

San Elizario Independent School District

PART 2

Principal's Journey



May 21, 2025

San Elizario Independent School District
Lorenzo Loya Primary School
Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Julissa C. Esquivel

Campus: Lorenzo G. Loya Primary

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - January 2017 @ Alarcon Elementary School, current campus: Lorenzo G. Loya Primary July 2020, a total of 8 years serving the families of SEISD.
 - Small rural community with dedicated employees that were adjusting to changes with leadership, grade alignment and instructional initiatives.
- **Campus Status on Arrival (Could be a chart for a visual on academics)**
 - 1st year with campus not having kindergarten at the primary. Adjustments needed to be made with academic expectations with the Pre-k guidelines, access to grade level appropriate instructional materials, student learning objective (SLO) to monitor student growth progress to ensure a systemic alignment for the campus.
 - Trust needed to be built with staff, morale was low.
 - Over the last four years, the consistent use and presentation of CIRCLE assessment data, along with regular monitoring and accountability, have significantly improved instructional practices and student achievement.
- **Leadership Philosophy and Vision**
 - Since my arrival in the district, I have embraced a transformational leadership approach. My leadership is guided by a clear vision focused on student success. At each campus I have served, I lead with the mindset of: *What do we want for our students' success, and how are we going to achieve it?* This vision drives collaborative planning, strategic decision-making, and a culture of high expectations and continuous improvement. By inspiring and empowering staff, fostering a shared commitment to our goals, and maintaining a student-centered focus, I strive to create environments where both students and educators can thrive.



2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community**
 - One of my strengths is building strong, effective relationships. I take time to observe campus needs and areas for improvement to foster a collaborative environment grounded in high expectations and fairness, while remaining visible and engaged with all stakeholders.
 - We create opportunities for parents to be actively involved in their child's education by emphasizing their vital role in building a strong foundation. Through family literacy sessions, special holiday presentation, and as simple as dress-up days, we offer meaningful ways for families to engage with the school. As a result, parents feel welcomed on campus and appreciate that their children are enjoying learning environment.
 - Many campus committees, such as SBDM, SHAC, and LPAC, include parents who actively serve. Additionally, parents have opportunities to provide feedback during special meetings held throughout the school year.
- **Establishing Trust with Staff and Students**
 - Arriving at Loya Primary during COVID was challenging, but we adapted together. My priority was ensuring the health and well-being of our staff and families. We connected with our families online and held monthly drive-ins to distribute materials and celebrate special events, fostering relationships with our students.
Building trust with staff took time, so I held daily Zoom meetings, did on-line walkthroughs, joined lessons, and engaged with parents. When staff were on campus, I left small tokens of appreciation with handwritten notes letting them know they were appreciated for their work. I also maintained accountability, treating the situation as if it were a regular schedule. They knew I was here to support them and have continue to do so.
 - When addressing the challenges for students outcomes, I saw there was not a strong accountability system when it too came to SLO expectations, alignment with the grade levels and the use of curriculum. It was evident in our data. Together with aligning PLC's, setting expectations and follow through on my behalf, we began to see an upward change within our scores. We continue to strive with the same purpose, the difference from



the beginning to where we are at now, is that everyone is all in and they feel supported.

- **Initial Changes or Focus Areas**

- An area that still needs improvement, is our attendance rate. This year we have improved from previous years, but it is still difficult to obtain a higher percentage. I contribute it to the age group we serve with students still building up their immune systems.
 - A survey that was sent out to our staff a few back, returned with good participation counts and great feedback. Together we worked on the areas that needed some improvement and as the leader, I continue to reflect at the end of each year, to enhance our work environment.
 - When reflecting with our faculty and staff, it's clear they see the improvement in student outcomes, both in data and the positive feedback from families. Our families to play a crucial role in our campus success with supporting their children at home with what is being taught at school.
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3. Implementing Changes and Building Momentum

- **Strategic Planning and Vision Setting**

- With the low enrollment, equates to working with a smaller budget to meet our needs. The 3 years of ESSER funding assisted our classrooms with the upgrade of I-PADS and providing additional instructional materials for hands on engagement. We focused on grade level alignment, to ensure each classroom had what was needed for instruction.
 1. Year 1 & 2= Pre-reading skills for ELAR, ELAR, to include learning stations.
 2. Year 3 & 4= Pre-math skills, manipulatives, practice of skills, also to include learning stations.
 3. This year was we enhanced materials needed for science to align with our thematic units.
- With having planning time during PLC's and holding ourselves accountable for the data PLC's, teachers are having those critical conversations and reflecting on their own teaching practices. I have witnessed the change in them from 4 years ago to where we are at now. As a leader, I ensure monitoring is one of my priorities along with having the 1-to-1 conferences on SLO student growth, consistent with walk-throughs and following all procedures with T-TESS.
- As a campus, our instructional specialist has created excel spreadsheets to monitor and track student progress. Teachers are held accountable to enter their data and be prepared to discuss and reflect areas of improvement



during the data PLC's. This is the area I have witnessed the most improvement throughout the years and it is truly reflected in our data.

- When it comes to professional development, we have reached out to service center Region 19 to assist with early childhood trainings that focused on instructional and state assessments. With the last year of ESSER funding, our teachers traveled out of town for an elementary conference that focused in the area of early childhood. Our teachers also research for themselves the latest practices to use in the classroom, then turn it around to share with each other. I am proud to share we have a strong alignment with the two grade levels. When we have visitors in our building, it is one thing they share and highlight with us.

- **Parent and Community Engagement**

- A key strength of our campus is strong parent engagement. We involve families in monthly literacy sessions, meetings, and campus events. When students go home excited about what they've learned, it encourages parents to be more supportive of our teachers. Consistent communication—especially through our detailed monthly newsletter—keeps families informed and helps them plan to attend events or send a representative.
- For the past five years, we've included members of the San Elizario community in our SBDM team. Alderman David Cantu regularly provides valuable input during meetings with teachers and parents. Former Mayor Antonio Araujo also supported our school by participating in award ceremonies. Currently, our SRO, Mr. Miguel Ramirez from the San Elizario Marshals, plays an active role. Their office generously donates holiday gifts, Easter baskets, and regularly visits to read with our students.

4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**

- One of our biggest challenges is low student enrollment, as we compete with the local Head Start program. Being in a rural area with limited growth, we're not seeing many young families move in. Additionally, our full-day program can deter some parents from enrolling their young children. While some families from outside the district choose to enroll at our campus, many do not remain beyond PK4.
- Attendance is also challenging for this age group as mentioned earlier



- **Celebrating Achievements**

- The Dual Language program was established in the 2020–21 school year with a 50/50 model, despite the challenges of COVID. In 2022–23, we transitioned to a 90/10 model, resulting in significant success by more effectively supporting and developing students' first language (L1). Due to the program's impact, our campus has hosted multiple visits from the Texas Education Agency's Bilingual Education Program, as well as professors from the University of Texas at San Antonio (UTSA), administrators from Mark Twain K–8 Elementary located in San Antonio, Texas and Montserrat Garibay the Assistant Deputy Secretary and Director for the Office of English Language Acquisition, US Department of Education in Spring of 2023. This also included being one of three campuses being highlighted for the dual language program in Region 19.
- In the 2022–2023 school year, we launched a full-day program for 3-year-olds. This initiative has had a positive impact by providing an early opportunity to build a strong foundation for kindergarten readiness.
- In 2022, during the second year of TEA's "Purple Star Campus" recognition for military-connected families, we were the only stand-alone Pre-K center in the state to receive this honor. We proudly earned the distinction again in 2024, reflecting our continued commitment to supporting military families.
- Increased of assessments scores (see data information)
- Under my leadership, I have mentored and worked alongside educators pursuing leadership roles. I am proud to share that three of them are now serving as administrators.
- Texas Initiative Allotment: In 2024 we had 3 teachers who were earned the TIA award: Mrs. Michele Delgado, Mrs. Bianca Mendoza and Mrs. Jessica Ortega. Adding to our list for this school year is Ms. Diana Berumen.
- As Principal, I was honored with a resolution from the Texas House of Representatives on April 24, 2023, in recognition of my commitment to the Loya Primary community.
- In August 2023, I participated on a panel with the Office of English Language Acquisition under the U.S. Department of Education, speaking on the importance of early childhood education.

5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**

- The key is staying current with the focus on early childhood education. I'm grateful to the Texas Education Agency for emphasizing its importance in building a strong foundation for student success. Their efforts are helping



hold PK campuses statewide accountable while ensuring districts receive the support they need.

- **Developing Future Leaders**
 - Building a strong team and empowering teachers with autonomy is key to developing future leaders. Be a risk-taker, think outside the box, consistently model the behavior and work ethic you expect at every level, and most importantly, provide support and guidance along the way.
 - **Campus Status Now:**
 - Our end-of-year data shows steady growth across both grade levels. This success is due to consistent weekly PLCs, regular classroom observations with feedback, campus-wide accountability, and a strong focus on follow-through.
 - I believe the campus culture is strong, but a challenge we face is the added duties my staff and I take on due to unfilled positions caused by funding limitations. While our enrollment will always be lower, the responsibilities required for the campus to function successfully are the same as any other, which often stretches us thin.
 - Our front office was recently upgraded and receives many compliments from visitors. We're also grateful for the new furniture in our library, where our librarian aide has created an enriched learning environment for students.
 - **Legacy and Long-Term Impact**
 - My hope is that the hard work and commitment to educating this age group continues long after my time at Loya Primary.
 - Holding every position on our campus accountable for student success while also acknowledging their dedication and work ethic.
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6. Conclusion: Reflection on the Principal's Journey

- **Summary of Accomplishments and Milestones**
 - During my time at Loya Primary, I'm proud of the work we've accomplished together. Setting high, developmentally appropriate expectations for our students at this age is crucial
 - **Final Thoughts on Leadership**
 - I will continue to value and prioritize Early Childhood Education for the critical role it plays in laying a strong foundation for lifelong learning and in building systemic alignment across our district.
 - **Looking Forward: Preparing for Continued Success**
 - To continue fulfilling our mission of building a strong foundation for the youngest students in our district.
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Data: Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

| English: Math CIRCLE Assessment | | | |
|--|-------------------------|--------------------------|---------------------------|
| Progress | WAVE I (BOY) | WAVE II (MOY) | WAVE III (EOY) |
| On-track | 67% | 97% | 100% |
| Need Monitoring | 0% | 3% | 0% |
| Needing Support | 33% | 3% | 0% |

(2 monolingual sections)

| Spanish: Math CIRCLE Assessment | | | |
|--|-------------------------|--------------------------|---------------------------|
| Progress | WAVE I (BOY) | WAVE II (MOY) | WAVE III (EOY) |
| On-track | 84% | 92% | 85% |
| Need Monitoring | 0% | 0% | 0% |
| Needing Support | 16% | 8% | 15% |

(4 dual language sections)

- Drop in scores due to students taking the assessment in 2 languages and new students arriving after the MOY testing window, loss of instruction due to not attending school.



| English: Reading CIRCLE Assessment | | | |
|---|-------------------------|--------------------------|---------------------------|
| Progress | WAVE I (BOY) | WAVE II (MOY) | WAVE III (EOY) |
| On-track | 14% | 91% | 97% |
| Need Monitoring | 3% | 0% | 0% |
| Needing Support | 83% | 9% | 3% |

(2 monolingual sections)

| Spanish: Reading CIRCLE Assessment | | | |
|---|-------------------------|--------------------------|---------------------------|
| Progress | WAVE I (BOY) | WAVE II (MOY) | WAVE III (EOY) |
| On-track | 13% | 85% | 87% |
| Need Monitoring | 0% | 0% | 0% |
| Needing Support | 87% | 15% | 13% |

(4 dual language sections)



- **Academic Achievement**
 - **Assessment Results 2024-2025:** PK3 MOY and EOY teacher created assessment, tied to teachers SLO (Student Learning Objective)

| English: MOY Teacher Created Assessment | | | English: EOY Teacher Created Assessment | |
|--|-----------------|------------------------|--|------------------------|
| Concepts | On-track | Needing Support | On-track | Needing Support |
| Colors | 94% | 6% | 99% | 1% |
| Shapes | 73% | 27% | 100% | 0% |
| Rote counting numbers | 93% | 7% | 95% | 5% |
| Number concept | 100% | 0% | 95% | 5% |

(1 monolingual section)

| Spanish: MOY Teacher Created Assessment | | | Spanish: EOY Teacher Created Assessment | |
|--|-----------------|------------------------|--|------------------------|
| Concepts | On-track | Needing Support | On-track | Needing Support |
| Colors | 92% | 8% | 98% | 2% |
| Shapes | 65% | 35% | 96% | 4% |
| Rote counting numbers | 83% | 17% | 92% | 8% |
| Number concept | 82% | 18% | 96% | 4% |

(2 dual-language sections)



| ECSE: MOY Teacher Created Assessment | | | ECSE: EOY Teacher Created Assessment | |
|---|-----------------|------------------------|---|------------------------|
| Concepts | On-track | Needing Support | On-track | Needing Support |
| Colors | 51% | 49% | 47% | 53% |
| Shapes | 43% | 57% | 42% | 58% |
| Rote counting numbers | 41% | 59% | 41% | 59% |
| Number concept | 62% | 38% | 61% | 39% |

(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)

- **Academic Achievement**
 - Data over 5-year span for PK4 CIRCLE assessment using TIP (Target Improvement Plan) excel spreadsheet



Year to Year Progression Results 2021-2025

| Grade Level | Student Group | Subject Tested | EOY Assessment | 2021 Wave 3 EOY Results | 2022 Wave 3 EOY Results | 2023 Wave 3 EOY Results | 2024 Wave 3 EOY Results | 2025 Wave 3 EOY Results |
|-------------|---------------|------------------------|----------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| PK4 | Dual Language | Phonological Awareness | CIRCLE | 45% | 63% | 70% | 88% | 87% |
| PK4 | Dual Language | Mathematics | CIRCLE | 40% | 63% | 70% | 87% | 85% |
| | | | | | | | | <i>Dropped by a few points due to new students arriving after January 2025 and students who LI is English dominant</i> |
| PK4 | Monolingual | Phonological Awareness | CIRCLE | 46% | 54% | 60% | 88% | 97% |
| PK4 | Monolingual | Mathematics | CIRCLE | 45% | 69% | 75% | 96% | 100% |

- **Military Readiness**

- In order to assist in meeting the needs for the district Military Readiness, each grade level has a common SLO (Student Learning Objective) goal that is being monitored by principal at certain checkpoints throughout the school year. PK4 will concentrate in recognizing at least 20 letters, upper and lowercase and able to identify the initial sound of the letter. PK3 will monitor colors and shapes. As a challenge they will also incorporate the vowels in the last 9 weeks. (data below)



Loya PK4 SLO 2024-2025

| PK-4 SLO Data BOY August 20, 2024 | | | | October 22, 2024 | | | December 17, 2024 | | | February 18, 2025 | | | March 25, 2025 | | | April 30, 2025 | | |
|--------------------------------------|--------------|--------------|--------------|------------------|---------------|---------------|-------------------|---------------|---------------|-------------------|---------------|---------------|----------------|---------------|---------------|----------------|---------------|---------------|
| Teacher | Upper | Lower | Sound | Upper | Lower | Sound | Upper | Lower | Sound | Upper | Lower | Sound | Upper | Lower | Sound | Upper | Lower | Sound |
| Ballesteros | 2.12% | 1.41% | 0.94% | 15.43% | 14.86% | 15.43% | 38.40% | 42.40% | 37.07% | 58.25% | 41.50% | 48.80% | 74.75% | 73.50% | 73.33% | 77.25% | 75.50% | 75.00% |
| Benavidez | 33.65% | 21.73% | 7.50% | 55.34% | 40.38% | 39.96% | 78.51% | 59.28% | 66.29% | 82.81% | 64.93% | 75.34% | 87.18% | 73.08% | 84.86% | 92.31% | 81.97% | 90.14% |
| Berumen | 4.94% | 3.53% | 0% | 38.00% | 18.67% | 19.56% | 59.53% | 43.53% | 58.35% | 64.71% | 50.82% | 60.71% | 74.35% | 73.88% | 71.76% | 74.35% | 73.88% | 71.76% |
| Mendoza | 7.12% | 2.31% | 0.58% | 28.74% | 17.00% | 19.23% | 57.69% | 38.46% | 44.42% | 74.70% | 53.63% | 60.47% | 79.70% | 61.11% | 72.22% | 81.84% | 61.75% | 74.36% |
| Montoya | 5.65% | 2.82% | 2.35% | 14.53% | 12.42% | 15.37% | 53.50% | 44.25% | 42.00% | 44.71% | 33.88% | 55.76% | 66.12% | 67.06% | 66.35% | 66.12% | 67.06% | 66.35% |
| Ortega | 10.12% | 5.88% | 0% | 39.29% | 21.65% | 16.00% | 57.18% | 44.47% | 37.18% | 74.40% | 62.25% | 55.75% | 85.50% | 73.00% | 71.50% | 89.00% | 80.50% | 78.25% |
| Total PK4 | 10.6% | 6.26% | 1.89% | 31.88% | 20.83% | 20.93% | 57.46% | 45.39% | 47.55% | 66.59% | 51.16% | 59.47% | 77.93% | 70.27% | 73.34% | 80.15% | 73.44% | 75.98% |

Loya PK3 SLO 2024-2025

| PK-3 SLO Data BOY August 20, 2024 | | | October 22, 2024 | | December 17, 2024 | | February 18, 2025 | | March 25, 2025 | | April 30, 2025 | |
|--------------------------------------|---------------|---------------------|------------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|----------------|---------------|
| Teacher | Colors | Shapes | Colors | Shapes | Colors | Shapes | Colors | Shapes | Colors | Shapes | Colors | Shapes |
| Barba | 51.67% | Not assessed | 73.33% | 12.96% | 89.50% | 49.17% | 92.38% | 55.56% | 98.50% | 85% | 100% | 96.67% |
| Delgado | 69.05% | Not assessed | 78.57% | 64.29% | 92.00% | 72.50% | 97.00% | 88.33% | 99.09% | 97.73% | 99.09% | 99.24% |
| Rodríguez | 70.0% | Not assessed | 88.89% | Not assessed | 91.58% | Not assessed | 97.78% | 75.00% | 100% | 95% | 100% | 95% |
| Total PK3 | 63.57% | Not assessed | 80.26% | 25.75% | 91.03% | 60.83% | 95.72% | 72.96% | 99.20% | 92.58% | 99.70% | 96.97% |

San Elizario Independent School District
Josefa Sambrano Elementary School
Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Susana Frescas

Campus: Sambrano Elementary

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - Started with SEISD in July 2010
 - Moved to a central office position in July 2014
 - Became the Sambrano campus principal in March 2024

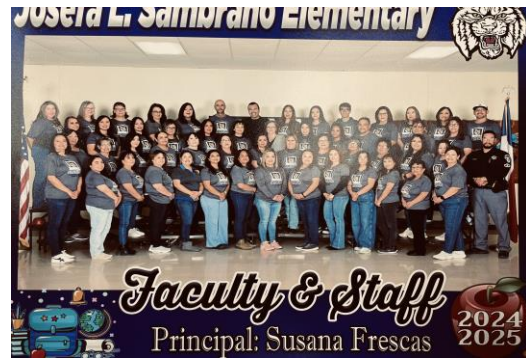
My initial impression of the San Elizario Independent School District was one of *community*. Not just the community itself but the community of employees as well. Any help needed was always received by assistance from someone without any hesitation.

Campus Status on Arrival

When arrived, the campus culture was not good. Staff seemed a bit divided and simply put, not happy. This school year, much work was put into creating a positive school culture. The Sambrano Elementary Instructional Leadership Team worked hard to build a positive school culture and climate where students and staff felt included, heard, and that placed high value on respect, diversity, academic integrity, transparency, and honesty.

Additionally, we worked to maintain a sense of teamwork, order, productivity and shared goals that put both students and staff at ease. Problems may still exist, of course, but there is a stronger sense of optimism and hope for the future. The quality of the relationships within the school elevated our vision, school safety, and very importantly, will contribute to academic success.

As evidenced on these side-by-side staff photos. Even just being in last year's photo, staff was not willing to participate (3 rows last year vs 4 rows this year). Same number of staff members, different culture and climate.



- **Leadership Philosophy and Vision**

As an elementary school principal, I believe that every child is capable of growth, discovery, and success when nurtured in a safe, inclusive, and engaging learning environment. My philosophy centers on the idea that education is not only about academic achievement, but also about fostering character, creativity, empathy, and resilience. I am committed to building a school culture where students are inspired to become lifelong learners, where teachers feel supported and empowered, and where families are active partners in their children's education. My vision is to lead a school that celebrates diversity, values collaboration, and strives for excellence—preparing each student not just for the next grade level, but for life as a confident, compassionate, and contributing member of society.

2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community, Establishing Trust with Staff and Students, Initial Changes or Focus Areas**

As a new principal, my priority was to truly get to know the heart of the school—its students, staff, families, and the broader community. I believe that effective leadership begins with listening and learning, so I was committed to spending meaningful time in classrooms, walking the hallways, meeting with teachers and support staff, and engaging with students, parents, and community members.

Building trust is essential, and that started with being present, approachable, and transparent. I wanted staff and students to feel heard, valued, and supported. In these early stages, any changes I introduced were thoughtful and rooted in collaboration, focusing first on strengthening communication, refining school routines, and ensuring a positive and safe learning environment for all. Together, we will build on the school's existing strengths and create a shared vision for continued growth and excellence.

3. Implementing Changes and Building Momentum

- **Strategic planning and vision setting; collaborating with teachers and staff; parent and community engagement**



During the staff development week at the beginning of this school year I took the opportunity to ask staff for their thoughts and opinions on many of the programs, resources, and trainings they thought they had but did not need, needed but did not have, or requested but could go without.

The instructional team allowed for autonomy while still having strong instructional expectations. We discontinued use of some (expensive) resources that were not being used to their potential. Additionally, we continued the use (purchase) of other resources the teachers felt were a positive instructional tool for our students.

We still have much work to do creating a plan to help increase rigor in Tier I instruction. Tier 1 instruction is the general instruction that all students receive from their classroom teacher. Tier 1 interventions are particularly important because they provide a baseline to ensure all students receive a high-quality education. They also help to identify the need for further interventions. If we have a strong Tier I, all students benefit, requiring less students needing Tier II interventions.

4. Overcoming Challenges and Celebrating Successes

- **Tackling bigger challenges, accomplishments, success story**

A very big challenge this year has been both student and staff attendance. We have had meetings to see how we can improve in this area, to no avail. We did see a small increase in student attendance percentage, but not much.

A key accomplishment has been seeing a bit more urgency when it comes to student achievement. We have more work to do in this area, but having the same goals for students will help the campus be on the same page instructionally.

A success story is with one of our 2nd grade teachers who worked hard to bring up 2nd grade student reading levels from a Kinder level 4 to at grade level (or close to it). The students felt a sense of success and accomplishment every time they tracked their own increased reading level.

5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**

At Sambrano Elementary we are embracing high quality instructional materials for use in the classroom. Teachers have many resources however all resources are not being used with fidelity due to having so many available. High-quality instructional materials allow students to engage more deeply and meaningfully with the state standards; they lead to additional learning for students.

- **Developing Future Leaders**

The Sambrano Elementary Instructional Leadership Team worked hard to build a positive school culture and climate where students and staff felt included, heard, and that placed high value on respect, diversity, academic integrity, transparency, and honesty.

Additionally, we worked to maintain a sense of teamwork, order, productivity and shared goals that put both students and staff at ease. Problems may still exist, of course, but there is a stronger sense of optimism and hope for the future. The quality of the relationships within the school elevated our vision, school safety, and very importantly, will contribute to academic success.

We will continue building on this as we now move to the next phase of working together on strong Tier I instruction, rigor, and academic success.

- **Campus Status Now**

We have seen significant improvement with student engagement.

Simply looking at the 2nd grade reading levels from BOY to MOY (EOY still not fully administered), one can see the gains. For example, we had 20 students reading at a level 1, by MOY we had none at that same level. Additionally, we had no students at the goal level of 28 but by MOY, we had 20 students reach that goal.

| 2nd Grade BOY | | 2nd Grade MOY | |
|---------------|----|---------------|----|
| 38 | 1 | 38 | 1 |
| 34 | 0 | 34 | 4 |
| 30 | 5 | 30 | 10 |
| 28 | 0 | 28 | 20 |
| 24 | 9 | 24 | 12 |
| 20 | 10 | 20 | 15 |
| 18 | 10 | 18 | 26 |
| 16 | 9 | 16 | 11 |
| 14 | 16 | 14 | 15 |
| 12 | 18 | 12 | 9 |
| 10 | 19 | 10 | 18 |
| 8 | 13 | 8 | 8 |
| 6 | 18 | 6 | 7 |
| 4 | 15 | 4 | 6 |
| 3 | 16 | 3 | 5 |
| 2 | 8 | 2 | 7 |
| 1 | 20 | 1 | 0 |
| A | 0 | A | 0 |

- **Strong school climate and community involvement**

The leadership team created a survey for all staff to complete. The hope was to gain insight into their thoughts and opinions to address any concerns. This is one of the questions posed?

- Administration/and my kinder team
 - Strong, supportive, approachable administrators
 - Location, environment, administrators
 - My peers, good working environment, I get full support from administrators
 - Believing in students' abilities and creating an environment where they feel supported and encouraged to learn
-

6. Conclusion: Reflection on the Principal's Journey

This school year has been a defining moment in my career. I embraced the opportunities this school year have offered, knowing they would allow me to make a direct and lasting impact on students, teachers, and the school community. This proved to be the best thing that could have ever happened. Leading a campus has been both a privilege and a profound professional fulfillment, reaffirming my commitment to education and the transformative power of leadership.

My goal continues to be to make the most significant impact possible on this campus. The potential within our students and teachers is extraordinary, and the heart and dedication of our staff will directly shape student growth and success. I am committed to fostering an environment where both students and educators thrive, ensuring that our campus continues to excel long after my tenure.

San Elizario Independent School
District Alfonso Borrego Sr. Elementary
School Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Martha Elva Santana-Garcia

Campus: Alfonso Borrego Sr. Elementary

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - My first day in the district was July 1, 2023.
 - My initial impression of the district, community, and staff was a positive one. People in the SEISD community are helpful, welcoming, and hard working.
- **Campus Status on Arrival**
 - STAAR Data
 - Math:

| | | | |
|------------------------|----------------|-----------|-------------|
| 2023 Third Grade Math | Approaches 68% | Meets 31% | Masters 13% |
| 2024 Third Grade Math | Approaches 53% | Meets 18% | Masters 3% |
| 2023 Fourth Grade Math | Approaches 57% | Meets 32% | Masters 13% |
| 2024 Fourth Grade Math | Approaches 58% | Meets 33% | Masters 7% |
| 2023 Fifth Grade Math | Approaches 68% | Meets 31% | Masters 13% |
| 2024 Fifth Grade Math | Approaches 53% | Meets 18% | Masters 3% |
| 2023 Sixth Grade Math | Approaches 75% | Meets 32% | Masters 6% |
| 2024 Sixth Grade Math | Approaches 77% | Meets 43% | Masters 12% |



▪ Reading

| | | | |
|---------------------------|----------------------|--------------|----------------|
| 2023 Third Grade Reading | Approaches 65% | Meets 37% | Masters 14% |
| 2024 Third Grade Reading | Approaches 64% | Meets 33% | Masters 13% |
| 2023 Fourth Grade Reading | Approaches 56% | Meets 23% | Masters 3% |
| 2024 Fourth Grade Reading | Approaches 71% | Meets 40% | Masters 17% |
| 2023 Fifth Grade Reading | Approaches 69% | Meets 39% | Masters 13% |
| 2024 Fifth Grade Reading | Approaches 65% | Meets 28% | Masters 10% |
| 2023 Sixth Grade Reading | Approaches 71%34% | Meets 34% | Masters 8% |
| 2024 Sixth Grade Reading | Approaches 73% | Meets 47% | Masters 12% |

- Key challenges and areas needing improvement:
 - Attendance, including tardies and early pull-outs
 - Intervention blocks that are focused and intentional and do not rely on a computer program
 - Instruction that incorporates the lesson cycle and is directly connected to specificity of TEKS
 - Data meetings
 - Professional Development to address staff needs
 - Involve parents and the community
- **Leadership Philosophy and Vision**
 - As a principal, my leadership style is rooted in servant leadership and relational trust-building. I believe that effective school leadership begins with strong relationships — with teachers, students, families, and the broader school community. I focus on being present, visible, and approachable. A foundational priority is establishing a safe, supportive, and inclusive environment for all. I work to foster a school culture where every individual feels respected, valued, safe and secure.

Supporting teachers is a top priority. I aim to create a climate where educators feel valued, heard, and professionally supported. This includes maintaining an open line of communication, recognizing and celebrating teachers, providing meaningful support, protecting their time and well-being, and including teachers in the decision-making process.

At the same time, I believe in the importance of setting and communicating high expectations for academic achievement for all students. I believe in sustaining a culture for students that is rigorous and



focused on their academic needs. My approach is to partner with teachers in aligning instruction to the specificity of state standards, using data to inform decisions, and creating a shared vision for student success.

By starting with building strong relationships, ensuring safety, and supporting educators, I lay the foundation for a high-performing, student-centered school culture.

2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community**
 - Updated surveys are currently being disseminated to specifically address discipline which is a concern
 - Updated surveys are currently being disseminated to students and parents
 - To ensure staff feel comfortable talking to me, I maintain an “open door policy”
 - Monthly parent meetings were scheduled and led by the campus parent liaison
 - Weekly PLCs
 - Regular meetings with Project Vida to address needs of community
 - Regular “check-ins” with students, teachers and parents
 - SEL lessons by counselor
 - Home visits were conducted by administrator, counselor, and parent liaison
- **Establishing Trust with Staff and Students**
 - Listening attentively was critical. One-to-one meetings with teacher seemed to work nicely.
 - I was honest and transparent. I continue to be.
 - Examples of early strategies to create rapport and engagement.
 - Recognizing and being appreciative of employees and staff.
 - Addressing challenges in school climate or student outcomes
 - Requests for PD were considered and usually granted.
 - Follow through was important.
 - Being consistent and fair is helpful.
 - Showing empathy helped greatly.
 - Setting clear expectations is also critical but not always easy. Don't assume people know what you mean.
- **Initial Changes or Focus Areas**
 - Some changes for the way attendance was handled; AP meets with parents not clerk
 - We made some changes to the intervention block. It is now held in the morning.
 - We started the process of improving the intervention block but a lot more work has to be done.
 - Morning procedures: Students start their morning in the cafeteria and not outside. There were too many discipline problems.
 - Some changes in placement for teachers took place.
 - Difficult discussions took place regarding things like, breakfast for adults must take place before students arrive to classroom and/or picking up students on time from lunch to avoid misbehavior.
 - I continuously heard, “This is the way we have always done it.” As a result changes were usually a challenge.



- Campus Status at the End of Year 1:
 - The regular “check-ins” with teachers and students seems to help.
 - Most feel somewhat more comfortable to speak with me when a concern arises. I try to always make time to listen even if later.
 - Although there is still a small issue with attendance with some folks, the feedback regarding morale is mostly positive.
-

3. Implementing Changes and Building Momentum

- **Strategic Planning and Vision Setting**
 - We will be clear with our mission and vision.
 - We will make decisions based on data.
 - PBIS Committee is working with Livian Baity to establish a strong program that will impact attendance, behavior, and academics.
 - Partnerships are being built with Project Vida to work with faculty, staff, students, and parents.
 - A focus will be small group instruction, and we look forward to training and support from Region 19.
 - Our SRO will continue to take a strong lead in safety presentations that meet the needs of the campus. Parents will be included in some cases.
 - We will be intentional about our SMART goals we set.
 - Major initiatives or plans put in place (e.g., curriculum improvements, technology upgrades, safety protocols)
 - Introduction of data-driven decision-making or assessment tools
 - We will involve parents more intentionally.
 - We will be prepared to monitor and adjust.
- **Collaborating with Teachers and Staff**
 - We will support teachers with necessary training as determined by data and set goals.
- **Parent and Community Engagement**
 - Goals and ideas for next year:
 - Increase the number of parent and family activities represented and set up a BOY
 - More community outreach / strengthen partnerships-work in conjunction with other district campuses
 - More organized ClassDojo feed
 - Incentives for parent and family engagement
 - More volunteer opportunities on campus
 - Align parent and student information sessions along with handouts and supplemental information



4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**

- Discipline is one of those bigger challenges at Borrego and a very structured plan is being executed to ensure a meaningful solution to the problem with discipline. Our PBIS committee is currently working with Ms. Livian Baity to build a more aligned, consistent and sustainable program.
- Work will also be done through PLC, training, instructional feedback, etc. to increase student performance.

- **Celebrating Achievements**

- Sending 3 more teachers/AP to AVID
- 100% of certified teachers on board
- Increase in student enrollment
- Our PLC process is shaping up nicely.
- Our PBIS Committee is working to strengthen our program. Great progress is being made.
- We recognized students for their hard work (grades, attendance, good behavior, etc.)
- Growth in some areas on MAP testing
- Holding important conversations such as, how do we support SPED teachers/students who are now taking STAAR test? Will hold “workshop” to begin planning.
- Upgraded technology for teachers
- Partnerships with Project Vida and Aliviane
- Full implementation of Rockin’ Reviews across grade levels and content areas (although some got a late start)
- Amazing Teacher of the Year, Employee of the Year, Professional of the Year representatives
- We have a team that truly works together.
- Honor Roll Recognitions continue each 9 weeks.
- GT Competitions:
 - All GT Students participated in the district competition.
 - Two groups made it to finals
- Math Bee: One hundred twenty students participated in grades 3-6. All students were recognized but first, second and third per grade level were selected as well as one overall grand champion.
- Band/Music: Our music program is thriving! Students are excited to come to class and learn about music and their instruments (5th/6th grade). Since starting the 6th grade band program four years ago, we have successfully been able to double both band and mariachi numbers (Ms. Montano)
- Literary Anthology: 19 finalists were selected from Borrego
- SPED Olympics in Fabens ISD
- Intramurals: volleyball, basketball, football, soccer, track
- Cheer squad that consists of 25 girls in grades 3-6



5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**
 - Develop a Clear Vision and Culture of Innovation
 - We will invest in teacher development
 - Foster student-centered learning
 - Thoughtfully integrate technology
 - Build strong partnerships
 - Use data to make decisions
 - **Campus Status Now:**
 - Our data is holding strong
 - There is a strong concern for SPED students taking STARR for the first time
 - Anxiously awaiting STAAR data to identify how to support ASC units, dual language teachers and resource teachers as well.
 - We are looking at an increase in student population for the 25-26 school year. We will need additional personnel.
 - Our current student enrollment is 517 students. We are one of the largest campuses in the district. Could we supplement support for our:
 - 4 custodians
 - 1 counselor
 - 1 interventionist
 - 1 Instructional Officer
 - 2 monitors
 - **Legacy and Long-Term Impact**
 - With the work we are doing, we will see:
 - An increase in student performance
 - A strong, consistent PBIS program which positively impacts attendance, academics and behavior
 - A campus with an overall strong, positive morale and culture
 - A well-structured parental involvement component
-



6. Conclusion: Reflection on the Principal's Journey

- **Summary of Accomplishments and Milestones**
 - Stronger PLC: planning, data meetings, instructional lessons
 - Working to create a PBIS program that is effective, consistent and aligned
 - Working to build a strong partnership with outside agencies like Project Vida to help support, students, teachers, and parents
- **Final Thoughts on Leadership**
 - The future looks bright for Borrego. Through my experiences as a principal and what I have learned I am excited about what is to come. Although not an easy one, the journey thus far and the work that we are putting in is going to lead us to increased student success in academics, behavior, and SEL. Our focus is the WHOLE CHILD.
- **Looking Forward: Preparing for Continued Success**
 - As we look forward to and plan for continued success, our vision is guided by the belief that every child deserves a meaningful and empowering educational experience that is filled with positive experiences. With this commitment we will inspire a love of learning, continue to support the whole child, embrace inclusivity and diversity, empower educators, and strengthen community and family partnerships.

San Elizario Independent School
District Lorenzo G. Alarcon Elementary
School Principal's Journey



May 21, 2025



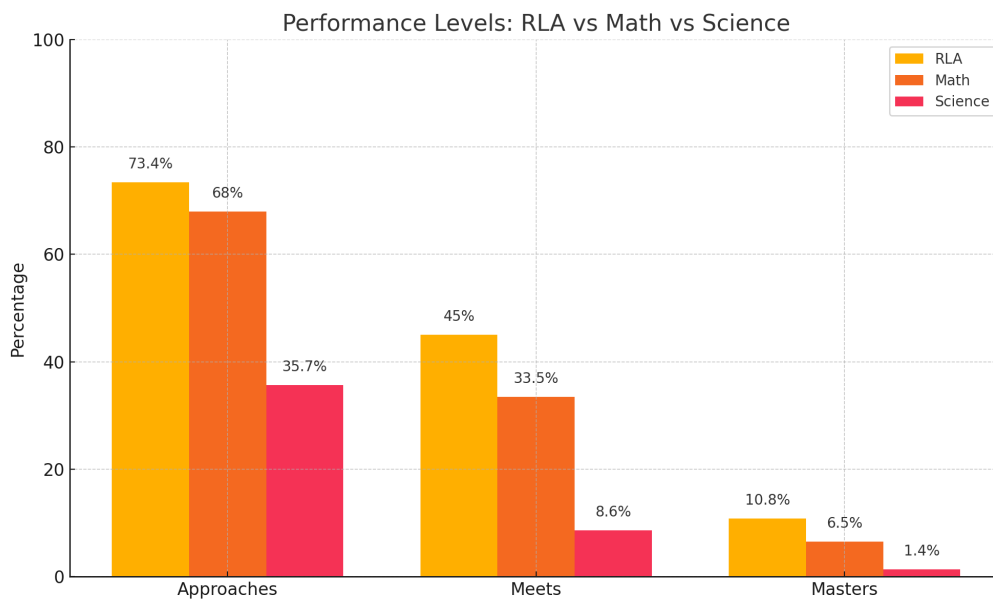
The Principal's Journey at San Elizario ISD

Principal's Name: Monika Seelig Ruiz

Campus: Lorenzo G. Alarcon Elementary School

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - My first day in San Elizario ISD was October 4, 2024, as Principal of Lorenzo G. Alarcon Elementary School.
 - My initial impression of the district was one of a welcoming atmosphere. Every person encountered at Central Office was professional and provided service with a smile. The staff seemed friendly yet reserved in their ways toward me. The community gave me a sense of welcome and warmth.
- **Campus Status on Arrival**
 - Below is a snapshot of STAAR data from the previous year with a side-by-side comparison for RLA, Math, and Science:





- School climate typically affects staff morale. When I arrived, I wanted to gather input from teachers first and then move on to staff. Some anonymous comments are below:

*1. There is favoritism among staff and grade levels.
2. Regarding data meetings- ALL responsibility is put on teacher. If scores are low, the favorite opening to the meeting is - How did it go, what are your lowest scoring TEKS, and what are YOU going to do to fix it?*

I think that communication can be improved. There have been many instances where we are pulled out for meetings without prior notice or last minute changes and we are not notified.

There were positive comments shared as well:

I really enjoy working with my colleagues. My grade level team is amazing. They are hard-working and very supportive. I feel like our campus really does have a sense of family.

The morale seemed to be in a neutral state. Naturally, having a new principal at their campus caused for uneasy feelings and a lack of trust.

- The campus was found in good physical condition. The older area(s) of the campus are well-preserved and clean.
- The first challenge upon arriving at Alarcon Elementary was protecting instructional minutes. Students had to walk quite a distance to the Nurse whose office was in the Annex. Students were never quite in a hurry to go to and from the Nurse's office and back to class. I noticed, too, that they had to wait for the metal gate to be unlocked remotely by office staff, which sometimes wouldn't happen immediately. This also led to a safety concern where students were left exposed outside of the main campus, however, still behind the locked fence. However, should danger arise while a student was along the path to the annex after leaving the metal gate, they would be quite a distance from safety.
- Class bathroom breaks also took time away from instruction.
- Low STAAR scores from 2023-2024 were also concern and a starting point to improve teachers' understanding of data.
- The biggest concern from teachers and staff was favoritism which might have been affecting overall morale.
- Within a couple of months, I found myself with a new assistant principal, counselor, and instructional specialist.



- Finally, administrator presence at lunch recess was lacking
 - **Leadership Philosophy and Vision**
 - My leadership style started as the democratic (participative) type of leadership. First, I wanted to build a culture of collaboration on the Leadership Team so we could model for the teachers what that looks like in a Professional Learning Community. My goal was to immediately build trust within my team and with teachers and staff.
 - Early goals included getting to know the staff, students, and community through informal conversations, meetings, and events. I made it a point to be present at arrival for teachers and students as well as dismissal.
-

2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community**
 - I sent out 2 climate surveys upon arrival. One for teachers and one for instructional aides. I was visible in the morning at teacher arrival to assess punctuality. I was visible at dismissal to see if there was a structure in place.
 - Coffee with the Principal was scheduled immediately (Empanadas with the Principal) and as an incentive for attendance, we had a gift card raffle. I had a welcome table for Parent Teacher Conferences where parents stopped by to meet me and ask questions. A welcome pep rally was held for students to officially meet me.
- **Establishing Trust with Staff and Students**
 - Fun staff activities were scheduled to build rapport, engagement, and boost morale. Some activities included an Underground Spirit Week just for employees, an amazing Apple Bar with all the fixings, Valentine Crush contest, etc. To establish trust with students, I purposely held conversations outside at lunch recess. If a discipline issue arose, I took advantage of having genuine conversations with them and took time to explain why the behavior didn't meet PBIS expectations.
 - Some challenges encountered were lack of teachers' understanding why a form was created to analyze data after an assessment. Another challenge was after making some changes due to "favoritism" another survey stated it was worse.
- **Initial Changes or Focus Areas**
 - The Intervention Block was not being utilized with fidelity. Teachers were missing "next steps" after collecting data from assessment. The nurse's location was moved back to inside the campus.



- Campus Status at the End of Year 1:
 - Since teachers were being held accountable more often than before, those who struggle are feeling the pressure. Since there is a new leadership team that was formed mid-year, changes have occurred that some staff struggle to meet expectations.
 - There are currently more teachers and staff who are embracing the changes and challenges that have come their way this year. Those are resisting will need more coaching and will be supported next year with more “check-ins” from administration and our instructional specialist.
-

3. Implementing Changes and Building Momentum

- **Strategic Planning and Vision Setting**
 - New Math curriculum will be implemented in the coming year. Our initiative is to learn it alongside our teachers, provide time for planning, and get in classrooms to help teach some lessons.
 - More systems will be put in place for all areas to include office procedures for guest teachers and new student enrollments. X A Discipline Committee will be formed this coming year for better collaboration and understanding between teachers and administration. There will be a focus on restorative practices.
 - In order to gain a better understanding of data and what to do with it, teachers will be trained to identify essential SEs for each unity. Since it is impossible to teach ALL state standards, this will narrow the focus for teachers to better utilize instructional time and with a purpose. This will help a strong first teach during Tier 1 instruction. Intervention time will also be more purposeful, concrete, and documented. More training will be provided in TCMPC to help teachers be efficient in lesson building and TEKS clarification.
 - A Principal’s Advisory Committee will exist to have student input on campus decisions as well as developing leadership skills in our 5th and 6th grade students.
- **Collaborating with Teachers and Staff**
 - We will support all district provided professional development in core subjects.
 - As the PLC continues to evolve on campus, more autonomy will occur with teachers. SPED teachers will be supported in working collaboratively with General Education Teachers.



- **Parent and Community Engagement**

- To increase parent volunteers, we will be creating “Eagle Eye Dads” this coming year. This is an initiative to welcome the presence of more male figures on the campus. The Parent Center will be moved to the Annex allowing for a larger space to work and accommodate the parents who say it’s a far walk to the 200 Hall. This will also eliminate for traffic within the campus.
 - Ideas for strengthening relationships with external community partners will be addressed during our Leadership Summer Retreat in June.
-

4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**

- Addressing complex issues such as underperformance and discipline challenges will take time. A better understanding of data analysis and intervention will help close the achievement gap. The creation of a Discipline Committee will create better dialogue between administration and teachers and best support student behavior. The implantation of Community Service in which a consequence is to assist younger students in academics or sports will give students a better sense of belonging and service.
- Our Safety Committee will focus on ensuring that safety protocols are shared with all stakeholders since the beginning of the school year. Weekly updates will continue to be provided in the Weekly Eagle Update that is sent to campus teachers and staff.

- **Celebrating Achievements**

- The campus takes great pride in holding the highest attendance rate in the district. We have the honor of recognizing five teachers for TIA designations. Our very own 4th grade teacher, Ms. Quinones, was named district teacher of the year. Our SPED teachers earned 1st Place in Literary Anthology for the district. GT students have placed in several local competitions. We look forward to increased ratings in STAAR this school year.
- It has been shared with me that the SES Unit, led by Mrs. Sanchez, made great strides with students who are now showing success in the middle school simply by implementing behavior strategies with fidelity and student accountability! They are a great example of showing that consistency, with compassion, is key!



5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**
 - We will focus on learning and implementing curriculum that is provided by the district. In addition, we will read the book, Fundamental Five by Sean Cain, to provide better classroom practices.
- **Developing Future Leaders**
 - Teachers will be given roles in the Professional Learning Community. Each role will require leadership skills, or the application of leadership skills. This will be a great way for our teachers to experience this with their colleagues and receive feedback from administration when necessary.
 - Although administration oversees certain committees, each committee will be led by one of the teachers.
 - Students will be provided more opportunities for leadership experience. It will begin within the classroom and will work its way out to campus events. We will focus on creating MCs, ushers, presenters, etc.
- **Campus Status Now:**
 - Currently, the average of 4- and 8-week assessments in Reading, Math, and Science, show to be higher than last year's STAAR scores. We will be able to do the comparison once STAAR scores are released for this year.
 - We are in need of stronger community involvement.
 - Several infrastructure changes have been made. The Nurse's office is now closer to students minimizing loss of instructional minutes and keeping students safer. Teachers and staff now have access to the metal gate that leads to the main campus, minimizing time to get back from the office. Professional Learning Team meetings are now being held in the 200 hallways, minimizing planning and collaborating time lost due to walking to and from the Annex.
- **Legacy and Long-Term Impact**
 - It may be too soon to have data on the long-term impact on the campus under my leadership. As I reflect on what has happened since October 2024, I see trust being built by first building relationships. I have set the tone that I am holding all employees to a higher standard and stay conscious to model that daily. I have provided opportunities for teachers to reflect on their own practices and even better understand what the SLO's purpose is. Empowering my teachers with tools for improvement, I believe our scores will begin to reflect that in student performance.



6. Conclusion: Reflection on the Principal's Journey

- **Summary of Accomplishments and Milestones**
 - Attendance continues to be a highlight for the campus.
 - **Final Thoughts on Leadership**
 - I have learned a lot since becoming a new principal and putting my role into practice for the past 7 months. It is not an easy role, but the positive outcomes will slowly develop as our campus develops systems that build better teacher practices and successful student outcomes. Not only in academics, but in every aspect of the child's life.
 - **Looking Forward: Preparing for Continued Success**
 - The future and vision moving forward for Alarcon Elementary will be that of a shared vision that will revisit our vision and mission statements. New leaders come with a vision, to make a positive impact and to leave a lasting legacy through the work of students and teachers. I see a community that has lots of parents' involvement, teacher autonomy, and growth in learning for every student.
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San Elizario Independent School District
Ann M.Garcia Enriquez Middle School
Principal's Journey



May 21, 2025



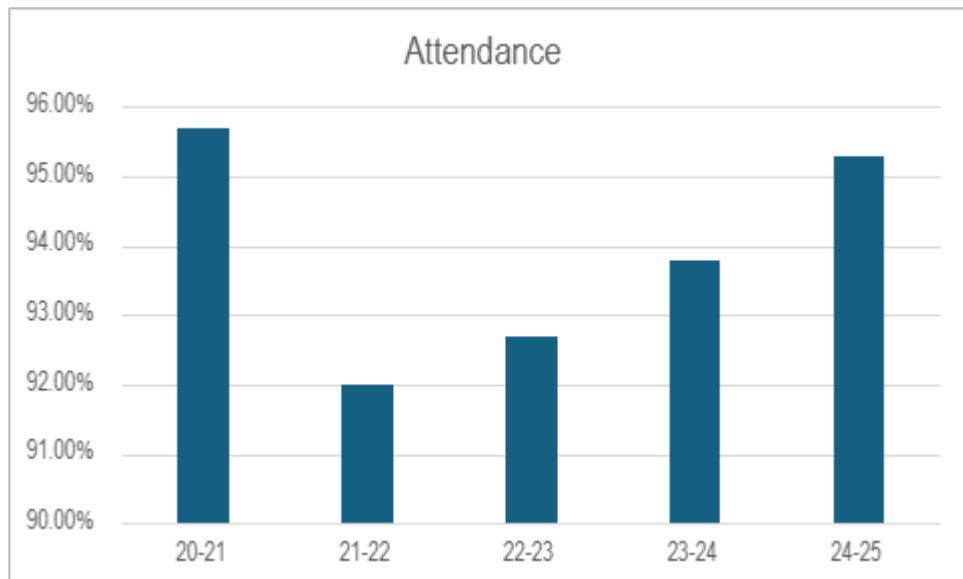
The Principal's Journey at San Elizario ISD

Principal's Name: Richard Salcido

Campus: Ann M. Garcia-Enriquez Middle School

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - July 2020
 - It was an interesting start to my career with the district by starting mid pandemic. I did not meet any of the campus employees in person until October 2020 which posed a challenge making connections. Despite the unique start, the district and campus were very kind and welcoming. Before submitting my application, my wife and I took a drive down to the community to get an impression. I immediately felt connected and a calling to work in an underserved community.
- **Campus Status on Arrival**





- Upon my arrival, the school climate was already positive; however, we recognized an opportunity to further promote the good work being done. By actively promoting our achievements and initiatives on social media, we were able to showcase the great things that are happening at Garcia-Enriquez Middle School. This highlights our successes but also promoted a sense of pride and connection among students, staff, and our community. We rebranded to embrace the name of Ann M. Garcia-Enriquez Middle School. When I started, there was an emphasis on GEMS (which we still use occasionally and for fun) but many of the students did not know what it stood for, we wanted them to embrace the actual name of the campus it was named for. The buildings are well taken care of considering the age of them and are continually trying to maintain to be presentable for our Eagles and community. We have incorporated more school spirit items such as school colors, banners and pictures to promote the Nest.
- Upon my arrival, the school's academic performance was relatively stable. However, the onset of the COVID-19 pandemic in 2020 disrupted some processes, leading to a period of rebuilding and adaptation. In the 2019 school year, the campus achieved a commendable accountability rating of B, with a scaled score of 84 and earned two distinctions. Due to the declared state of disaster, no ratings were issued for 2020 and 2021. In 2022, the campus maintained a B rating, with the scaled score improving to 85. However, in 2023, the rating declined to a C, with a scaled score of 79.
- Key challenges and areas needing improvement (e.g., high absenteeism, low test scores, morale issues, outdated facilities)
 - Resource gaps:

Currently our Social Studies does not have an established curriculum or textbook adoption.

To become a certified AVID campus, we need to be able to hire a tutor to implement effective tutorials with fidelity.
 - Description of facility need:

Connecting every building - to protect students from the elements. Students, faculty and staff must go outside with extreme elements (freezing temperatures, windstorms, snow, rain, and extreme heat, etc...).

Main office location – entry has a blind spot when entering.

Visitors can bypass the office staff since they are not directly in front upon entering.



- Leveling of walkways - All exterior walkways. too many cracks, uneven steps, walkways pose several safety issues. Several employees, guests, and students have fallen or tripped. Worker claims have been due to this with the uneven and narrow walkways.
 - Removal of rocks - Between 300 and 400, courtyards. Rocks fall on the sidewalks and visitors have stepped and fallen due to stepping on a rock.
 - Parking lot repair - Parking lot for visitor parking, faculty parking and back gym parking. "Alligator back" with many cracks and uneven surfaces, poses a safety hazard. Faculty and staff have tripped and fallen.
 - Lighting for parking lot (not one single one) - Visitor parking lot, employee lot, auxiliary gym parking lot. Dark for students and employees after hours, and practice poses a safety risk. Several fender benders during volleyball and basketball games.
 - Expansion of auxiliary gym. The gym is not big enough to seat all the students. They need to sit on the floor for any pep rallies, performances, etc. We would like to hold our transition ceremony at the campus, but there is not enough room to house guests and our students.
- **Leadership Philosophy and Vision**
 - My leadership approach centers on cultivating a positive and supportive environment for all stakeholders invested in our students' success. I prioritize building strong, trust-based relationships where decisions are made in mutual respect and teamwork.
 - I believe in empowering individuals by entrusting them with their roles and providing guidance as needed, rather than micromanagement. This provides a sense of ownership and accountability. I also value open conversations, both good and bad to address both achievements and challenges through constructive conversations, which I find more effective than formal reprimands.
 - Our school community thrives when every voice is heard and valued, and I am committed to investing time in creating collaboration and unity among our team.



Early goals or mission for the school and community

- **Short-Term Goals (Current School Year)**
 - For the remainder of the academic year, our focus is on proactively preparing our 7th-grade students for 8th-grade coursework through targeted instruction and structured support.
 - We are having our 7th grade math students practice with the calculators they will use for 8th grade math assessments and coursework.
 - We are reinforcing appropriate behavior and academic habits to ensure students finish the year strong. This emphasis is particularly crucial for 7th graders, setting a positive tone now will help them transition smoothly into the more demanding 8th grade environment.
 - We are reaching out to parents of students who are at risk of not passing, have lost credit, or are experiencing behavioral challenges. We aim to collaborate on strategies and interventions needed for the remainder of the year and for summer school if necessary.
- **Long-Term Goals (Next 1–3 Years)**
 - As a Texas and National "Schools to Watch" honoree, we are committed to excellence in all areas. Our goal is to achieve an "A" campus rating through a collaborative effort involving not only our core subjects but all subjects working together to enhance academic success. We recognize the importance of student attendance in this endeavor and are actively implementing strategies to improve attendance rates. We plan to identify students early and provide targeted interventions immediately. We would like to implement innovative initiatives and programs to recognize and reward faithful attendance.
- **Key Initiatives for the Upcoming Year**
 - We are actively refining our data-driven discussions during Professional Learning Communities (PLCs) to more effectively target interventions and enrichment opportunities. Our focus is on elevating the academic rigor in all classes, but with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
 - Expanding the 7th Grade Math enrollment and utilizing Bluebonnet, Carnegie curriculum.



- While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.
 - We want to enhance our Frequent Small Group Purposeful Talk (FSGPT), a strategy that involves organizing students into small groups to discuss specific questions at regular intervals throughout the lesson to for a deeper understanding through peer interactions.
 - Additionally, we are improving the use of Costa's Levels of Thinking to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.
-

2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community**
 - Our theme this year was getting to know our Eagles. We faculty and staff dissect the coding of their students such as Special Needs, Emergent Bilingual, Gifted and Talented, to name a few. We had an in depth focus for our At-Risk students. Although they were familiar with the coding, they were not very knowledgeable on why they were coded and having multiple codes. Through Golden Hour Advisory we were able to incorporate various programs such as CharacterStrong, AVID and other activities that targeted student teacher dynamic.
 - Community involvement, partnerships, and events that have strengthened the relationship between the school and the community.
 - Community members and partners in education played a crucial role in the development and advancement of our parent and family engagement program serving as a bridge from our community to our families. Community members and partners in education were invited to school functions and activities.
 - Some of our community partners included Project Vida, The Boys and Girls Club Teen Center, Aliviane Inc, El Paso Public Library, San Elizario Agriculture, and Los Portales Museum. Some groups were active participants of our spring Parent Teacher Conference (Sep 2024) and Family Literacy Night (August 2024). In a continued collaboration with



our librarian Mrs. Rodarte and El Paso Public Libraries our families that attended our November 2024 parent literacy received their official printed El Paso Public Library Card with no cost our families adding this resource for our parents to have unlimited books, internet access, and access to community events. We also focused on building community engagement that included for our families to attend a hands-on gardening class with our community and board member Lorenzo Luevano at Los Portales Museum and community garden (March 2025). Our families were encouraged to be active participants of other community lead events such as “Earth Day in San Elizario”.

- **Establishing Trust with Staff and Students**

- Being present, visible, and approachable to students, faculty, staff, parents/guardians, and the community has been instrumental in building rapport and engagement with all stakeholders. Stakeholders value knowing they are heard and respected, even when outcomes may not be what they wanted. Maintaining open lines of communication is essential for creating and maintaining a positive school climate and ensuring that all members feel valued and supported.
-
- Addressing challenges in school climate or student outcomes – When I first arrived, there was a mindset that our students were not capable of handling rigorous coursework or being challenged academically. This perception extended to how students viewed themselves and their community, often referring to it in negative terms. Recognizing the need for change and creating a growth mindset, we introduced the AVID program to the campus. Over the past four years, we've worked diligently to shift this mindset towards one of growth and confidence. This is one of the key reasons we applied for the "Schools to Watch" designation—a recognition of our commitment to excellence in middle-level education.
- It is still a challenge to establish a culture of high expectations and providing the necessary support, but we have established the mindset to empower our students to challenge themselves and be the best versions of themselves.



- **Initial Changes or Focus Areas**
 - Early interventions or areas identified for improvement (e.g., attendance, academic performance)
 - Attendance – Our attendance clerk has made significant progress in enhancing communication with parents and guardians regarding student attendance. By proactively sending notices at various checkpoints, she ensures that families are informed before the need arises to implement a 45-day plan or take them to court. Additionally, our counselors and administrative team collaborate closely to support students who have high absenteeism and tardiness. Through individualized meetings, we work together to identify underlying issues and develop strategies to encourage consistent attendance.
 - Academic Performance - Through our "Getting to Know Your Eagles" initiative, we've utilized historical data to identify students who require accelerated support, particularly those under House Bill 4545 (HB 4545). We have analyzed performance trends to determine which students showed growth and which may have regressed. Based on this analysis, struggling students were enrolled in a STAAR Lab at the beginning of the year, providing them with focused yearlong intervention. Additionally, our Instructional Specialists have conducted targeted pull-out sessions, offering content-specific support to address individual student needs.

3. Implementing Changes and Building Momentum

- ⌚ **Strategic Planning and Vision Setting**
 - Major initiatives or plans put in place (e.g., curriculum improvements, technology upgrades, safety protocols)
 - We were the first campus to pioneer the AVID (Advancement Via Individual Determination) program to close opportunity gaps and improve student outcomes for underserved students.
 - We recognize the importance of the whole student, we created an advisory period to address the social-emotional needs of our students, while also providing opportunities for academic interventions and enrichment activities.
 - To support our Emergent Bilingual students in acquiring English language proficiency, we have explored Summit K12, which offers



tailored resources to enhance language acquisition and academic success.

🕒 **Collaborating with Teachers and Staff**

- Establishing professional development programs
- Supporting teacher autonomy while providing guidance and resources
- We actively seek feedback from our educators through surveys to identify areas where they feel they need to enhance their teaching practices. This allows us to ensure they are tailored to meet the specific needs of our staff.
- Recognizing the wealth of knowledge within our educators, we empower our educators to lead Professional Learning Communities (PLCs) by sharing best practices. Additionally, our AVID site team plays a critical role in disseminating AVID strategies, creating a collaborative environment where teachers learn from one another.
- We approach our data discussions and classroom delivery, with a balance of firmness with fairness. We provide feedback from walkthroughs by using the word "consider," encouraging reflective thinking and professional growth instead of "do this or do that". We aim to provide constructive feedback, emphasizing specificity, actionability, and a supportive tone. We hope this approach creates a collaborative environment where educators feel respected and motivated to improve their instructional practices.

🕒 **Parent and Community Engagement**

- Enhanced outreach efforts (e.g., town halls, workshops, parent committees)
- Strengthening relationships with external community partners
 - Project Vida – delivered six lessons per semester on “Positive Potential” to both our 7th and 8th grade students through P.E.
 - Boys and Girls Club (Teen Center)
 - Aliviane – delivered lessons through Health and College Career Readiness to our 7th and 8th grade students on healthy choices on topics such as vaping and other drugs.
 - Project Vida hosting a Health Fair for the entire community at Garcia-Enriquez MS.
 - Students to participate in the Bee Real 2024 event. It gave our students an opportunity to volunteer in their community.



- Thank you Mr. Lorenzo Luevano for organizing such an incredible event for the families of San Elizario. The children and adults had the opportunity to show off their creative skills while painting their clay pots.
- During the 2024-2025 academic year, Ann M. Garcia-Enriquez Middle School made significant strides in reinforcing the connection between school and home. Parents and families were consistently invited and encouraged to take part in a variety of informative meetings, school functions, and community events that provided a deeper engagement in student learning.
- Our families actively participated in events such as Parent-Teacher Conferences, 7th and 8th Grade Parent Orientations, and Region 19's Educational Family-Based Conferences. Many also became involved through our campus volunteer program. A series of literacy-based and educational sessions offered both at the campus and district levels played a key role in nurturing family engagement. These sessions were developed based on feedback from parents and families to ensure relevance and impact.
- Topics addressed in weekly and monthly workshops throughout the first semester (June 2024–December 2024) included:
 - Coffee with the Principal
 - Literacy STEAM Night
 - SPED Child Find
 - Early College Awareness
 - Financial Literacy
 - STAAR/HB 4545 Overview
 - The 5 Love Languages for Teens
 - Suicide and Drug Prevention
 - Nutrition Education
 - Mindfulness and Wellness Workshops
 - In the second semester (January 2025–May 2025), engagement continued with hands-on and interactive events such as:
 - "I Painted That" Art Sessions
 - Yoga with the Principal
 - Community Gardening
 - Fairy Tale STEM Engineering
 - CTE and Academic Information Sessions
 - Attendance Awareness Events



- To further support learning at home, monthly resources were provided, including books, public library card applications, informational brochures, and hands-on activities designed to strengthen school-to-home connections.
 - The focus of our family literacy and engagement efforts was to promote academic success through literacy development, dual language learning, goal setting, resilience, personal growth, and self-care. Each event was designed to create a welcoming, inclusive environment that encouraged collaboration and interaction among families, staff, and community members—ultimately fostering a supportive learning culture for all.
-

4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**
- Addressing complex issues such as underperformance, discipline challenges, or resource gaps
- We prioritize transparency through our "State of the Nest" that we start every faculty meeting. During this discussion we focus on three key areas we call the three A's: Academics, Attendance, and Attitude. This approach encourages open dialogue about our status and future goals on how to improve on the three areas for a culture of continuous improvement. Engaging in these hard conversations about our progress and challenges is essential for enhancing student outcomes.
- When district-adopted resources are not available, we proactively seek alternative, research-based solutions to support our educators. This commitment ensures that our teachers have access to effective tools and strategies, enabling them to meet the diverse needs of our students.
- Crisis management (e.g., handling a major disruption, implementing COVID-19 protocols)



Celebrating Achievements

- Key accomplishments, milestones, or recognitions achieved by the school (e.g., awards, improved ratings)
- Success stories of students, teachers, or programs that thrived under their leadership
- AVID Ambassadors presenting at convocation. Comments: Beyond proud to see 4 of my former students showcasing the AVID program. I was blown away to see the impact AVID has made on their confidence and communication skills. I've confirmed that the decision to be part of our campus AVID team was the right call ~Ms. Zuniga Thank you San Elizario for supporting AVID! I hope we accomplish this beautiful mindset in each single one of us. I hope we can make more impact!! Thanks to Ms. Castruita for making AVID part of me. ~Ms. De La Hoya
- Awarded Texas and National Middle Schools to Watch by the Texas Association of Secondary School Principals.
- The Great Khalid Foundation is providing ALL our 7th graders with a backpack filled with all the school supplies they will need to start the school year. The goal of the foundation is to provide children with the tools they need to focus on their studies and be successful in the classroom and start the year with excitement and confidence.
- Do the Write Thing essay winners who represented Region 19 from over 6,000 essays as an El Paso Ambassador going to Washington D.C. and had having their essay published in the Library of Congress! (We have sent someone 2 of the last 3 years)
- Congratulations to our GEMS Concert Band on their Division 1 at the Riverside Beginning Band Festival.
- Honor Band received 1s on Stage and 1s on Sight Reading for UIL bringing the trophy to GEMS!
- Weeks of hard work, sweat, and dedication! After 15 years, we did it!!!! We are the 8th Grade Boys Little 13 2025 District Track and Field CHAMPIONS!
- Honor Band received 1s on Stage and 1s on Sight Reading for UIL bringing the trophy to GEMS!
- Academic UIL 1st Place
 - Readers Theater English 1 Place-Gama gave Me A Haircut, Coach: Mrs. L. Melendez, students: Maite Paniagua, Jazlyn Rocha, Diego Aguilar, Yareli Cedillo, Melanie Hernandez, Corinthia Griego
 - Readers Theater Spanish 1st Place- Vuelta's da la Vida, Coach: Mrs. C. Villarreal, Students: Angel Ortiz, Jesus Escobar, Matthew Oropeza, Gael Escobar, Naomy Oropeza, Destiny Garcia



- Readers Theater Spanish 1st Place- Los Padres Tambien Cometen Errores, Coach: Mrs. C. Villarreal, Students: Jennifer Romero, Ashanty Martinez, Cesar Arzola, Fernanda Enriquez
- GT student's 2nd place at Q-BEC! Your creativity blew everyone away. Keep reaching for the stars.
- Congratulations to our undefeated 7th grade football team for being recognized as Little 13 East Camps at the Greater El Paso Showcase All Star Football Game.
- 8th Grade Boys Basketball back-to-back conference champs
- 7th and 8th Grade Boys Soccer Team, District Champions and going undefeated!
- 7th and 8th Grade Combo Girls Soccer Team, District Champions.
- 8th grade Boys Cross Country Little 13 Conference Champions.
- Game on! 1st Annual FIFA Soccer Tournament is officially underway.
- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee

5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**
 - Fostering an environment of continuous improvement and innovation
 - Examples of forward-thinking initiatives (e.g., introducing new programs or curriculum changes)
 - AVID
 - Summit K-12
 - Golden Hour Advisory Period
- Our first 7th / 8th grade Advanced Math course that has been four years in the making.
 -
 - Scholastic Book Fair Challenges to promote literacy



WE REACHED ALL OUR GOALS!

Book Fair Challenges

| Goals/Amounts | Challenges |
|---------------|--|
| ✓ \$600 | Ms. Evelyn will sing two songs during each lunch hour. One song from Selena, the other from Juan Gabriel. |
| ✓ \$1,200 | Mr. Gutierrez will have an employee shave his head. |
| ✓ \$1,800 | Cafeteria will serve buffalo wings and curly fries. Students will receive an extended lunch, 10 minutes extra. |
| ✓ \$2,400 | Mr. Salcido will compete in an obstacle course race against Mrs. Telles. |

- The Mariachi GEMA performed at Borrego Elementary for their Mother's Day Concert!
- GEMS STEM students planted some radishes and green beans after we picked up some trash from the school grounds.
- Fairytale Engineering Literacy Session
- Hosting a local Science Fair and participating at Sun Country Regional Science Fair! First time in over 10 years.
- Life Skills starting a fully functioning garden.
- STEM Super Bowl Challenge
- Game on! 1st Annual FIFA Soccer Tournament is officially underway.
- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee
- **Developing Future Leaders**
 - Focus on mentorship and developing leadership in teachers and staff
 - Success in fostering a positive school culture that encourages student success
 - We currently have one para educator participating in The Registered Teacher Apprenticeship Program (RTAP).
 - Faculty and staff are encouraged to be empowered to be a master of their craft. Any employee that strives to continue their pursuit of leadership, is encouraged and supported.



- **Campus Status Now:**
 - Current academic performance (e.g., higher standardized test scores, improved student engagement)
 - We previously achieved higher STAAR test scores, but last year we experienced a decline, which can be attributed to adjustments to the four-day schedule and the introduction of STAAR 2.0 item types. Both of these changes were emphasized during our Professional Learning Communities (PLCs) and professional development sessions throughout the year.
 - Strong school climate and community involvement
 - The most recent district-administered climate survey provided positive feedback, indicating a favorable perception among our school community.
 - Additionally, we maintain a positive presence on social media, regularly recognizing both teacher and student achievements. This practice not only celebrates successes but also fosters a sense of community and engagement among students, parents, and staff.
 - Infrastructure or facility upgrades that have been achieved – few of the request of the last four years have been provided.
 - **Legacy and Long-Term Impact**
 - Reflections on the school's trajectory under their leadership
 - I measure my impact by the lasting improvements and positive changes I leave behind. Reflecting on my tenure, I am confident that our campus is in a stronger position today than when I first arrived and have systems in place to continue a positive trajectory.
 - Key moments of transformation or growth for the school
-

6. Conclusion: Reflection on the Principal's Journey

- **Summary of Accomplishments and Milestones**
 - At our campus, we have implemented an advisory period known as "Golden Hour" to support the development of the whole child. This dedicated time is structured by days. On Tuesdays, we focus on emotional learning through the CharacterStrong program and counselor lessons. On Wednesday we emphasis either AVID (Advancement via Individual Determination) or the Summit K-12 program. On Thursdays and Fridays, we focus on interventions as well as a Student Eagle Eye Report for students to keep track of and reflect on their progress of grades, STAAR, TELPAS, and attendance. To further support our students, we have a



Reading Interventionists to assist students who have a history of challenges in their Reading Assessments. We also offer STAAR labs to students who are close to passing STAAR but require additional support in Reading and/or Math. The labs also fulfill the requirements set by House Bill 4545 which is mandated by the state for accelerated instruction for students who do not achieve satisfactory performance on STAAR assessments.

- Our campus is the first campus to implement AVID (Advancement Via Individual Determination). The mission of AVID is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. AVID is a comprehensive educational program designed to increase the number of students who enroll in and succeed in higher education. It targets students who are capable of completing rigorous curriculum but may need additional support to do so. The program emphasizes:
 - **WICOR Strategies:** Writing, Inquiry, Collaboration, Organization, and Reading to Learn.
 - **AVID Elective Classes:** Specialized courses that provide academic support and skill development.
 - **Professional Learning:** Training for educators to foster a college-going culture.
- AVID transforms school cultures to support students in achieving their college and career goals.
- “Do the Write Thing” essay winner Mariana Lozoya, who represented Region 19 from over 6,000 essays as an El Paso Ambassador. She went to Washington D.C. and had her essay published in the Library of Congress!
- Congratulations to our Eagle Scholars on being inducted into the National Junior Honor Society! Your hard work, leadership, and dedication shine brightly. Keep reaching for greatness and our standard of excellence.
- Congratulations to our GEMS Concert Band on their Division 1 at the Riverside Beginning Band Festival.
- Weeks of hard work, sweat, and dedication! After 15 years, we did it!!!! We are the 8th Grade Boys Little 13 2025 District Track and Field CHAMPIONS!
- Congratulations to Allyson Soto on being Little 13 Conference Champion in 7th Grade Shot Put!
- Both 7th and 8th grade 4x4 relays are District Champions.
- Honor Band received 1s on Stage and 1s on Sight Reading for UIL bringing the trophy to GEMS!
- Academic UIL 1st Place



- Readers Theater English 1 Place-Gama gave Me A Haircut, Coach: Mrs. L. Melendez, students: Maite Paniagua, Jazlyn Rocha, Diego Aguilar, Yareli Cedillo, Melanie Hernandez, Corinthia Griego
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- Congratulations to our undefeated 7th grade football team for being recognized as Little 13 East Camps at the Greater El Paso Showcase All Star Football Game.
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- 7th and 8th Grade Boys Soccer Team, District Champions and going undefeated!
- 7th and 8th Grade Combo Girls Soccer Team, District Champions.
- 8th grade Boys Cross Country Little 13 Conference Champions.
- **Innovative Programs or Initiatives**
 - Highlight any new programs implemented in the school year (e.g., new curriculum initiatives, enrichment programs, or technology integration).
 - Scholastic Book Fair Challenges to promote literacy

| WE REACHED ALL OUR GOALS! | | |
|---------------------------|--|--|
| Book Fair Challenges | | |
| Goals/Amounts | Challenges | |
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- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee
- Our first 7th / 8th grade Advanced Math course that has been four years in the making.
- **Final Thoughts on Leadership**
- While certain situations demand immediate attention, the development and implementation of effective processes require time and thoughtful consideration. Building a strong foundation involves patience and a commitment to long-term goals. With diverse personalities among students, faculty, staff, and guardians' it is necessary to have an empathetic approach. Effective leadership in various scenarios requires not only my servant leadership style but also the flexibility to adapt various leadership styles to each situation. My patience has been an integral to leadership effectiveness by remaining calm and composed through challenges, delays, or setbacks. Knowing that faculty and staff feed off my demeanor, I put a strong emphasis on being calm and composed.
- **Looking Forward: Preparing for Continued Success**
 - Vision for the school's next chapter or goals for the future
 - I know the foundations set by our team will allow the campus to thrive in the future. By our continuous emphasis refining our practices, these systems will continue move the campus in the right direction.
 - Our focus is on elevating the academic rigor in all classes, with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
 - Expanding the 7th Grade Math enrollment and utilizing Bluebonnet, Carnegie curriculum will provide the opportunity to receive a Math Distinction with the accountability rating.
 - While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.



- We want to enhance our **Frequent Small Group Purposeful Talk (FSGPT)**, a strategy that involves organizing students into small groups to discuss specific questions at regular intervals throughout the lesson to for a deeper understanding through peer interactions.
 - Additionally, we are improving the use of **Costa's Levels of Thinking** to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.
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San Elizario Independent School District

San Elizario High School

Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Troy Enriquez

Campus: San Elizario High School

1. Introduction: The Beginning of the Journey

- **Arrival at San Elizario ISD**
 - January 30, 2023-Garcia Enriquez Middle School
 - August 30, 2024-San Elizario High School
- **Campus Status on Arrival**
 - A snapshot of the campus' condition upon arrival-
 - D rated campus
 - Lack of clarity around instructional framework of the campus, lesson planning expectations, collaboration expectations
 - Placing an emphasis on utilizing curriculum for RLA intentionally and often
 - Address lagging attendance
 - Key challenges and areas needing improvement:
 - Raising expectations of students and staff
 - Engage with staff by listening, early on in my tenure, to their feedback and improvements needed from their points of view.
 - Identifying the highest performing talent in the building



- **Leadership Philosophy and Vision**
 - *Design and communicate a vision that emphasizes high expectations of students and providing the necessary training and development of instructional staff to ensure students receive a high-quality education.*
 - *Increase parent engagement and implement teacher feedback in actionable and visible ways.*
 - *Our work is dependent on our ability to get students to school and improve math and reading performance.*
-

2. Building Relationships and Understanding the School's Needs

- **Getting to Know the School and Community**
 - *Parent meetings and principal townhalls will shift from campus to local entities in the community: apartment complexes, health clinics, and community centers*
 - *Many of our meetings over the last 2 years have concerned communicating to families the pathway to graduation and the options for recovering loss of credit or improving test scores. In addition, we must find opportunities to recognize those students that have demonstrated improvement or displayed constant academic excellence throughout their time at the high school.*
- **Establishing Trust with Staff and Students**
 - *Increase engagement in PLCs, establishing coaching conversations with teachers*
 - *Recognizing average daily attendance improvements for students*
- **Initial Changes or Focus Areas**
 - *Early interventions or areas identified for improvement*
 - Improve PLC process*
 - Increase student intervention through pull-outs*
 - Gain control and understanding of the extent of Loss of Credit*
 - **Campus Status at the End of Year 1:**
 - *CCMR increase from 51% (22-23) to 67% (23-24)*
 - *RLA English II scores for 23-24 indicate the highest meets percentage and 2nd highest master's percentage in the last 7 years.*
 - *Highest attendance percentage in the last 3 years at 90.89.*



3. Implementing Changes and Building Momentum

- **Strategic Planning and Vision Setting**
 - *Re-established collaboration structures to emphasize lesson planning and delivery.*
 - *Introduction of data-driven decision-making or assessment tools*
 - **Collaborating with Teachers and Staff**
 - *Schedule and provide feedback for teachers that is actionable and appropriate*
 - *Celebrate teacher successes monthly to name the components of high-quality teaching*
 - **Parent and Community Engagement**
 - *Parent meetings and principal townhalls will shift from campus to local entities in the community: apartment complexes, health clinics, and community centers*
 - *Early College information sessions and CTE parent meetings*
-

4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**
 - *Reduced the total number of absences from 23-24 to 24-25*
 - *Improved overall average daily attendance rate*
 - *Improve CCMR percentage*
 - *Generated historical improvement in English I and II*
- **Celebrating Achievements**
 - *First State competition birth for Mariachi*
 - *Frist National Speech and Debate Qualifier in school history*
 - *CTE State Champions in Construction and Graphic Design*
 - *Multiple athletic accolades*

5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**
 - *This work requires a focus on student achievement that is sustained by effective coaching. New initiatives that do not contain a clear and concrete focus on student achievement create confusion and unclear expectations.*
 - *District has adopted a new math curriculum*



- **Developing Future Leaders**
 - *Continue modeling of high-quality instructional leadership through campus leadership meetings*
 - *Ensure assistant principals can speak to the entirety of the campus's data and articulate the areas that they can improve it.*
 - **Campus Status Now:** Pending results
 - **Legacy and Long-Term Impact**
 - *The campus will secure a B rating, for the 25-26 Academic Year, with an 80% approaches rate for Algebra 1 and 65% approaches rate for English I and English II.*
-

6. Conclusion: Reflection on the Principal's Journey

- **Summary of Accomplishments and Milestones**
 - *CCMR increase from 51% (22-23) to 67% (23-24)*
 - *RLA English II scores for 23-24 indicate the highest meets percentage and 2nd highest master's percentage in the last 7 years.*
 - *Highest attendance percentage in the last 3 years at 90.89.*
- **Final Thoughts on Leadership**
 - *Teams and organizations follow leaders engaged in the work and prioritize actions that improve student achievement. My team must be able to clearly articulate the actions taken with rationale to continue the momentum the school is building. Consistency drives progress, presenting new ideas or initiatives monthly or weekly creates distrust and leaves organizations confused on expectations and goals.*
- **Looking Forward: Preparing for Continued Success**
 - *The campus will secure a B rating, for the 25-26 Academic Year, with an 80% approaches rate for Algebra 1 and 65% approaches rate for English I and English II.*