measured;
- All secondary core areas, 7-12th grade, are to assess student performance every 4- and 8 weeks using Eduphoria Aware assessments;
- In secondary, these are created by the PLC as a team, guided by IO; in elementary, these are created by the IOs; all assessments are created/formatted to Eduphoria Aware by IOs;
- All common assessments, benchmarks, and PAs will be scored on Eduphoria *by teachers* within 48 hours of

the completion of assessment administration; this includes any text entry, numerical entry, short constructed response items, and extended constructed response items;

- All assessment data will be analyzed with the intentional purpose of generating interventions or re-teaching opportunities created to assist struggling learners;

Eduphoria / Assessments / Content and Language Objectives (continued)

- Campus administration (with district support) consistently monitors the fidelity of assessments being administered and provides timely feedback to teachers;
- Content and language objectives are visibly posted in all classrooms and revised as the TEKS and ELPS objectives shift within the daily lesson plan.

Literary Anthology

- All students (including special education) in pre-K3 - 12th grade, will participate in the annual Literary Anthology;
- All campuses will have a coordinator to help facilitate the process (stipend included);
- Each teacher will select the top 5 entries from their class to determine a 1st, 2nd, and 3rd place winner;
- All employees, professional and support, are encouraged to submit an entry. Winners are celebrated at the Teacher of the Year/Employee of the Year Gala;
- Parent Liaisons, district anthology coordinators, and campus coordinators work to elicit submissions from the San Elizario community and provide writing workshops;
- Student and community winners are celebrated at a Literary Anthology Champions' Luncheon where they receive a book of their collective work and a medal;
- Students who have placed 1st, 2nd, or 3rd place since their 8th-grade year for either writing or as a front or back cover artist for three years are eligible to receive an Honor Cord their senior year.

Elementary Math Bee

- The rationale is to improve automaticity in recalling math facts skills and to encourage and foster mathematical skills among students in grades K-6.
- Academic competitions will take place at the classroom level, and top students will advance to the campus level for further competition.

Secondary Science Fair

- District/campus science and engineering fairs will be held at SEHS and GEMS;
- A coordinator will be assigned to facilitate the fair at each campus (stipend included);
- Both will be held before the end of the 2nd nine weeks, and winners will be sent to the Sun Country Regional Fair.

Library

- Elementary: Accelerated Reader Program/Champion Readers, Book of the Month, family reading event per semester;
- Secondary: Literacy Luncheon for students who improve and those who excel, Parent Literacy Session

Support, Literacy STEAM Night;

- Delivery of lessons to align with classroom instruction (co-teach);
- Integration of AVID strategies;
- District Family Literacy Event;
- Scholastic Book Fair;
- TexQuest as a form of research.

Co-teaching

- SEISD will support co-teaching implementation to ensure access to the general curriculum for students with disabilities.

Positive Behavior Intervention System (PBIS)

- PBIS is a district-adopted positive behavioral intervention system utilized at all campuses in all grade levels and championed by every administrator and teacher;
- The counseling curriculum will incorporate social-emotional (SEL) strategies into campus-wide activities and class lessons.

Lesson Plans

- Lesson plans are due based on campus administrator deadlines for all teachers in grades PK-12; they are to be specific per day/week and include how the gradual release of responsibility model is used;
- Lesson plans should refer to and are actively *supported* and *monitored* for inclusion of these ongoing district expectations:
 - Include guided question development;
 - TRS documents are used in planning and district-created pacing calendars are followed with fidelity;
 - TEKS, ELPS, and CCRS standards are included;
 - Differentiated instruction is planned and conducted for GT, EB, and SPED/504 learners;
 - Graphic organizers and cooperative learning structures (i.e., Kagan, L4W HYIS) are included;
 - Instructional technology is integrated into lessons to increase student engagement;
 - Best practices for EB student support are included in the lesson plan, including a focus on L, S, R, W, GLAD, and sheltered instruction strategies, including Seidlitz strategies;
 - Inclusion of the WICOR model as part of AVID;
 - Formative assessments should be included in lesson plans.

Curriculum, Instruction, and Assessment Strengths

San Elizario Independent School District's (SEISD) District Initiatives for 2024-2025 are comprehensive and thoughtfully designed to enhance curriculum, instruction, and assessment across the district. These initiatives reflect a strong commitment to ensuring high-quality education and support for both teachers and students. Here's an in-depth look at SEISD's key initiatives and

expectations:

Professional Learning Communities (PLCs)

1. Structure and Scheduling:

- **Meeting Days:**
 - **Elementary:**
 - Tuesday: Loya
 - Wednesday: Alarcon
 - Thursday: Sambrano
 - Friday: Borrego
- **Focus Areas:**
 - Each PLC session will focus on one of the following: planning, data, interventions, or campus-based needs.
- **Leadership and Participation:**
 - PLCs will be led by teachers (department chair or PLC lead) and overseen by Instructional Specialists and/or an administrator.
 - An administrator is expected to attend each PLC meeting.
- **Preparation and Expectations:**
 - Teachers must be prepared in advance, engaging in meaningful discussions about lesson design and data analysis.

Eduphoria / Assessments / Content and Language Objectives

1. Assessment Models:

- **Elementary Grades 3-6:**
 - Follow a 4- and 8-week assessment model, with autonomy for Social Studies content area.
- **Secondary Grades 7-12:**
 - Assess student performance every 4- and 8-weeks using Eduphoria Aware assessments.
- **Assessment Creation:**
 - Secondary assessments are created by PLCs, guided by Instructional Officers (IOs).
 - Elementary assessments are created/formatted by IOs.
- **Data Analysis:**
 - All assessments are scored on Eduphoria within 48 hours and analyzed to generate interventions or re-teaching opportunities for struggling learners.

Lesson Plans

1. Submission and Content:

- **Deadlines:** Lesson plans are due according to campus administrator deadlines.
- **Details Required:**
 - Specific per day/week
 - Gradual release of responsibility model
 - Guided question development
 - Use of TRS documents and adherence to district-created pacing calendars
 - Inclusion of TEKS, ELPS, and CCRS standards
 - Differentiated instruction for GT, EB, and SPED/504 learners
 - Use of graphic organizers, cooperative learning structures (e.g., Kagan, L4W HYIS)
 - Integration of instructional technology
 - Support for EB students (L, S, R, W, GLAD, Seidnitz strategies)
 - Inclusion of the WICOR model as part of AVID
 - Formative assessments

Reading Instruction

1. Curriculum:

- **Grades K-5:** HMH Into Reading/Arriba la lectura
 - **Grades 6-12:** SAVVAS My Perspectives
2. **Cross-Disciplinary Integration:**
 - Embed reading and writing across all subject areas.
 3. **Baseline Guidelines:**
 - SEISD's Text Level Correlation Guide for grade-level reading goals (K-12).
 4. **TELPAS Monitoring:**
 - Quarterly progress monitoring for listening, speaking, reading, and writing using the Summit K-12 program.
 5. **Language Acquisition Strategies:**
 - Implement GLAD and Seidlitz training for EBs.
 - Follow the SEISD time and treatment model for bilingual/dual language education with emphasis on El Puente and translanguaging strategies.

Mathematics Instruction

1. **Curriculum and Framework:**
 - **Grades 2-5:** Sharon Wells Math
 - **Grades PK-1:** Guided Math framework
 - **Grades 6-8:** IXL math intervention program for targeted support
2. **CPA Approach:**
 - Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

Summary and Reflection

SEISD's initiatives for 2024-2025 highlight a commitment to structured and effective teaching practices:

- **Professional Learning Communities:** Well-organized PLCs with a clear schedule and focus areas will facilitate collaborative planning and data analysis, ensuring that instructional practices are continuously refined.
- **Eduphoria and Assessments:** Rigorous assessment processes and timely data analysis will help in identifying student needs and tailoring interventions.
- **Lesson Planning:** Detailed and structured lesson plans that incorporate best practices and district expectations will support high-quality instruction and student engagement.
- **Reading and Math Instruction:** Use of evidence-based curricula and frameworks will drive achievement in core subjects, with particular attention to language acquisition and differentiated support.

These initiatives are designed to create a cohesive and effective educational environment, with a strong focus on student achievement, teacher preparation, and continuous improvement. By maintaining rigorous standards and providing targeted support, SEISD aims to enhance educational outcomes across the district.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Special Education students are struggling with academic underachievement in the areas of reading and mathematics. **Root Cause:** SEISD has been identified via Results-Driven Accountability (RDA) based on Special Education performance in grades 3-8 RLA, grades 5 and 8 science, and grade 8 Social Studies.

Parent and Community Engagement

Parent and Community Engagement Summary

San Elizario ISD's commitment to family and community involvement is central to its mission of enhancing student success and fostering a supportive educational environment. Here's a comprehensive overview of the district's approach to engaging parents and the community:

Family and Community Involvement Plan

Framework and Objectives:

- **Collaborative Effort:** The plan is designed to create a collaborative framework where families, educators, and communities work together to enhance teaching and learning.
- **Title I, Part A Compliance:** Adheres to the parental involvement provisions in Title I, Part A of the Every Student Succeeds Act (ESSA), ensuring shared accountability between schools and families.
- **Local Needs and Capacity Building:** Focuses on addressing local needs and building parents' capacity to support their children's academic achievements.

Survey and Feedback:

- **Annual Surveys:** Parents are surveyed at least once a year to assess the effectiveness of parent and community engagement efforts and to gather feedback for continuous improvement.

Personnel and Resources:

- **Dedicated Staff:** SEISD employs a district-level parent liaison and campus-based parent liaisons at each school to facilitate communication and engagement.
- **Resource Allocation:** Resources are allocated to support and implement the family and community involvement plan effectively.

Engagement in Planning:

- **Involvement in Planning Committees:** Parents and community members are actively involved in the development of district and campus improvement plans, the District Advisory Team (DAT), the Student Health Advisory Committee (SHAC), and other planning committees.
- **Networking Opportunities:** The district provides opportunities for parents to connect and network with other parents interested in supporting the district.

“Mission: Progressing Together” Meetings

Purpose and Format:

- **Monthly Meetings:** Held monthly, these meetings serve as a platform for the Superintendent to update parents and community members on district initiatives, assessment information, and upcoming activities.
- **Q&A Sessions:** The Superintendent is available for direct questions and answers, addressing concerns and providing clarity on district matters.
- **Meeting Times and Accessibility:** Meetings are scheduled in the morning and afternoon to accommodate various schedules. Recordings are distributed via the district's SMORE newsletter for those unable to attend.

Collaboration with City Officials:

- **City Component:** Each meeting features a "city" component led by San Elizario's Mayor, alongside the district component. This dual focus promotes synergy between the school district and the local government, fostering a unified approach to community and educational development.

Benefits of Parent and Community Involvement:

1. **Improved School Climate:** Positive parental and community engagement contributes to a better school environment and enhances the campus's educational mission.

2. **Increased Academic Achievement:** Higher levels of parental involvement are associated with improved student academic performance.
3. **Enhanced Support Services:** Active engagement allows for better identification of family needs and the provision of relevant services and resources, reducing educational barriers for students.

Summary

San Elizario ISD's Family and Community Involvement Plan underscores the district's dedication to fostering strong partnerships between families, educators, and the community. By implementing a structured approach to engagement, providing consistent communication, and involving parents and community members in key decision-making processes, SEISD aims to create an inclusive and supportive educational environment. The district's efforts reflect a commitment to not only improving student outcomes but also strengthening the overall educational experience for all stakeholders involved.

Parent and Community Engagement Strengths

San Elizario ISD (SEISD) emphasizes robust parental and community involvement as a core element of its educational approach. The district's comprehensive strategies and initiatives reflect its commitment to fostering meaningful engagement with families and the community to support student success. Here's an overview of SEISD's extensive efforts to involve parents and the community:

District-Level and Campus-Based Parent Liaison

- **Full-Time District-Level Parent Liaison:** This position is dedicated to coordinating district-wide parental engagement efforts, ensuring consistent communication and support across all campuses.
- **Campus Parent Liaisons:** Each campus has a designated parent liaison to facilitate local parental involvement, address campus-specific needs, and build connections with families.

Committee Participation

- **District Advisory Team (DAT):** Involves parents and community members in shaping district policies and initiatives.
- **Language Proficiency Assessment Committee (LPAC):** Engages parents in discussions regarding language proficiency and support for English Language Learners (ELLs).
- **Migrant Parent Advisory Council (MPAC):** Provides a platform for migrant families to voice concerns and participate in educational planning.
- **Student Health Advisory Council (SHAC):** Includes parents in discussions about student health and wellness.

Social Workers and Support Programs

- **Social Workers:** Employed to coordinate parent and community involvement and assist students through programs and referrals, including those for transition, foster care, and at-risk situations.

Parental Involvement and Volunteer Recognition

- **Documentation and Recognition:** All parental involvement and volunteer hours are documented across campuses. Volunteers who contribute the most hours are recognized at the annual parent volunteer luncheon.

Community Partnerships

- **Collaborations:** SEISD partners with various organizations to enhance community support and resources:
 - Aid for the Needy
 - Aliviane
 - Abundant Church
 - Operation School Bell
 - Project Bravo
 - Organización Progresiva de San Elizario

- San Jacinto Adult Learning Center (El Paso ISD)
- Border Patrol
- Clint Unit
- ESC-Region 19 Parent Involvement Network

Educational and Engagement Events

- **Health, Wellness, and Mental Health Classes:** Offered to parents to promote well-being and support their children's mental health.
- **Book-of-the-Month and Parent Literacy Sessions:** Held monthly at elementary and primary campuses to encourage reading and literacy.
- **Literacy Nights:** Hosted in the fall and spring at the middle school level to engage families in literacy activities.
- **Latino Literacy Events:** Focused on promoting literacy within the Latino community.
- **Class Dojo Communication:** Utilized to enhance communication between teachers and parents.
- **STEM Nights and Math Nights:** Organized at elementary and middle schools to promote interest in science, technology, engineering, and math.
- **GT Family Nights:** District-wide events to engage families of gifted and talented students.
- **Literacy FUNDamentals Newsletter:** A publication that provides literacy tips and resources to parents.
- **Informative Parent Meetings:** Held district-wide to update and inform parents on various educational topics.
- **Military Family Night:** A special event focused on the needs of military-connected families.
- **Parent Portal:** Provides access to student information and grades for parents.
- **Campus-Based Electronic Newsletters:** Regular updates and news shared through digital newsletters.
- **Mother/Son and Father/Daughter Dances:** Social events at primary and elementary levels to foster family engagement.
- **FAFSA Night:** Held at the high school level to assist families with college financial aid applications.
- **Coffee with the Principal:** Informal meetings providing parents with opportunities to discuss school matters with the principal.
- **Comic Con:** A unique event combining educational and entertainment elements.
- **Additional Events:** Includes Rose Ceremony, Homecoming, Thanksgiving lunches, and athletic events to strengthen community ties.

Military Connected Families

- **Purple Star Designation:** SEISD is seeking designation for military-connected families. Alarcon Elementary and Garcia-Enriquez Middle School have re-applied for this recognition for the 2024-2025 school year, highlighting the district's commitment to supporting military families.

Summary

San Elizario ISD's approach to family and community involvement is multifaceted and designed to create a supportive, engaged, and informed community around its schools. Through dedicated personnel, active participation in various committees, extensive community partnerships, and a wide array of engagement activities, SEISD is committed to enhancing student success and fostering a positive educational environment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent engagement at district-wide events is lower than expected. **Root Cause:** Parents may have conflicting work schedules that preclude attendance.

District Context and Organization

District Context and Organization Summary

San Elizario ISD (SEISD) operates with a strategic focus on delivering quality education and ensuring effective management across its six campuses and central operations. Here's a detailed overview of SEISD's structure, operations, and key initiatives:

District Overview

- **Campuses and Student Enrollment:**
 - **Lorenzo G. Loya Primary School:** Serves 171 students in grades PPK-PK.
 - **Josefa L. Sambrano Elementary School:** Serves 603 students in grades K-2.
 - **Lorenzo G. Alarcon Elementary School:** Serves 304 students in grades 3-6.
 - **Alfonso Borrego Sr. Elementary School:** Serves 495 students in grades 3-6.
 - **Ann M. Garcia-Enriquez Middle School:** Serves 418 students in grades 7-8.
 - **San Elizario High School:** Serves 1,018 students in grades 9-12.
- **District Operations:**
 - **Central Office:** Houses the Superintendent's office, Planning & Instruction, Finance, Child Nutrition Services, and Human Resources.
 - **Excell Building:** Contains the Special Education and Technology Departments.
 - **Support Services Operations Center (SSOC):** Located adjacent to Josefa L. Sambrano Elementary, SSOC houses Warehouse, Security, Custodial Services, Maintenance, Grounds, and Transportation teams.

Superintendent's Cabinet

The Cabinet oversees key district operations and initiatives:

- **Superintendent:** Leads the district.
- **Associate Superintendent:** Assists with overall district management.
- **Executive Director of Finance:** Manages financial operations.
- **Executive Director of Technology:** Oversees technology initiatives.
- **Executive Director of Athletics:** Manages athletics programs.
- **Executive Director of Support Services:** Oversees support services to include security and maintenance.
- **Executive Director of Child Nutrition Services:** Manages food services.
- **Executive Director of Human Resources:** Oversees HR functions.

Planning & Instruction Department

This department is responsible for curriculum, instruction, and assessment:

- **Instructional Officers:**
 - **Elementary Math and Science**
 - **Secondary Math and Science**
 - **Elementary RLA and Social Studies**
 - **Secondary RLA and Social Studies**
 - **Bilingual Education and Dual Language**
- **Administrator of Instructional Programs:** Oversees bilingual education and curriculum.
- **Administrator of Research and Evaluation:** Manages state and district assessments, Gifted and Talented programs, At-Risk, and A-F accountability.

- **Administrator of Career and Technical Education:** Oversees CTE and counseling programs.

Social Workers and Health Services

- **Social Workers:** 2 social workers each covering 3 campuses, assisting with student needs and community involvement.
- **District-Level Nurse:** Supervises campus-based nursing staff.
- **Special Education Department:** Located at the Excell building, providing comprehensive services for Special Education students.

Family and Community Involvement

- **Parent Liaison:** District-level parent liaison and campus-based liaisons work to enhance family and community engagement.
- **Involvement Programs:** Includes various committees, community partnerships, and events designed to increase parental and community engagement.

Website and Transparency

SEISD's website provides extensive information for stakeholders:

- District Calendars
- District Goals
- Student Code of Conduct
- Grade Reporting Schedules
- Transportation Schedules
- TAPR Reports
- School Report Cards
- Federal Report Cards
- District and Campus Improvement Plans
- Annual District Performance Report
- Annual Financial Reports
- F.I.R.S.T. Ratings
- Proposed and Adopted Budgets
- Accountability Ratings
- District Accreditation Status
- School Menus
- Student-to-Graduate Profile
- Parent Profile
- Employee Profile

Operational Schedule

- **Year-Round Schedule:** SEISD operates on a year-round calendar.
- **4-Day Instructional Week:** Implemented starting the 2023-2024 school year to enhance teacher retention, improve health, and optimize learning experiences. SEISD is the first district in Region 19 to adopt this schedule.

Key Goals of the 4-Day Week

- **Recruitment and Retention:** Attract and retain high-quality teachers and staff.
- **Health and Well-being:** Improve physical and mental health for all stakeholders.
- **Educational Impact:** Enhance student achievement through more focused instructional time.

Summary

San Elizario ISD is dedicated to creating a supportive and effective educational environment through strategic planning, robust community involvement, and innovative scheduling. With a comprehensive approach to curriculum, instruction, and student support, SEISD aims to foster student success and community engagement while adapting to evolving educational needs.

District Context and Organization Strengths

San Elizario ISD's 4-day instructional week, introduced in the 2023-2024 school year, stands out as a pivotal strength for the district, particularly in terms of recruitment and retention of high-quality educators. Here's a closer look at how this schedule has positively impacted SEISD:

Strengths of the 4-Day Instructional Week

1. Attraction of Experienced Educators:

- **High Demand:** The shift to a 4-day week has made SEISD highly attractive to prospective teachers. The district has experienced such significant interest that a waiting list has formed for employment opportunities. This influx of applicants indicates a strong preference for SEISD's innovative schedule among educators.
- **Experienced Hires:** New hires under this schedule are typically seasoned professionals rather than new teachers. This brings a wealth of experience into the classroom, contributing to a higher caliber of instruction.

2. Enhanced Classroom Instruction:

- **Quality Teaching:** The presence of experienced educators translates to richer and more effective teaching practices. These teachers bring proven strategies and a deep understanding of pedagogical methods, which enhances the overall learning environment.
- **Focused Learning:** With a condensed week, teachers and students benefit from more focused and intensive instruction during the four-day schedule. This can lead to improved academic outcomes and a more engaging learning experience for students.

3. Improved Teacher Retention:

- **Work-Life Balance:** The 4-day week provides teachers with a three-day weekend every week, significantly improving their work-life balance. This aspect of the schedule helps in retaining experienced teachers who might otherwise be attracted to other districts or jobs that offer better personal time management.
- **Reduced Burnout:** The extended weekend helps reduce teacher burnout by allowing for more time to recharge, prepare for classes, and manage personal commitments. This can contribute to higher job satisfaction and longevity within the district.

4. Positive Impact on Student Learning:

- **Rich Learning Environment:** With more experienced teachers and a structured instructional time, students benefit from a more enriching educational environment. Experienced educators are often better equipped to tailor instruction to meet diverse student needs, potentially leading to better academic performance.

Strategic Outcomes

- **Recruitment Success:** The district's reputation for offering a desirable work schedule has positioned SEISD as a leading choice for educators, thereby attracting high-quality candidates.
- **Quality Instruction:** Experienced teachers provide a depth of knowledge and instructional expertise that enhances the educational experience for students.
- **Retention and Satisfaction:** The 4-day week supports teacher retention through improved work-life balance, leading to a more stable and effective teaching staff.

Conclusion

The implementation of the 4-day instructional week has proven to be a strategic advantage for San Elizario ISD. By attracting experienced educators and improving teacher satisfaction, SEISD has created a robust and dynamic learning environment that benefits both teachers and students. This innovative approach not only strengthens the district's educational offerings but also positions SEISD as a desirable place to work within the region.

Technology

Technology Summary

San Elizario ISD's Technology Plan for 2024-2025 is a strategic framework designed to advance the district's technological capabilities and ensure all stakeholders are equipped for 21st-century learning and operations. This plan aligns with the Texas Education Agency's Revised and Extended Long-Range Plan for Technology (2018-2025) and is built around six key areas that support the district's educational and operational goals.

Key Areas of Focus

1. Personalized, Flexible, and Empowered Learning

- **Adaptive Learning Tools:** Implement and enhance tools that cater to individual learning styles and needs, providing personalized learning experiences.
- **Flexible Learning Environments:** Develop and maintain virtual and hybrid learning environments to accommodate diverse educational needs and preferences.
- **Empowered Students and Educators:** Equip students and teachers with technology that supports self-directed learning and instructional effectiveness.

2. Equitable Access

- **Technology for All:** Ensure that all students have access to necessary technological resources and tools, regardless of socio-economic status.
- **Access to Devices and Connectivity:** Provide devices and reliable internet access to students and staff, particularly in underserved areas.
- **Support Structures:** Develop programs and support systems to assist students and families in using technology effectively.

3. Digital Citizenship

- **Responsible Use:** Educate students and staff on responsible, ethical, and legal use of technology.
- **Digital Literacy:** Integrate digital citizenship into the curriculum to foster safe and respectful online behavior.
- **Awareness Programs:** Implement ongoing training and resources on topics such as online safety, privacy, and digital footprint management.

4. Safety and Security

- **Cybersecurity Measures:** Establish robust cybersecurity protocols to protect district data and systems from breaches and attacks.
- **Safe Learning Environments:** Ensure that digital tools and platforms are secure and protect students from physical, emotional, and digital risks.
- **Incident Response:** Develop and regularly update an incident response plan to address and manage potential technology-related security incidents.

5. Collaborative Leadership

- **Consensus Building:** Foster a collaborative approach to technology decision-making involving key stakeholders, including administrators, teachers, students, and parents.
- **Professional Development:** Offer continuous professional development for staff to enhance their technological skills and integration strategies.
- **Goal Alignment:** Ensure technology initiatives align with the district's overall goals and improvement plans, facilitating effective implementation and assessment.

6. Reliable Infrastructure

- **Infrastructure Upgrades:** Invest in and maintain reliable technology infrastructure, including networks, servers, and hardware.
- **Support Systems:** Ensure that technical support is available to resolve issues promptly and minimize downtime.
- **Scalability:** Plan for future technology needs and scalability to accommodate growth and changes in educational technology requirements.

Goals and Objectives

The Technology Plan's goals are aligned with the District Improvement Plan and are focused on:

- **Enhancing Learning Experiences:** Leveraging technology to support innovative teaching methods and improve student outcomes.

- **Ensuring Equity:** Bridging the digital divide to provide all students with equal access to technological resources and opportunities.
- **Promoting Safety:** Implementing robust measures to safeguard students, staff, and data in a digital environment.
- **Supporting Collaboration:** Building a collaborative approach to technology integration and decision-making.
- **Maintaining Infrastructure:** Ensuring that the district's technology infrastructure is reliable, secure, and capable of supporting current and future needs.

Comprehensive Needs Assessment

The needs assessment involves:

- **Evaluation of Current Technology:** Assessing hardware, software, and technical support to determine current status and areas for improvement.
- **Staff Development:** Identifying professional development needs related to technology use and integration.
- **Annual Reviews:** Conducting regular reviews by the Executive Director of Technology and campus administrators to guide budgeting and technology objectives.

Implementation and Monitoring

- **Progress Evaluation:** Continuously monitor the implementation of technology initiatives and make necessary adjustments based on ongoing evaluations.
- **Budget Planning:** Use assessment findings to inform technology budget allocations and ensure resources are effectively utilized.
- **Feedback Mechanisms:** Collect feedback from stakeholders to evaluate the effectiveness of technology programs and make improvements as needed.

This plan ensures that San Elizario ISD is positioned to meet the evolving technological needs of its students and staff, fostering an environment of innovation, safety, and equity in education.

Technology Strengths

San Elizario ISD's Technology Plan for 2024-2025 reflects a strong commitment to leveraging technology to enhance educational and operational excellence. The district's technology strengths, including its infrastructure, instructional software and hardware, telecommunications, information systems, and early AI integration, provide a solid foundation for advancing its goals. Here's a closer look at these strengths:

Technology Strengths

Infrastructure

- **High-Speed Connectivity:** The district boasts a robust 20Gbps connection for data, voice, and video, supported by a centralized 10Gbps internet connection for all district entities. This ensures high-speed, reliable connectivity across the district.
- **Classroom Technology:** Every classroom is equipped with essential infrastructure, including data connections, wireless access points, and telecommunication services, providing comprehensive connectivity and support for various technological needs.

Instructional Software

- **Microsoft 365 for Education:** Utilizes tools like Outlook, SharePoint, Forms, OneDrive, and Office applications for effective communication, collaboration, and productivity.
- **Cloud Management:** Management of Windows devices is handled through Microsoft Intune, ChromeBook devices via Google Admin, and iPads via Jamf management software, ensuring up-to-date and secure device management.
- **Google Workspace:** Faculty, staff, and students have access to Google Workspace applications, including Little SIS for Classroom, facilitating collaboration and educational management.

Instructional Hardware

- **Interactive Smart Panels:** Equipped with either Chromebox or Windows OPS, providing interactive and engaging learning experiences.
- **Document Cameras and Printers:** Networked document cameras and laser printers support diverse instructional and administrative needs.

- **Mobile Devices:** The district maintains over 3000 mobile devices with management and charging stations, ensuring accessibility and convenience for both students and staff.

Telecommunications

- **Voice Services:** Cisco Unified Communications Manager and Cisco Unity Connection are used for reliable voice services.
- **Fax and Paging:** XMedius software provides fax services, while IP telephony supports paging and call alert services.
- **Video Conferencing:** Microsoft Teams is used for video conferencing, enhancing virtual collaboration and communication.

Information Systems

- **ERP/SIS System:** Manages student, human resources, warehouse, asset tracking, and finance/accounting functions, integrating various administrative and operational processes.
- **Parent Portal:** Provides a platform for parents to monitor academic progress and engage with their child's education.
- **POS System:** Ensures compliance and reporting for Child Nutrition Services, facilitating efficient management of meal services.

Early AI Integration for Instruction and Business

- **Instructional AI:** The district is exploring AI-driven tools such as adaptive learning platforms, AI tutoring, and personalized feedback mechanisms to enhance student learning.
- **Business AI:** AI applications are being considered for automating administrative tasks, predictive analytics for resource management, and improving data-driven decision-making.

Conclusion

San Elizario ISD's technology strengths highlight a forward-thinking approach to integrating and managing technology within the district. The commitment to high-speed infrastructure, cutting-edge instructional software and hardware, advanced telecommunications, and comprehensive information systems sets a strong foundation for achieving educational and operational excellence. The early integration of AI promises to further enhance these capabilities, positioning the district at the forefront of technological advancements.

By continuing to invest in and evaluate these technological resources and innovations, San Elizario ISD aims to maintain a dynamic and effective learning environment, ensuring that students and staff are well-prepared for future challenges and opportunities.

Problem Statements Identifying Technology Needs

Problem Statement 1: The current phone system is outdated and does not support modern communication needs, whether cloud-hosted or on-premises with new handsets. **Root Cause:** The existing infrastructure has not been updated to leverage newer technologies that offer better integration, scalability, and reliability. The legacy system is limited in functionality and is becoming increasingly complex and expensive to maintain.

Problem Statement 2: The current wireless controllers are end-of-life and must be upgraded to ensure reliable and secure wireless connectivity across the district. **Root Cause:** The existing wireless controllers have outdated hardware and software that can no longer be supported or updated. This affects the wireless network's overall performance, security, and capacity, limiting the district's ability to support increasing numbers of devices and advanced applications.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: The district will provide high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel and support personnel on a wide variety of identified topics based on data, to include local and/or state required training.

Evaluation Data Sources: Documentation of attendance at staff development sessions, evidence of professional development implementation, T-TESS evaluations





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for (out of district or virtual) professional development conferences and/or training sessions, to include related travel, membership, and registration expenses. Opportunities provided will enrich content knowledge and varied TEKS for attendees. (Monthly)</p> <p>Strategy's Expected Result/Impact: Provide federal and state guidelines support and leadership to campus and district staff.</p> <p>Maintain current knowledge of changes to federal and state programs.</p> <p>Provide advisory assistance and support to district and campus staff.</p> <p>Staff Responsible for Monitoring: Federal and Special Programs Coordinator Planning and Instruction Department</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for (within district) professional development conferences and/or training sessions to include relevant consultant services, supplies, stipends, extra duty pay, technology, light refreshments and beverages, working meals, etc. as needed. (Monthly)</p> <p>Strategy's Expected Result/Impact: Improved job performance for stakeholders by providing necessary training</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs Planning and Instruction Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide required professional development for Gifted and Talented and other areas of need via EduHero and TAGT On Demand via Responsive Learning. Provide the Administrator for Research and Evaluation the hardware, software, and basic supplies to coordinate the district's Gifted and Talented (GT) program. (Monthly)</p> <p>Strategy's Expected Result/Impact: Compliance with legal requirements for GT as per the Texas State Plan for the Education of GT Students</p> <p>Staff Responsible for Monitoring: Administrator of Research and Evaluation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Perkins V (Pt2.3, Pt. 8.1-3): Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Trainings may include but are not limited to (Monthly):</p> <p>Annual Regional CTE Conference Annual State CTE Conference Annual PLTW Conference Annual CTAT Conferences Appropriate use of technology in CTE courses/programs</p> <p>Strategy's Expected Result/Impact: Improved job performance for stakeholders by providing necessary training</p> <p>Staff Responsible for Monitoring: Career & Technical Education Administrator Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: To continue training Human Resources Personnel to stay up-to-date on employment law, certification updates, and other training opportunities to include but not limited to (Monthly):</p> <p>TASA TASBO Region 19 TEA EduHero</p> <p>Strategy's Expected Result/Impact: To ensure compliance at all levels within Human Resources.</p> <p>Staff Responsible for Monitoring: Human Resources Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: SEISD will recruit and hire teachers who are certified within their field of teaching and who meet the district's definition of a highly qualified teacher.

Evaluation Data Sources: Human Resources employment records

Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD provides monetary stipends for qualified, certified applicants who possess certification in areas of need. (Yearly)</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers will be hired to fill positions in areas of need.</p> <p>Staff Responsible for Monitoring: Human Resources Staff Finance Department Staff Campus Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEISD will support the First Year Teacher Academy, the Mentor Academy, and RTAP to prepare new teachers and their mentors, with the goal being retention of new teachers. (Yearly)</p> <p>Strategy's Expected Result/Impact: Adequately train and support new teachers and their mentors.</p> <p>Staff Responsible for Monitoring: Planning and Instruction Department, Campus Principals</p> <p>Funding Sources: Mentor Stipends - 211: Title I, Part A Improving Basic Programs - 211.13.6118.06.802.30 - \$8,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: SEISD will support the Teacher Incentive Allotment (TIA) Program by utilizing third-party support for data analysis processes as required for TIA such as Activated Partners.</p> <p>Strategy's Expected Result/Impact: Data analysis that satisfies TIA regulations.</p> <p>Staff Responsible for Monitoring: Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: Student Outcome Goal 1 (HB 3; 5-year Goal)

The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:

2024--69%

2025--73%

2026--77%

2027--81%

2028--85%

High Priority


HB3 Goal


Evaluation Data Sources: STAAR scores in 3rd math

Strategy 1 Details	Reviews			
<p>Strategy 1: Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)</p> <p>The Overall Measure of Math Growth for all Pre-K students (English) will increase from 91% at Wave 3 in January of 2024 (MOY) to greater or equal to 93% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report.</p> <p>The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 83% at Wave 3 in January of 2024 (MOY) to > 87% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report.</p> <p>Strategy's Expected Result/Impact: Students will master early mathematics skills in preparation for Kindergarten.</p> <p>Staff Responsible for Monitoring: Campus Principals Administrator of Research and Evaluation</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)</p> <p>The Growth Percentile of all students in grades K-2 on the MAP Mathematics assessment will increase from the 32nd percentile in January of 2024 (MOY) to greater than or equal to the 38th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>Strategy's Expected Result/Impact: Students will master early mathematics TEKS.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)</p> <p>The Growth Percentile of all 3rd graders on the MAP Mathematics assessment will increase from the 40th percentile in January of 2024 (MOY) to greater than or equal to the 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>Strategy's Expected Result/Impact: Students will master early mathematics TEKS.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: SEISD will provide support, resources, and training for the Guided Math Framework, Sharon Wells Math, IStation Math, TEKS Resource System Math, MAP Mathematics Assessments, summer program mathematics needs, and the adopted textbooks and components for mathematics. (Daily/Weekly)</p> <p>Strategy's Expected Result/Impact: Improvement in mathematics achievement</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will employ two Instructional Officers (Title II; 2FTE's) to serve curriculum and instruction needs across the district in RLA, Social Studies, Mathematics, and Science. (Yearly)</p> <p>(Title II, Part A)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in mathematics and reading</p> <p>Staff Responsible for Monitoring: Associate Superintendent Administrator of Instructional Programs</p> <p>Funding Sources: Title II, Part A - Instructional Officers (2 FTEs) - 255 Title II, Part A Supporting Effective Instruct - 255.13.6119.00.802.24 - \$202,135</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Student Outcome Goal 2 (HB 3; 5-year Goal)

The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:

2024--64%

2025--68%

2026--72%

2027--76%

2028--80%





High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Goal Progress Measure (GPM) 2.1 (District; 1-year Goal)</p> <p>Each of the nine pre-reading skills (English) for all Pre-K students will increase by greater than or equal to 4% from EOY Wave 3 in May of 2024 to EOY Wave 3 in May of 2025 as measured by the CIRCLE School Average Growth Report.</p> <p>Each of the eight pre-reading skills (Spanish) for all Pre-K students will increase by greater than or equal to 4% from EOY Wave 3 in May of 2024 to EOY Wave 3 in May of 2025 as measured by the CIRCLE School Average Growth Report.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading</p> <p>Staff Responsible for Monitoring: Campus Principal Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 2 Details	Reviews			
<p>Strategy 2: Goal Progress Measure (GPM) 2.2 (District; 1-year Goal)</p> <p>The Growth Percentile of all students in grades K-2 on the MAP Reading assessment (English) will increase from the 26th percentile in January of 2024 (MOY) to > 32nd percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>The Growth Percentile of all students in grades K-2 on the MAP Reading assessment (Spanish) will increase from the 28th percentile in January of 2024 (MOY) to > 34th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading</p> <p>Staff Responsible for Monitoring: Campus Principal Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Goal Progress Measure (GPM) 2.3 (District; 1-year Goal)</p> <p>The Growth Percentile of all 3rd graders on the MAP Reading assessment (English) will increase from the 41st percentile in January of 2024 (MOY) to greater than or equal to the 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>The Growth Percentile of all 3rd graders on the MAP Reading assessment (Spanish) will increase from the 27th percentile in January of 2024 (MOY) to greater than or equal to the 32nd percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading</p> <p>Staff Responsible for Monitoring: Campus Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: SEISD will provide support, resources, and training for MAP Reading Assessments, CIRCLE Progress Monitoring in Reading, IStation Reading, improvements in writing achievement, TEKS Resource System RLA, summer program RLA needs, and the adopted RLA textbook programs and components. (Weekly)</p> <p>Strategy's Expected Result/Impact: Improved academic growth in reading</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p>Strategy 5: SEISD will employ two Instructional Officers (Title I; 2 FTE's) to serve curriculum and instruction needs across the district in RLA, Social Studies, Mathematics, and Science. (Yearly)</p> <p>Title I, Part A</p> <p>Strategy's Expected Result/Impact: Improved teacher quality and student success</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Funding Sources: Title I, Part A - Instructional Officers (2 FTEs) - 211: Title I, Part A Improving Basic Programs - 211.13.6199.00.802.24 - \$179,893</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: The District Literary Anthology will support the home/school connection to promote writing. (Yearly)</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in writing.</p> <p>Staff Responsible for Monitoring: Principals Instructional Officers</p>	Formative			Summative
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Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: Students in grades 4-12 will see annual increases in academic growth in reading and mathematics on assessments to include STAAR/EOC, MAP, TRS Unit Assessments, and other relevant reading and math assessment instruments.





Evaluation Data Sources: MAP Reports, STAAR Scores, TRS Unit Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide training, support, and resources for MAP assessments in reading and mathematics in grades 4-12, TRS reading and math curricula, adopted reading and mathematics textbook programs, and writing initiatives. (Weekly)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading and mathematics</p> <p>Staff Responsible for Monitoring: Campus Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide co-support for improvements in reading and mathematics at all grade levels to include professional development, data analysis, backwards design planning, direct student support, intersession and summer support, and PLC guidance. (Weekly)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in reading and mathematics</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
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Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: Students will demonstrate annual improvements in achievement in science and social studies as demonstrated by grades 5/8 science STAAR, Biology EOC, 8th grade Social Studies STAAR, and the U.S. History EOC.





Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide support for Science and STEM/STEAM initiatives through Science Fair participation, STEMScopes curriculum, and all STEM/STEAM-related curriculum and enrichment activities. (Weekly)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will support K-12 Social Studies by purchasing materials, consultant services, providing training, supporting PLC's, iXL program implementation, and supporting adopted textbooks and resources. (Monthly)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in Social Studies</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The Gifted and Talented (GT) program will be supported in terms of identification and assessment, service design and delivery, family and community involvement, professional development, and curriculum and instruction in order to meet guidelines in the Texas State Plan for the Education of G/T Students.

Evaluation Data Sources: Assessment reports, evaluation instrument

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will support meetings and events geared towards GT students and their families to supplement GT services provided during the school day, and will conduct annual GT program evaluation activities. (Monthly/Yearly)</p> <p>Strategy's Expected Result/Impact: Improved parent/student relationships</p> <p>Staff Responsible for Monitoring: Principals GT Coordinators Administrator of Research and Evaluation</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Special Education students will be supported in all areas of curriculum, instruction, and assessment in order to meet their varied academic, social, emotional, and physical needs with appropriate accommodations and modifications.

High Priority

Evaluation Data Sources: ARD and 504 paperwork and reports

Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD will monitor and support implementation of co-teaching, inclusion, pull-out models, and self-contained units for delivery of instructional services to include necessary personnel. (Monthly)</p> <p>Strategy's Expected Result/Impact: Improvement of SPED student academic performance</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide full and individual evaluations to students suspected of having emotional disturbance, Speech-language support or autism to determine eligibility for special education placement and services. (Monthly)</p> <p>Strategy's Expected Result/Impact: Improvement of SPED student academic performance</p> <p>Staff Responsible for Monitoring: Principals Director of Special Education</p> <p>Funding Sources: Autism Specialist - 211: Title I, Part A Improving Basic Programs - \$75,000, Speech Language Pathologist - 211: Title I, Part A Improving Basic Programs - \$90,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide treatment and instruction to students characterized as demonstrating characteristics of dyslexia and dysgraphia. (Weekly)</p> <p>Strategy's Expected Result/Impact: Provide needed services to affected students</p> <p>Staff Responsible for Monitoring: Principals Diagnosticians</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with disabilities appropriate support and opportunities to develop skills necessary for post-secondary life such as transition plans, referrals to agencies, job sites, etc. (Monthly)</p> <p>Strategy's Expected Result/Impact: Successful integration post-high school for affected students</p> <p>Staff Responsible for Monitoring: Director of Special Education Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Special Education awareness and support sessions to parents of children receiving Special Education services. (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved parental awareness of SPED services</p> <p>Staff Responsible for Monitoring: Director of Special Education Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Emergent Bilingual (EB) students will be supported in all areas of curriculum, instruction, and assessment in order to increase academic achievement in all areas.

Evaluation Data Sources: STAAR / EOC Scores
 Benchmark Scores
 TELPAS Scores
 LPAC Committee Findings

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement the use of various survey instruments for Bilingual/ESL program identification or reclassification, such as Pre-LAS/LAS Links and IOWA assessments. (Yearly)</p> <p>Strategy's Expected Result/Impact: Accurate student placement into services.</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor Language Proficiency Assessment Committee (LPAC) process and documentation, to include audit of files through usage of LPAC software (eSTAR from Frontline Education). (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved accuracy in record-keeping.</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Bilingual/English as a Second Language (BED/ESL) Program Evaluation to address current accountability measures and adjustments needed to enhance district BED/ESL programs. (Yearly)</p> <p>Strategy's Expected Result/Impact: Ongoing program improvements due to evaluation results</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p> <p>Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor district Bilingual/English as a Second Language (ESL) programs and student performance to ensure proper program implementation. (Weekly)</p> <p>Strategy's Expected Result/Impact: Improved program services and improved student performance</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p> <p>Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide support and resources for teachers seeking to obtain Bilingual/ESL Supplemental Certificates. (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved quality of instructional delivery</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Employ a Title III Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for Emergent Bilingual Students. (1 FTE) (Yearly)</p> <p>Strategy's Expected Result/Impact: Increased student achievement for Emergent Bilinguals and improved quality of instructional delivery.</p> <p>Staff Responsible for Monitoring: Administrator of Instructional Programs</p> <p>Results Driven Accountability</p> <p>Funding Sources: Title III, Part A Instructional Officer (1 FTE) Estimated Salary & Benefits - 263: Title III, Part A English Language Acq. - 263.13.6119.00.802.25 - \$143,231</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor Public Education Information Management System (PEIMS) for EB coding accuracy to include EB coding for Special Education students. (Monthly)</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to implement daily, intersession, and/or summer school curriculum for PK-12 Emergent Bilinguals (EBs) that is focused on providing multiple opportunities for students to engage with meaningful linguistic and academic experiences. to include language objectives and the 4+1 domains (or 5 skills). (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved student achievement in targeted grade levels.</p> <p>Staff Responsible for Monitoring: Principals Administrator of Instructional Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Students who did not pass the STAAR/EOC assessments in Grades 3-12 will receive up to 30 hours of accelerated instruction in the area(s) of need, to focus on reading and mathematics in compliance with HB 4545, as amended by HB 1416.

High Priority





Evaluation Data Sources: HB 4545/1416 campus documentation
STAAR/EOC score reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: The district will work to actively reduce the dropout rate and increase the graduation rate.

Evaluation Data Sources: Dropout lists as provided by TEA
Leaver information from Frontline/TEAMS





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will assemble a dropout recovery team to periodically meet and create annual plans for dropout recovery and will analyze the following (focused on middle and high school):</p> <ol style="list-style-type: none"> 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade. 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions. 5. Results of an evaluation of each school-based dropout prevention program. <p>Strategy's Expected Result/Impact: Reduction in the dropout rate Increase in the graduation rate</p> <p>Staff Responsible for Monitoring: Associate Superintendent Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: The district will evaluate (at least every 2 years) the effectiveness of the decision-making policies, procedures, and staff development activities to ensure they are effectively structured to positively impact student achievement.

Evaluation Data Sources: Meeting agenda, survey results, meeting recommendations from stakeholders

Strategy 1 Details	Reviews			
<p>Strategy 1: District Advisory Team (DAT) meetings will take place at least six times per year to evaluate district policies and procedures.</p> <p>Strategy's Expected Result/Impact: Stakeholder contribution to district decisions</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, travel request forms, invitations, meeting evaluations, sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD will provide support services to homeless/transition students including, but not limited to: school supplies, materials, technology equipment, clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation. Public notices will be distributed as needed for these populations. (Daily)</p> <p>Strategy's Expected Result/Impact: Improved physical and academic well-being of identified students</p> <p>Staff Responsible for Monitoring: District Homeless Liaison, Social Workers, Coordinator of Federal and State Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEISD will offer transportation, academic support, and interventions to Foster Care students as needed on a daily basis. The district will also coordinate efforts between SEISD schools, Foster Care parents, and Child Protective Services (CPS) to ensure these students receive the necessary support, including Special Education services. This collaboration aims to facilitate informed educational decisions for Foster Care students. (Daily)</p> <p>Strategy's Expected Result/Impact: Improved physical and academic well-being of identified students</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs District Homeless Liaison Social Workers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: The Parent and Family Engagement Program will continue to increase in SEISD, in all aspects of the educational environment. SEISD will employ a Title I District Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly)</p> <p>Strategy's Expected Result/Impact: Parents will become more involved in their child(s) education.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Districtwide Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - \$51,956, Progressing together Snacks - 199: General, Basic - 199.61.6497.00.814.99 - \$36</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for parents to attend virtual, state, or local conferences, workshops, and events like the Parental Engagement Conference and Statewide Parental Engagement Conference. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parents will become more informed on educational topics.</p> <p>Staff Responsible for Monitoring: District Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide informational meetings and workshops to parents on a wide variety of topics to include parents of all student sub-populations. Provide refreshments, reading materials, and supplies for these meetings and the Reading Carnival. Provide support to military-connected families. (Weekly/Monthly)</p> <p>Strategy's Expected Result/Impact: Parents will become more informed on educational topics</p> <p>Staff Responsible for Monitoring: District Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide relevant information to parents via a variety of means (print, web, newsletters, flyers, School Messenger system, notices, etc.). Enhance communications between parents, campus administration, and central office personnel via the Parent Portal. Parents will be informed of district. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parents will become more informed on educational topics</p> <p>Staff Responsible for Monitoring: District Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: SEISD will recognize exemplary employees, students, parents, and community members. The district will train and support volunteers via the Volunteer Handbook, meetings, and the Volunteer Luncheon. (Monthly/Yearly)</p> <p>Strategy's Expected Result/Impact: Improvement in district culture</p> <p>Staff Responsible for Monitoring: District Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: The district will provide opportunity to attend high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel, and support personnel on various identified topics based on data to impact students' academic success. (Monthly)</p> <p>Strategy's Expected Result/Impact: Documentation of attendance at staff development sessions, evidence of professional development implementation, Travel Request, agendas, and sign-in-sheets.</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 9 Details	Reviews			
<p>Strategy 9: SEISD will employ two Instructional Officers to serve curriculum an instruction needs across the district (2 FTEs). (Yearly)</p> <p>Strategy's Expected Result/Impact: Improve student achievement and higher performing teachers.</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
<p>Strategy 10: SEISD will utilize MAP testing to identify student academic growth and identify areas in which teachers will close the learning gap</p> <p>Strategy's Expected Result/Impact: Track and document student performance</p> <p>Staff Responsible for Monitoring: Research and Evaluation Administrator Planning and Instruction Team</p> <p>Funding Sources: NWEA MAP - 211: Title I, Part A Improving Basic Programs - 211.11.6268 - \$36,450</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: The intent and purpose of the Title II, Part A, program is to provide resources to LEAs to do the following:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Evaluation Data Sources: Announcements, travel request forms, invitations, meeting evaluations, Sign-in-sheets, agendas, presentations





Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD will employ 2 Instructional Officers at the district level to serve as follows:</p> <p>1. Grades PPK-6 (Title II, Part A)--Math/Science 2. Grades PPK-6 (Title II, Part A)--RLA/Social Studies (2 FTEs) (Yearly)</p> <p>Strategy's Expected Result/Impact: To provide training support to teachers, principals, and other school leaders to be more effective in improving student academic achievement.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Officers will attend professional development sessions in order to provide high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, or other school leaders focused on improving teaching and student learning. Training may be online training, out-of-district training, and training requiring travel. In addition, said training may require purchase of supplies and materials as necessary.</p> <p>Strategy's Expected Result/Impact: Increase the knowledge base of teachers, principals, or other school leaders regarding instruction.</p> <p>Staff Responsible for Monitoring: District Administration and Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Announcements, invitations, sing-in-sheets, attendance rosters, progress reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD will provide supplemental instructional materials to support the implementation of Language Instructional Educational Programs (LIEPs), support the implementation of the school-wide program, and the implementation of preschool programs. (Monthly)</p> <p>Strategy's Expected Result/Impact: To increase students student learning and meet state academic standards</p> <p>Staff Responsible for Monitoring: Director of Bilingual Department, and Bilingual Instructional Officer</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEISD will provide supplemental activities for Parent, Family and Community Engagement district wide. (Monthly)</p> <p>Strategy's Expected Result/Impact: Increase Parent, Family and Community Engagement</p> <p>Staff Responsible for Monitoring: Bilingual Instructional Officer and District Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: SEISD will provide supplemental professional development training (to include attending targeted out of town conferences) for teachers, and teacher support staff, of Emergent Bilingual students. (Monthly)</p> <p>Strategy's Expected Result/Impact: Increase the understanding and support for English Learners</p> <p>Staff Responsible for Monitoring: Bilingual Instructional Officer and Bilingual Teachers.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: SEISD will provide supplies and materials to enhance instructional opportunities for migrant students district-wide. (Yearly)</p> <p>Strategy's Expected Result/Impact: Increase supplemental services to support migrant students</p> <p>Staff Responsible for Monitoring: Bilingual Instructional Officer, Campus Administrators, and Bilingual Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p>Strategy 5: Employee a Title III, Part A Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for English Language Learning. (1 FTE). (Yearly)</p> <p>Strategy's Expected Result/Impact: Increased student achievement for English Language Learners and Improved quality of instructional delivery.</p> <p>Staff Responsible for Monitoring: Instructional Programs Administrator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.


Performance Objective 14: Title I, Part C-Education of Migratory Children- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of migratory children. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

Evaluation Data Sources: Announcements, invitations, sign-in-sheets, agendas, minutes, attendance rosters, progress reports and distribution forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: SEISD will provide support services to migrant students, including, but not limited to, school supplies, materials, technology equipment, uniform clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation on a need basis and depending on funding availability. Public notices will be distributed as needed for this population. Migrant Recruiter Mileage. (Daily)</p> <p>Strategy's Expected Result/Impact: Improved physical and academic well-being of identified students.</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs, Social Workers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEISD will support attendance at the Annual MENTE Symposium, regional trainings, and the Migrant Graduation Summit. (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved physical and academic well-being of migrant students.</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer informational meetings to Migrant Education (MEP) Parents and opportunities on how to achieve improved student success. Provide refreshments and all needed materials for these Parent Advisory Council meetings. (Bi-Monthly)</p> <p>Strategy's Expected Result/Impact: Increased parental participation</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: SEISD will conduct a Migrant Supplemental Summer Program for reading, mathematics, and science for identified grade levels, Project SMART, and/or other enrichment programs like Creative Kids Program. (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved physical and academic well-being of migrant students</p> <p>Staff Responsible for Monitoring: Coordinator of Federal and State Programs, Social Workers, Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 15: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention materials, Extra Duty Pay)





Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ two District Social Workers (2 FTE's) to identify and assist students who are struggling in social, emotional, or academic settings. (Daily/Yearly)</p> <p>Strategy's Expected Result/Impact: Increased well-being of identified students</p> <p>Staff Responsible for Monitoring: Increased well-being of identified students</p> <p>Funding Sources: 2 Social Workers - 211: Title I, Part A Improving Basic Programs - \$144,342</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Refer At-Risk students to government agencies and community service organizations as needed, and address counseling issues for At-Risk students. (Daily)</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for At-Risk students</p> <p>Staff Responsible for Monitoring: Social Workers and Counselors</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with CDW Amplified to provide access to Google Classroom Plus Technology to district and campus instructional staff.</p> <p>Strategy's Expected Result/Impact: Google Classroom users will become increasingly proficient in this technology.</p> <p>Staff Responsible for Monitoring: Instructional Programs Administrator Principals</p> <p>Funding Sources: Google Classroom Plus - 211: Title I, Part A Improving Basic Programs - 211.11.6268.01.802.30 - \$15,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 16: 2023-2025 School Safety Standard Grant: The proposed rule would require that all school system instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored





Evaluation Data Sources: Provide the necessary safety standards rule components based on availability of funding and needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: The 2023-2025 School Safety Standard Grant will address the identified needs of district campuses, contingent on the availability of funds. The grant will cover improvements such as fencing, exterior doors, glass exterior doors or doors not within secure areas, and ground-level exterior windows. Additionally, it includes a one-time service fee for the mapping of the NAVIGATE 360 Software program, ensuring enhanced safety and security across all campuses. (Yearly)</p> <p>Strategy's Expected Result/Impact: To meet the safety standards required to keep our schools safe.</p> <p>Staff Responsible for Monitoring: Support Services Director, Technology Department, Federal & Special Programs Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 17: 2024-2025 Texas Education of Homeless Children and Youth (TEHCY): The 2024-2025 Texas Education of Homeless Children and Youth (TEHCY) -Continuation grant program will provide subgrantees with additional capacity to facilitate the identification, enrollment, attendance, and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness.





Evaluation Data Sources: Provide the supplemental support for the transition students needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: To identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students.</p> <p>Strategy's Expected Result/Impact: Provide supplemental support to all transition students</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Social Workers, District Homeless Liaison and Federal & Special Programs Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 18: 2024-2025 Silent Panic Alert Technology will provide Loya Primary School with silent panic system signal activation devices in our district for school safety.

Evaluation Data Sources: Technology Support and training for the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Loya Primary School will have silent panic hubs and buttons for school safety and alert notifications to faculty and staff students' safety.</p> <p>Strategy's Expected Result/Impact: The expected result will be for the silent panic alert bottoms to work properly and to keep students safe</p> <p>Staff Responsible for Monitoring: Technology Director Campus Principal Campus Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.





Performance Objective 1: Student Outcome Goal 3 (HB 3; 5-year Goal)

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to greater than or equal to 88% by June 2028 as measured by the A-F Accountability System.

High Priority

Evaluation Data Sources: CCMR statistics, TSIA scores, SAT/ACT scores, AP test scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Goal Progress Measure (GPM) 3.1 (District; 1-year Goal) The percentage of SEHS seniors earning a CCMR point by meeting any of the CCMR criteria will increase from 25% in May of 2024 to > 40% by May of 2025 as measured by the OnData Suite CCMR Early Warning System.(Annually) Strategy's Expected Result/Impact: CCMR statistics, TSIA scores, SAT/ACT scores, AP test scores Staff Responsible for Monitoring: Principals CCMR Specialist Counselors</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will support efforts to prepare and test all high school students with TSIA, SAT or ACT and AP (if enrolled) prior to graduation, as well as testing all 8th graders with TSIA RLA. (Annually) Strategy's Expected Result/Impact: Preparation for high school TSIA Reading college-readiness score levels on TSIA, SAT/ACT and/or AP tests Staff Responsible for Monitoring: Principal CCMR Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to promote and publicize scholarship opportunities, higher education institutions and programs, post-secondary career information, military recruitment information, monitor graduation requirements, and oversee personal graduation plans. (Monthly) Strategy's Expected Result/Impact: Increased knowledge of post-secondary college, career, and military opportunities Staff Responsible for Monitoring: Campus Principals Campus Counselors Campus CCR Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide information to students and their parents at the middle school and high school levels on the TEXAS grant program, the Teach for Texas grant program, the college admissions process, making curriculum choices to prepare students for success, and financial aid applications and information. (Monthly)</p> <p>Strategy's Expected Result/Impact: Increased knowledge of post-secondary opportunities</p> <p>Staff Responsible for Monitoring: Campus Counselors Campus CCR Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and support for the EAF (Effective Advising Framework) for the district's Guidance Counselors (Monthly).</p> <p>Strategy's Expected Result/Impact: Improved advising and support for SEISD students</p> <p>Staff Responsible for Monitoring: Campus Principals CTE Administrator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.


Performance Objective 2: Faculty and staff will increase the use of technology applications to support student instruction and students will demonstrate an increase in technology application proficiency in applicable content areas.


Evaluation Data Sources: Records of student access to technology applications, evidence of implementation of instructional technology by faculty and staff via walkthroughs, learning walks, and data usage reports.


Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate and maintain the use of instruction-driven technology apps and programs (ex. Nearpod, Kami, and Screencastify), test banks (STAAR Test Maker and TEKS Bank), accountabilityconnect, digital subscriptions (ex. OnData Suite), and renewals that allow emerging technologies to integrate into the curriculum (ex. Region 19 TSDS Coop). (Yearly)</p> <p>Strategy's Expected Result/Impact: Increase technology integration in the classroom</p> <p>Staff Responsible for Monitoring: Technology Staff Planning and Instruction Staff Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementing software programs to assist in data disaggregation and testing management, such as Eduphoria and Student Analytics (Yearly)</p> <p>Strategy's Expected Result/Impact: Provide meaningful data to drive instructional decisions</p> <p>Staff Responsible for Monitoring: Technology Staff Planning and Instruction Staff Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct district technology vertical teams through the District Technology Committee to determine and evaluate district needs. (Monthly)</p> <p>Strategy's Expected Result/Impact: Determine the technology needs of all stakeholders</p> <p>Staff Responsible for Monitoring: Technology Director/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Support online publications of relevant documents such as the Employee Handbook, District Annual Report, District Improvement Plan (DIP), etc. (Monthly)</p> <p>Strategy's Expected Result/Impact: Keep the public informed and meet all state and federal requirements</p> <p>Staff Responsible for Monitoring: Superintendent Associate Superintendent Human Resources Department Technology Director/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Assist district users with technology by utilizing effective and efficient resources for support (ex. IT Specialist, device management systems). (Weekly)</p> <p>Strategy's Expected Result/Impact: Minimizing instructional/production downtime, becoming more proactive instead of reactive, and providing better customer service to all stakeholders</p> <p>Staff Responsible for Monitoring: Technology Director/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop and monitor a Responsible Use Agreement (RUA) for all district users and enforce acceptable use policies/internet safety guidelines. (Yearly)</p> <p>Strategy's Expected Result/Impact: Making sure the district is CIPA compliant by having RUA signed by parents, monitoring the use of internet, enforcing policies and reporting policy violations</p> <p>Staff Responsible for Monitoring: Technology Director/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide adequate bandwidth and network infrastructure (wired and wireless) to support all networked and web-based applications used for instruction. (Yearly)</p> <p>Strategy's Expected Result/Impact: Provide the district with a reliable infrastructure, systems, and fast internet connectivity.</p> <p>Staff Responsible for Monitoring: Technology Director/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue use of electronic IEP management system to manage Special Education and Section 504 student instructional needs and accommodations. (Yearly)</p> <p>Strategy's Expected Result/Impact: Effective monitoring of the Special Education population and their needs</p> <p>Staff Responsible for Monitoring: Special Education Director/Staff Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
<p>Strategy 9: Perkins V (Pt 2.3, pt 4): Develop, improve, or expand the use of technology in CTE, which may include but not be limited to training CTE teachers, faculty and administration to use technology, provide CTE students with CTE skills necessary to pursue careers in high-skill, high-wage, in-demand occupations (including developing STEM knowledge) that lead to entry into the technology fields, collaborate with technology industries to offer voluntary internships and mentoring programs and science knowledge of students. (Monthly)</p> <p>Strategy's Expected Result/Impact: Increased use of industry-relevant technology in CTE classrooms</p> <p>Staff Responsible for Monitoring: CTE Administrator Campus Administration CTE Instructors</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 3: Continue to build a strong district-wide technology infrastructure that provides for an increase in digital facilitation of teaching, learning, professional development, school leadership, instructional management, and operations.

Evaluation Data Sources: Utilization Reports, Access Logs, Filtering Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Perform yearly maintenance and upgrades to provide quality library online services and encourage effective use of shared library resources, electronically archive student and personnel records as recommended by the Texas Library and Archives Commission. (Yearly)</p> <p>Strategy's Expected Result/Impact: Provide district students with access to fully functional online campus libraries</p> <p>Staff Responsible for Monitoring: Campus Librarians and Library Aides Technology Director I.T. Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Make available current hardware and software and evaluate/increase internet bandwidth as needed to provide continuity of services for district staff and students. (Monthly)</p> <p>Strategy's Expected Result/Impact: Effectively support operations for campus and district staff</p> <p>Staff Responsible for Monitoring: Associate Superintendent Technology Director</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Perform necessary maintenance and upgrades to district network infrastructure equipment and services to provide reliable online access and services and maintain the district's telecommunications system and provide upgrades as needed (VoIP, Fax, etc.). (Monthly)</p> <p>Strategy's Expected Result/Impact: Provide a reliable network infrastructure and internet access</p> <p>Staff Responsible for Monitoring: Technology Director Network Administrator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Maintain and upgrade voice, video, and data cabling for all district facilities. (Monthly)</p> <p>Strategy's Expected Result/Impact: Provide compelling voice, data, and video services throughout the district</p> <p>Staff Responsible for Monitoring: Technology Department Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 5 Details	Reviews			
Strategy 5: Attend and provide professional development opportunities that support district initiatives and current trends in technology. (Monthly) Strategy's Expected Result/Impact: Stay up-to-date with current technology trends Staff Responsible for Monitoring: Technology Director Technology Department Staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Assist district users with Planning & Instruction support, Technology support, Research and Evaluation support, and Maintenance support through the use of the Help Desk system. (Daily) Strategy's Expected Result/Impact: Provide support and repairs for issues with district technology equipment Staff Responsible for Monitoring: Technology Director/Staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: Provide teachers with a classroom control system to monitor student device usage during instruction, and provide comprehensive online modules that teach students, staff, and teachers how to be smart and stay safe in the digital world. (Yearly) Strategy's Expected Result/Impact: Keep students focused on learning and teachers in teaching Staff Responsible for Monitoring: P&I Staff Technology Director	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 4: Maintain 100% compliance with all federal, state and local mandates relating to instructional technology.

Evaluation Data Sources: Compliance Reports, Purchase Orders

Strategy 1 Details	Reviews			
Strategy 1: All district computers with internet access will meet all Children's Internet Protection (CIPA) guidelines. (Yearly) Strategy's Expected Result/Impact: Compliance with CIPA guidelines Staff Responsible for Monitoring: Technology Director Network Administrator	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: All district computers will be provided with up to date antivirus subscriptions. (Yearly) Strategy's Expected Result/Impact: Protect computers from viruses Staff Responsible for Monitoring: Technology Director/Staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Maintain a functional disaster recovery solution to protect the district's critical data and network services. (Monthly) Strategy's Expected Result/Impact: Protection of district critical data Staff Responsible for Monitoring: Network Administrator Database Administrator	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Utilize online services to assist with ERATE compliance and documentation. (Monthly) Strategy's Expected Result/Impact: Maintain ERATE compliance and documentation Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Maintain electronic document retention services for required record-keeping. (Monthly) Strategy's Expected Result/Impact: Keep district records in accordance with guidelines. Staff Responsible for Monitoring: Network Administrator Technology Director	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 6 Details	Reviews			
Strategy 6: Maintain subscriptions to automated resources for parent notification and communication. (Yearly) Strategy's Expected Result/Impact: Continue utilizing mass notifications to relay pertinent information to parents via voice and/or text Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 5: Students will be notified of and be provided opportunities to study a wide variety of Career and Technical Education (CTE) courses as well as earn industry certifications and licensures.

Evaluation Data Sources: CTE program enrollment
Number of industry certifications and licensures

Strategy 1 Details	Reviews			
<p>Strategy 1: Perkins V (Pt 3.1-2): Provide services, career exploration development and activities of sufficient size, scope and quality to be effective such as the support of CTSOs. Include activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency. This includes providing opportunities for CTE students to earn local and industry level certifications and/or licensures including but not limited to those identified by industry partner feedback and approved TEA industry-based certification lists. (Monthly)</p> <p>Strategy's Expected Result/Impact: Student post-secondary achievement and opportunities will increase</p> <p>Staff Responsible for Monitoring: CTE Instructors CTE Administrator Campus Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Perkins V (Pt 2.3-5): Link CTE at the secondary and post-secondary level, including offering the relevant elements of not less than three CTE programs of study. Linkage may be achieved via local or statewide course articulations, dual credit offerings, and/or vertical program alignment along with implementation of appropriate, program-specific content, equipment, technology, etc. Continue to initiate, improve, and expand and modernize quality CTE programs within SEISD. This includes but is not limited to the purchase of appropriate technology for district and campus administration as well as the purchase of necessary materials/resources for current CTE courses, new equipment, industry-specific furnishings, technology and complete implementation of new CTE courses at various campuses. (Monthly)</p> <p>Strategy's Expected Result/Impact: Student post-secondary achievement and opportunities will increase.</p> <p>Staff Responsible for Monitoring: CTE Instructors CTE Administrator Campus Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
<p>Strategy 3: Perkins V(Pt 1.1-2, Pt. 2.3-5): Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across the district and to ensure fidelity in implementation of CTE programs, including CLNA. (Yearly)</p> <p>Strategy's Expected Result/Impact: Improved CTE program services</p> <p>Staff Responsible for Monitoring: CTE Administrator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 6: GEAR UP -- 1.3.1 Primary cohort (Class of 2024) students who receive a failing grade on a progress report will receive targeted academic tutoring in the failing subject and/or related supports.

HB3 Goal

Evaluation Data Sources: Student sign-in sheets
Tutoring log/Lesson plan

Strategy 1 Details	Reviews			
<p>Strategy 1: EOC, benchmarks and grade data will be utilized to determine which students will be required to attend tutoring in the subject area of need.</p> <p>Strategy's Expected Result/Impact: To pass courses to become college-ready</p> <p>Staff Responsible for Monitoring: Campus administration Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 7: GEAR UP -- 1.5.3 By the end of the primary cohort's sixth year (12th grade), 60% of students will be eligible to earn college credit through achievement of a passing score on the AP exam or completion of a rigorous dual credit course.

HB3 Goal





Evaluation Data Sources: Class of 2025 to reach or exceed 35%

Set an annual goal to reach or exceed 60% by Yr 6

Xello Integration

TNTP support in rigorous curriculum

Texas OnCourse Modules





Strategy 1 Details	Reviews			
<p>Strategy 1: All students are provided the opportunity to take AP courses or become eligible to take Dual Credit courses. Counselors will provide guidance in these areas.</p> <p>Strategy's Expected Result/Impact: Increase students enrolled in college-readiness courses to 65% by 2025.</p> <p>Staff Responsible for Monitoring: Campus Administration District Leadership CTE Administrator CCR Specialist School Counselors GEAR UP Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 8: GEAR UP -- 1.5.4 By the end of the primary cohort's sixth year (12th grade), 50% of students will meet the college-readiness criteria on the SAT, ACT, or the Texas Success Initiative (TSIA 2) Assessment.

HB3 Goal

Evaluation Data Sources: Event agendas, sign-in sheets for training and CCMR campus committee meetings, CCMR student tracker





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the CCMR student tracker; all teachers to receive CCMR professional development to understand indicators. Continued support through CCMR campus committee. Professional development delivered will include lesson modeling and leading the learning. (Monthly)</p> <p>Strategy's Expected Result/Impact: Goal for Class of 2024 to reach or exceed 75% Set an annual goal to reach or exceed 75% by Yr 6</p> <p>Staff Responsible for Monitoring: Campus Administration School Counselors CCR Specialist CTE Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 9: GEAR UP -- 1.2.1 Educators and administrators (middle school, high school and institutions of higher education) will meet as vertical teams to align curriculum and reduce the need for remediation at the post-secondary level.

HB3 Goal

Evaluation Data Sources: Sign in sheets, agenda, notes





Strategy 1 Details	Reviews			
<p>Strategy 1: District will create content and support training of facilitators for VT sessions with guidance from TNTP (Monthly).</p> <p>Strategy's Expected Result/Impact: Increase alignment between middle school and high school teachers and increase lesson rigor.</p> <p>Staff Responsible for Monitoring: District Leadership Instructional Officers Principals Instructional Specialists TNTP</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 10: GEAR UP -- 3.4.1 Students will receive at least one comprehensive, individualized college and career counseling session.

HB3 Goal

Evaluation Data Sources: Target Measure: 90% of 9th grade
75% of 10th-12th grades

Strategy 1 Details	Reviews			
<p>Strategy 1: School Counselors will hold individual college and career counseling sessions with 90% of students in primary cohort.</p> <p>Strategy's Expected Result/Impact: Increase students knowledge on college and career options to make informed decisions on coursework</p> <p>Staff Responsible for Monitoring: Campus Administrators District Leadership School Counselors CCR Specialist</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.





Performance Objective 1: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity as evidenced by a zero tolerance policy.

Evaluation Data Sources: Safety reports, discipline reports, student access to available interventions/services, continued evidence of implementation of Positive Behavior Interventions and Supports (PBIS) program.

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ a Title I District Nurse to coordinate district-wide school health services and initiatives to include organizing First Aid/CPR training opportunities and periodic training on automated external defibrillators (AEDs). (1 FTE) (Daily)</p> <p>Strategy's Expected Result/Impact: Provide appropriate supervision to campus LVN's as required by licensure Guide and support campus nurses on school health Ensure appropriate personnel are trained on emergency procedures</p> <p>Staff Responsible for Monitoring: Director of Special Education Associate Superintendent</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Review, update, and disseminate the Student Code of Conduct, Emergency Operations Plan and Procedures, and district wellness policies. (Yearly)</p> <p>Strategy's Expected Result/Impact: Inform students of the students, parents and staff of student expectations</p> <p>Staff Responsible for Monitoring: Superintendent Campus Administration District Lead Nurse Support Services Director Security Supervisor</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue consistent intake and placement processes into the Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP). Track and support students in DAEP and JJAEP in terms of attendance rates, pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates. Give pre- and post- RLA and math growth assessments to students assigned to 90+ day periods. Provide parent/guardian of new DAEP placements SPED initial evaluation information. (Weekly)</p> <p>Strategy's Expected Result/Impact: To comply with disciplinary rules and provide uninterrupted education to students</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor district diabetes policy and continue compliance with individualized health plans for students diagnosed with diabetes, as well as provide required diabetes training annually. (Weekly)</p> <p>Strategy's Expected Result/Impact: To meet the health needs of students</p> <p>Staff Responsible for Monitoring: District Lead Nurse Campus Nurses Campus Principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue Student Health Advisory Council (SHAC) meetings. (Bi-Monthly)</p> <p>Strategy's Expected Result/Impact: To continue the collaboration between health agencies and district and provide opportunities to students.</p> <p>Staff Responsible for Monitoring: Associate Superintendent Child Nutrition Services Director Athletics Director</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide updates to district personnel of Public Information Management System (PEIMS) 425 Record Training. (Yearly)</p> <p>Strategy's Expected Result/Impact: To increase the quality of data</p> <p>Staff Responsible for Monitoring: PEIMS Coordinator Campus Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Upgrade and maintain security cameras, secure perimeters, school check-in kiosk systems, and secure door access systems as necessary on all district campuses and buildings. (Weekly)</p> <p>Strategy's Expected Result/Impact: Provide a safe environment</p> <p>Staff Responsible for Monitoring: Technology Staff/Security Supervisor</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to provide bus safety training to include emergency evacuation procedures. (Monthly)</p> <p>Strategy's Expected Result/Impact: To provide a safe environment</p> <p>Staff Responsible for Monitoring: Director of Support Services Transportation Supervisor</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to strengthen and support current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS). Provide interventions and support that integrate best practices and parental/staff awareness on grief-informed and trauma-informed care. Implement trauma-informed practices and care and make available counseling options for students affected by trauma or grief. (Daily)</p> <p>Strategy's Expected Result/Impact: To foster a culture of accountable students and encourage good behavior</p> <p>Staff Responsible for Monitoring: Associate Superintendent Director of Special Education Campus Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
<p>Strategy 10: Continue to implement legal requirements of "David's Law" in all schools, to include anonymous reporting for students, reports to law enforcement, and cyberbullying. (Yearly)</p> <p>Strategy's Expected Result/Impact: Reduction in bullying incidents, to include cyberbullying</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Faculty/Staff</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: Continue to provide mandatory face-to-face or online training to all staff members on mental health awareness, conflict resolution, dating violence policies, child abuse awareness, sexual harassment, sexual abuse, human trafficking, unwanted physical or verbal aggression, violence prevention programs, emergency operations plans, and suicide awareness and prevention. (Yearly)</p> <p>Strategy's Expected Result/Impact: Increased awareness of ways to help students struggling with these issues</p> <p>Staff Responsible for Monitoring: Human Resources Staff Campus Administrators Department Supervisors</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12 Details	Reviews			
<p>Strategy 12: District will support a truant officer (1 FTE) with all necessary general supplies and equipment needed to support increased student attendance. (Yearly)</p> <p>Strategy's Expected Result/Impact: Increased student attendance district-wide</p> <p>Staff Responsible for Monitoring: PEIMS Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 13 Details	Reviews			
Strategy 13: The district will provide necessary services to homebound students. Strategy's Expected Result/Impact: Student mastery of learning objectives Staff Responsible for Monitoring: Principals Homebound Teacher	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,630,000.00

Total FTEs Funded by SCE: 30.761

Brief Description of SCE Services and/or Programs

SEISD uses supplemental SCE funds for campus intervention supplies and materials. Also, for A+ Credit Recovery, At-Risk Teachers, Class Size Reduction, DAEP, In support of Title I, Intervention Aides, STAAR Labs, and Summer School.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alberto Sanchez	SEHS Science	0.18
Alejandro Guitierrez	GEMS History	0.25
Alejandro Gutierrez	GEMS - History	0.08
Alejandro Gutierrez	GEMS - History	0.25
Alfredo Trejo	GEMS- DAEP	0.125
Alma Estrada	SEHS Social Sciences	0.18
Alma Estrada	SEHS AP Gov .	0.125
Amanda Franco	GEMS - English, Reading or Language Arts	0.13
Amanda Franco	GEMS - STAAR LAB	0.25
Andrew Avila	SEHS Mathematics	0.2
Andrew Avila	SEHS - English, reading or Language Artl	0.23
Andrew Avila	Math DC (3 sections)	0.375
Andrew Perez	GEMS - DAEP	1
Cesar Cortez Hernandez	At- Risk Aide	1
Cesar Hernandez	SHES - At-Risk Aide	1
Cesar Morales	SEHS Mathematics	0.2
Cesar Morales	SEHS EOC Math	0.25
Christian Solis	SEHS Science	0.18

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christina Martinez	SEHS English, Reading, or Language Arts	0.24
Christina Martinez	SEHS English, Reading or language Arts	0.23
Claudia Barraza	SEHS Mathematics	0.2
Claudia Barraza	SEHS College Prep Math	0.2
Cynthia Villarreal	GEMS SCE -AP	0.25
Daniel Cordova	SEHS English Reading, or Language Arts	0.24
David Corral	SEHS English , Reading or Language Arts	0.23
David Corral	SEHS Reading	0.25
David Corral	SEHS Dual Credit - English	0.375
David Corral	ENG DC (3 Sectios)	0.375
Denisse Castro	SEHS Social Sciences	0.16
Denisse Castro	SEHS - AP World History	0.25
Elia Rosales	SEHS Mathematics	0.2
Evelin Gonzalez	GEMS - DAEP	0.25
Evelin Gozalez	GEMS - STAAR LAB	0.25
Federico Contreras	SEHS Social Science	0.16
Federico Contreras	SEHS - DAEP SS	0.125
Genoveva Kimmel-Hazeltine	GEMS English Reading or Language Arts	0.13
Genoveva Kimmel-Hazeltine	GEMS - STAAR Lab	0.375
Gloria Lerma	SEHS Social Sciences	0.16
Gloria Lerma	SHES Dual credit - US Govt	0.125
Gloria Lerma	US Govt DC (2 sections)	0.25
Gregoria Olvera	GEMs - Mathematics	0.13
Gregoria Olvera	GEMS - STAAR Lab	0.125
Gustavo Zamora	SEHS - Social Sciences	0.16
Gustavo Zamora	SEHS - DAEP - SCI	0.125
Hugo Carrizales	SEHS - English, Reading or Language Arts	0.23
Jacob Pineda	SEHS English, Reading or Language Arts	0.23
James McLain	SEHS Science	0.18
James McLain	SEHS - AP Biology	0.125
Jessica Gonzalez	SEHS English, Reading, or Language Arts	0.23

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Gonzalez	SEHS AP ENg 4	0.125
Jessica Gonzalez	SEHS Dual credit -Education	0.25
Jessica Gonzalez Arriaga	EDU 1300 DC (2 sections)	0.25
John Jara	GEMS - CTE	0.75
John Jara	GEMS- GT	0.122
Jonathan Hernandez	SEHS Mathematics	0.2
Jonathan Hernandez	SEHS -AP Statistics	0.125
Jorge Cervantes	SEHS Social Sciences	0.18
Jorge Cervantes	SHES Study Skill	0.125
Jorge Maese	SEHS Mathematics	0.2
Josefina Contreras	SHES - AP Spanish	0.5
Kimberly Luna	GEMs- Mathematics	0.13
Kimberly Luna	GEMS - STAAR Lab	0.375
Liliana Carreon	SEHS Dual Credit -speech	0.25
Lorenzo Soto	GEMS DEAP- History	0.125
Lori Estrada	SEHS Social Sciences	0.16
Lori Estrada	SEHS Study Skills	0.125
Lori Estrada	SEHS- AP Psychology	0.125
Lourdes Falcon	GEMs - CTE	0.375
Lydia Solano Melendez	GEMS - Science	0.13
Manuel Reveles	SEHS Social Sciences	0.16
Maria Crews	SEHS- APE -MATH	0.125
Marilyn Gomez	GEMs - Science	0.13
Marilyn Gomez	DEAP - Science	0.125
Mario Espinoza	GEMS History	0.08
Mario Espinoza	GEMS - DAEP	0.125
Martha Komiyama	SEHS English, Reading or Language arts	0.23
Max Sappenfield	SEHS - Social Sciences	0.16
Max Sappenfield	Study Skills	0.125
Melissa Leyva	SEHS English, Reading or Language Arts	0.23
Melissa Leyva	SEHS Study Skills	0.375

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Leyva	SEHS AP Eng 3	0.25
Melissa Martinez	SEHS DAEP	1
Melissa Martinez	SEHS - PE	0.124
Nidia Garcia	GEMS - Mathematics	0.13
Nivia Garcia	GEMS Mathematics	0.13
Nora Diaz Gutierrez	SEHS - DAEP - ENG	0.125
Norma Mitchell	GEMS English, Reading or language Arts	0.13
Patricia Gonzalez	SEHS English reading or Language Arts	0.23
Patricia Gonzalez	College Prep Eng	0.25
Patricia Gonzalez	SEHS AP Eng4	0.125
Ramona Hernandez	SEHS Mathematics	0.2
Ramona Hernandez	SEHS - AP Calc	0.125
Rebecca Gonzalez	GEM S - Mathematics	0.13
Rebecca Gonzalez	GEMS - STAAR Lab	0.25
Rebecca Gonzalez	GEMS - DAEP	0.125
Roberto Herrera	SEHS A+	0.25
Roderick Pearson	SEHS - Science	0.18
Roderick Pearson	SEHS - DAEP - SCE	0.125
Roderick Pearson	Astronomy DC (1 section)	0.125
Rogelio Aldavaz	SEHS Science	0.18
Roman Rodriguez	GEMS - Science	0.13
Roman Rodriguez	GEMS- DAEP	0.125
Sergio Aguilera	SEHS A+	0.125
Sergio Aguilera	SEHS - DAEP - SS	0.125
Shawn Mccoy	SEHS - Science	0.18
Soledad Gonzalez	GEMS - English, Reading or Language Arts	0.13
Stephanie Zaragoza	GEMS - English, Reading or Language Arts	0.13
Stephanie Zaragoza	GEMS - STAAR Lab	0.25
Stephanie Zaragoza	GEMS- DAEP	0.125
Susana Payan	GEMS - DAEP	1
Teresita Parra	Social Worker	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Thalia Nevarez	GEMS - Science	0.13
Tiffany Rodriguez	SEHS - Dual credit Facilitator	0.625
Tiffany Rodriguez	DC EPCC On- Line Classess	0.75
Vanessa Archuleta	A+ Credit Recovery	0.75
Venessa Archuleta	SEHS AT-Risk Aide	1
Veronica Hernandez	GEMS - DAEP General	0.5
Zoe Covernali	SEHS Science	0.27
Zoe Covernali	SEHS DAEP- SCI	0.18

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Alvarez	Officer-Instruction	Title I, Part a	100%
Arlene Holguin	Speech Language Pathologist	Title I Part A	100%
Flor S. Sanchez	District Parent Liaison	Title I, Part A	100%
Jeanette Angerstein	Autism Specialist	Title I Part A	100%
Ulises G. Neira Galaviz	Instructional Officer	Title I, Part A	100%

District Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	3	Progressing together Snacks	199.61.6497.00.814.99	\$36.00
Sub-Total					\$36.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Mentor Stipends	211.13.6118.06.802.30	\$8,000.00
2	2	5	Title I, Part A - Instructional Officers (2 FTEs)	211.13.6199.00.802.24	\$179,893.00
2	6	2	Speech Language Pathologist		\$90,000.00
2	6	2	Autism Specialist		\$75,000.00
2	11	3	Districtwide Parent Liaison	211.61.6129.01.814.30	\$51,956.00
2	11	10	NWEA MAP	211.11.6268	\$36,450.00
2	15	1	2 Social Workers		\$144,342.00
2	15	3	Google Classroom Plus	211.11.6268.01.802.30	\$15,000.00
Sub-Total					\$600,641.00
255 Title II, Part A Supporting Effective Instruct					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Title II, Part A - Instructional Officers (2 FTEs)	255.13.6119.00.802.24	\$202,135.00
Sub-Total					\$202,135.00
263: Title III, Part A English Language Acq.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	6	Title III, Part A Instructional Officer (1 FTE) Estimated Salary & Benefits	263.13.6119.00.802.25	\$143,231.00
Sub-Total					\$143,231.00