

# San Elizario Independent School District

## District Improvement Plan

2025-2026



# 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

## Demographics

### Demographics Summary

(Data Source: 2024-2025 Fall)

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 Blanca Cruz.

San Elizario ISD is comprised of 6 campuses which serve 2927 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 173 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 554 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 297 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 510 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 408 total students in grades 7-8.
- San Elizario High School serves 985 total students in grades 9-12.

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

- Pre-Kindergarten--166
- Kindergarten--165
- 1st Grade--190
- 2nd Grade--199
- 3rd Grade--205
- 4th Grade--200
- 5th Grade--205
- 6th Grade--197
- 7th Grade--210
- 8th Grade--198
- 9th Grade--233
- 10th Grade--298
- 11th Grade--234
- 12th Grade--220

San Elizario ISD serves 1426 female students (49%) and 1501 male students (51%). The student population is 99.2% Hispanic, with 2902 total Hispanic students. There are 18 white students (0.6%) and 4 African-American students (0.14%). 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.

<b>Special Education Services</b>	<b>Count</b>	<b>Percent</b>
<b>Instructional Settings</b>		
Speech Therapy	112	23.28%
Homebound	0	0%
Resource Room	137	28.48%
VAC	2	0.42%
Self Contained	62	12.89%
Full-Time Early Childhood	11	2.29%
Mainstream	157	32.64%

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

<b>Student Indicators</b>	<b>Count</b>	<b>Percent</b>
At-Risk	2320	79.26%
Immigrant	71	2.43%
Intervention Indicator	154	5.26%
Migrant	12	0.41%
Military Connected	85	2.90%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	2658	90.81%
Free Meals	1845	63.03%
Reduced-Price Meals	30	1.02%
Other Economic Disadvantage	783	26.75%
<b>Homeless Statuses</b>		
Homeless Status Total	80	2.73%
Doubled Up	53	1.81%
Unsheltered	27	0.92%
Shelter	0	0%

Student Indicators	Count	Percent
Is Unaccompanied Youth	16	0.55%
Not Unaccompanied Youth	64	2.19%

### 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 79.26% At-Risk population.

San Elizario ISD is continuing with Year 5 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 an 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 2025-2026 school year calendar continues to be on a 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 which has helped start the 2025-2026 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 2024 and 2025. Ratings got published 8/15/2025

### San Elizario ISD--2025 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>69</b>	<b>D</b>	
<b>Student Achievement</b>	66	D	0%
<b>School Progress</b>	73	C	70%
Academic Growth	68	D	
Relative Performance (Eco Dis: 90.8%)	73	C	
<b>Closing the Gaps</b>	69	D	30%

### San Elizario ISD--2024 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>66</b>	<b>D</b>	
<b>Student Achievement</b>	62	D	0%
<b>School Progress</b>	69	D	70%
Academic Growth	62	D	
Relative Performance (Eco Dis: 92.7%)	69	D	
<b>Closing the Gaps</b>	60	D	30%



## Alarcon Elementary School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>67</b>	<b>D</b>	
<b>Student Achievement</b>		<b>60</b>	<b>D</b>	<b>0%</b>
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	62	69	D	✓
Relative Performance (Eco Dis: 87.2%)		66	D	
<b>Closing the Gaps</b>	<b>19</b>	<b>63</b>	<b>D</b>	<b>30%</b>

## Alarcon Elementary School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>70</b>	<b>C</b>	
<b>Student Achievement</b>		<b>62</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>70</b>	<b>C</b>	<b>70%</b>
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 93.1%)		69	D	
<b>Closing the Gaps</b>	<b>33</b>	<b>70</b>	<b>C</b>	<b>30%</b>

## Borrego Elementary School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		74	C	
<b>Student Achievement</b>		60	D	0%
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		75	C	70%
Academic Growth	67	75	C	✓
Relative Performance (Eco Dis: 88.4%)		66	D	
<b>Closing the Gaps</b>	39	72	C	30%

### Borrego Elementary School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		71	C	
<b>Student Achievement</b>		64	D	0%
STAAR Performance	37	64		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		71	C	70%
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 92.3%)		70	C	
<b>Closing the Gaps</b>	36	71	C	30%

### Ann M. Garcia-Enriquez Middle School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>85</b>	<b>B</b>	
<b>Student Achievement</b>		<b>71</b>	<b>C</b>	<b>0%</b>
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>82</b>	<b>B</b>	<b>70%</b>
Academic Growth	67	79	<b>C</b>	
Relative Performance (Eco Dis: 92.9%)		82	<b>B</b>	✓
<b>Closing the Gaps</b>	<b>73</b>	<b>91</b>	<b>A</b>	<b>30%</b>

Ann M. Garcia-Enriquez Middle School earned a Distinction Designation in Top 25% Comparative Closing the Gaps in 2025

### Ann M. Garcia-Enriquez Middle School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>66</b>	<b>D</b>	
<b>Student Achievement</b>		<b>59</b>	<b>F</b>	<b>0%</b>
STAAR Performance	31	59		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	58	65	<b>D</b>	
Relative Performance (Eco Dis: 93.8%)		69	<b>D</b>	✓
<b>Closing the Gaps</b>	<b>15</b>	<b>59</b>	<b>F</b>	<b>30%</b>

### San Elizario High School--2025 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>69</b>	<b>D</b>	
<b>Student Achievement</b>		<b>68</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness	77	79		
Graduation Rate	90.8	60		
<b>School Progress</b>		<b>76</b>	<b>C</b>	<b>70%</b>
Academic Growth	61	59	<b>F</b>	
Relative Performance (Eco Dis: 95.1%)		76	<b>C</b>	✓
<b>Closing the Gaps</b>	<b>36</b>	<b>59</b>	<b>F</b>	<b>30%</b>

### San Elizario High School--2024 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>64</b>	<b>D</b>	
<b>Student Achievement</b>		<b>62</b>	<b>D</b>	<b>0%</b>
STAAR Performance	36	62		
College, Career and Military Readiness	54	62		
Graduation Rate	90.0	60		
<b>School Progress</b>		<b>69</b>	<b>D</b>	<b>70%</b>
Academic Growth	51	54	<b>F</b>	
Relative Performance (Eco Dis: 92.3%)		69	<b>D</b>	✓
<b>Closing the Gaps</b>	<b>28</b>	<b>53</b>	<b>F</b>	<b>30%</b>

The Results-Driven Accountability (RDA) report for 2024 shows a need for improvement with the Special Education population and Other Special Populations. 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, lesson delivery and for 2025-2026 campuses are incorporating lesson internalization focusing in RLA and math. 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.

Lesson Planning has also been an area of focus. Teachers will write weekly lesson plans as a team all year which includes lesson internalization. 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 and lesson internalization in action.

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.

**Preliminary Data 24-25 RLA Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	72%	32%	4%	61%	41%	3%	11%	-9%	1%
4th Grade	75%	35%	10%	68%	40%	13%	7%	-5%	-3%
5th Grade	58%	38%	14%	73%	38%	12%	-15%	0%	2%
6th Grade	72%	37%	15%	66%	45%	19%	6%	-8%	-4%

**Preliminary Data 24-25 RLA Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	60%	31%	6%	65%	36%	13%	-5%	-5%	-7%
4th Grade	66%	33%	7%	73%	46%	16%	-7%	-13%	-9%
5th Grade	69%	52%	18%	67%	32%	10%	2%	20%	8%
6th Grade	64%	38%	14%	75%	49%	12%	-11%	-11%	2%

**Preliminary Data 24-25 RLA ALL 3-6**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	64%	31%	6%	64%	37%	10%	0%	-6%	-4%
4th Grade	69%	34%	8%	71%	43%	15%	-2%	-9%	-7%
5th Grade	65%	46%	16%	69%	34%	11%	-4%	12%	5%
6th Grade	67%	38%	14%	72%	47%	15%	-5%	-9%	-1%

Reading in grades 4 and 6 showed promising increases. Fifth grade reading had increases in meets and masters when comparing 2024 to 2025.

**Preliminary Data 24-25 Math Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	61%	28%	1%	55%	30%	8%	6%	-2%	-7%
4th Grade	55%	29%	7%	67%	26%	8%	-12%	3%	-1%
5th Grade	66%	29%	4%	84%	48%	5%	-18%	-19%	-1%
6th Grade	81%	42%	11%	81%	33%	6%	0%	9%	5%

**Preliminary Data 24-25 Math Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	50%	21%	4%	48%	18%	5%	2%	3%	-1%
4th Grade	52%	28%	11%	60%	38%	8%	-8%	-10%	3%
5th Grade	57%	26%	8%	74%	38%	7%	-17%	-12%	1%
6th Grade	80%	50%	19%	81%	46%	13%	-1%	4%	6%

**Preliminary Data 24-25 Math ALL 3-6**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	54%	23%	3%	51%	22%	6%	3%	1%	-3%
4th Grade	53%	29%	10%	62%	33%	8%	-9%	-4%	2%
5th Grade	61%	28%	7%	78%	42%	7%	-18%	-15%	-1%
6th Grade	81%	47%	16%	81%	41%	10%	0%	6%	6%

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.

**Preliminary Data 24-25 Science Alarcon**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	41%	8%	4%	36%	8%	1%	5%	0%	3%

**Preliminary Data 24-25 Science Borrego**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	49%	12%	3%	53%	22%	4%	-4%	-10%	-1%

**Preliminary Data 24-25 Science ALL 5th**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	46%	10%	3%	46%	17%	3%	0%	-7%	0%

Science experienced decrease across the board and will be the subject of additional work in 2025-2026.

**Preliminary Data 24-25 RLA**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
7th Grade	69%	36%	9%	58%	30%	9%	11%	6%	0%
8th Grade	74%	42%	17%	77%	42%	9%	-3%	0%	8%

**Preliminary Data 24-25 Math**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
7th Grade	43%	14%	2%	46%	23%	3%	-3%	-9%	-1%
8th Grade	71%	41%	9%	53%	12%	1%	18%	29%	8%

**Preliminary Data 24-25 Science**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
8th Grade	64%	31%	9%	60%	25%	5%	4%	6%	4%

**Preliminary Data 24-25 Social Studies**

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
8th Grade	46%	13%	4%	38%	10%	3%	8%	3%	1%

Grades 7-8 showed growth in the scores comparing 2023 to 2025. 7th grade Math will be an intense area of focus in 2025-2026.

Preliminary Data 24-25 First Time	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 SEHS	65%	20%	5%	65%	7%	1%	0%	13%	4%
Biology	87%	50%	7%	84%	35%	5%	3%	15%	2%
English 1	61%	41%	7%	51%	35%	6%	10%	6%	1%
English 2	63%	43%	2%	63%	38%	3%	0%	5%	-1%
US History	92%	50%	15%	93%	53%	18%	-1%	-3%	-3%

High school EOC's showed both increases and declines. English I, Biology, and Algebra 1 had increases at the meets and masters levels, while English II and US History 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.

#### **2024-2025 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.

### **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. Working with a partnership with Region 19 in ensuring more opportunities are given to our Migrant students.

### **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 (2025) 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. Through a third party partnership there was a survey sent out to all staff members in the district at the end of the fiscal school year of 2024-2025. Information was recently sent out to district and will be shared or updated in the DIP at a later time.

All San Elizario Independent School District employees received an email with a link to the survey.

### Participation

The district received 65 entries. The participation consisted of 65 Teachers.

## District Culture and Climate Strengths

Survey information will be reflected below as soon as the District receives it from the third party partnership.

# 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. Teachers hired in 2025-2026 have years of experience, the new teacher orientation had to be different from past years.
- **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. With 2025-2026 school year being the year of math, the district has intentionally added training to support the implementation of approved instructional materials.

#### 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.

### 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 32.5% 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, 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 continue in 2025-2026, 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 Curriculum and Instruction Department (C & 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 2025 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 which will also include coaching conversations during the 2025-2026 school year
- **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. Help all understand the focus of lesson internalization and incorporating the new adopted materials.

### 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.

## 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:**
- Wednesday: Alarcon, Loya
- 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. Math will follow the end of Module assessments, created an internal calendar for these assessments.
- **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. Making sure that the week of final day is used to analyze data and adjust instruction and intervention time.

## 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 Seidnitz 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 K-5:** Bluebonnet Math
- **Grades 6:** Carnegie
- **Grades 7-12:** Bluebonnet Math

### 2. CPA Approach:

- Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

## Summary and Reflection

SEISD's initiatives for 2025-2026 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/Lesson Internalization:** 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.

# Family and Community Engagement

## Family 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.

### Family 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:
  - Aliviane
  - Abundant Church
  - Operation School Bell
  - Border Patrol
  - Clint Unit
  - Project Vida
  - Boys and girls Club
  - San Elizario Marshals Office
  - 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 2025-2026 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 Family 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 Organization

## District 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:** (Snapshot Fall 2024-2025)
  - **Lorenzo G. Loya Primary School:** Serves 173 students in grades PPK-PK.
  - **Josefa L. Sambrano Elementary School:** Serves 554 students in grades K-2.
  - **Lorenzo G. Alarcon Elementary School:** Serves 297 students in grades 3-6.
  - **Alfonso Borrego Sr. Elementary School:** Serves 510 students in grades 3-6.
  - **Ann M. Garcia-Enriquez Middle School:** Serves 408 students in grades 7-8.
  - **San Elizario High School:** Serves 985 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.

### Curriculum & 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, Gifted and Talented programs
- **Administrator of Research and Evaluation:** Manages state and district assessments, 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 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 2025-2026 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 2025-2026 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. Using the Co-pilot tool available in Office 360
- **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.

# Priority Problem Statements

# Goals





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity</p> <p><b>Funding Sources:</b> Sambrano Into Reading Teacher Guides - 255 Title II, Part A Supporting Effective Instruct - 255.13.6399.00.802.24 - \$3,602.17</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities	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 promote student success by providing a supportive, inclusive, and empowering educational environment.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)  <b>Funding Sources:</b> Software/License - 263: Title III, Part A English Language Acq. - 263.11.6268.01.805.25 - \$45,421, Training - 263: Title III, Part A English Language Acq. - 263.11.6411.01.805.25 - \$3,470	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<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 promote student success by providing a supportive, inclusive, and empowering educational environment.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	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 recruit, retain, support, and actively engage staff in fostering a positive and effective work environment





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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Autism Specialist, Instructional Officers and an additional Speech Language Pathologist.</p> <p><b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Human Resources Dept.</p> <p><b>Funding Sources:</b> Autism Specialist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.XX.803.30 - \$69,000, Officer-Instructional - 211: Title I, Part A Improving Basic Programs - 211.13.6119.XX.802.30 - \$282,500, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - \$51,955, Speech Language Pathologist - 211: Title I, Part A Improving Basic Programs - 211.11.6119.XX.803.30 - \$98,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education &amp; SPED (AU) Professional Development/Training</p> <p><b>Funding Sources:</b> Professional Development - Region XIX - 255 Title II, Part A Supporting Effective Instruct - 255.13.6239.00.802.24 - \$33,646</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, Mission Progressing Together, District wide meetings, Literacy sessions, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program	Formative			Summative
	Sept	Nov	Jan	Mar
<div 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 create and sustain meaningful community partnerships that support shared goals and enhance student success

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use  <b>Funding Sources:</b> Technology Devices for one to one - 199: General, Basic	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







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

**Performance Objective 2:** Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

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

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

<b>199: General, Basic</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology Devices for one to one		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211: Title I, Part A Improving Basic Programs</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Parent Liaison	211.61.6129.01.814.30	\$51,955.00
2	2	1	Autism Specialist	211.11.6119.XX.803.30	\$69,000.00
2	2	1	Speech Language Pathologist	211.11.6119.XX.803.30	\$98,000.00
2	2	1	Officer-Instructional	211.13.6119.XX.802.30	\$282,500.00
<b>Sub-Total</b>					<b>\$501,455.00</b>
<b>255 Title II, Part A Supporting Effective Instruct</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Sambrano Into Reading Teacher Guides	255.13.6399.00.802.24	\$3,602.17
2	2	3	Professional Development - Region XIX	255.13.6239.00.802.24	\$33,646.00
<b>Sub-Total</b>					<b>\$37,248.17</b>
<b>263: Title III, Part A English Language Acq.</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software/License	263.11.6268.01.805.25	\$45,421.00
1	5	2	Training	263.11.6411.01.805.25	\$3,470.00
<b>Sub-Total</b>					<b>\$48,891.00</b>