

Agenda of Regular Meeting

The Board of Trustees San Elizario ISD

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held August 10, 2022, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference and teleconference. At least a quorum of the board will be participating by videoconference in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act. All persons in physical attendance must comply with current state and local public health orders, including those regarding face masks/coverings, maintain at least 3 feet of social distance from one another, and remain in compliance with any other state and local public health orders issued in connection with the Covid-19 Pandemic. One or more of the vendors being considered at this meeting may appear through video conference call / Microsoft Teams / Zoom. Any such presentation will be visible and audible to anyone attending the open meeting.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

A Board packet can be found at [San Elizario ISD Public View - BoardBook Premier](#)

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to chcuevas@seisd.net at any time prior to the board meeting time.

The open portions of this meeting will be recorded and made available to the public upon request.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. GENERAL FUNCTIONS**

Mrs. Sandra Licon, Board President

- A. Call Meeting to Order
- B. Roll Call
- C. Pledge of Allegiance

D. San Elizario ISD Mission Statement	
San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.	
Mrs. Sandra Licon, Board President	
2.	OPEN FORUM (five minute limit)
3.	DISTRICT RECOGNITIONS
A.	Career Technology Education (CTE) Recognitions Mrs. Sandra Sanchez, CTE Coordinator
B.	Introduction of Mr. Ulises G. Neira Galaviz- Planning & Instruction - Instructional Officer Dr. Rogelio Segovia, Associate Superintendent
4.	NEW BUSINESS / BOARD ACTION ITEMS
A.	Enrollment Update (Presentation) 6 Mr. Norberto Rivas, Chief Financial Officer
5.	CONSENT AGENDA - Consider and possible Board action on
A.	Financial Reports
Mr. Norberto Rivas, Chief Financial Officer	
1.	Tax Report 11
2.	Financial Statements 13
3.	Investment Report 19
4.	Purchase Orders exceeding \$25,000.00
a.	PO# 45395 – Olivas Music - \$82,722.50 31
	PO# 45400 – Olivas Music - \$53,693.50
	PO# 45402 – Olivas Music - \$46,699.50
	PO# 45420 – Olivas Music - \$30,917.50
	PO# 45437 – Edgenuity Inc - \$28,750.00
	PO# 45441 – Safety Vision LLC - \$101,715.00
5.	Budget Amendment 45
B.	Resolution stating review of investment policy, investment strategies and designation of investment officer 47 Mr. Norberto Rivas, Chief Financial Officer
C.	Resolution for selection and approval of authorized investments and financial institutions 53 Mr. Norberto Rivas, Chief Financial Officer
D.	Resolution approving independent sources for investment training 55 Mr. Norberto Rivas, Chief Financial Officer
E.	Resolution authorizing the purchase of certificates of deposit 57 Mr. Norberto Rivas, Chief Financial Officer
F.	Consider and possible Board action to approve request for competitive sealed proposals for Basic, Voluntary, Life and AD&D Insurance (RFCSP#23-1118) Mr. Norberto Rivas, Chief Financial Officer
G.	Discuss and possible action to revise district policy DFE (LOCAL) to include possible designation of personnel thereunder. (First Reading) 59 Mrs. Blanca Cruz, Human Resources Director
H.	San Elizario ISD - Board Monitoring Calendar 2022-2023 61

Board of Trustees	
I. Civil Engineering and Architecture (PLTW) Mrs. Sandra Sanchez, CTE Administrator	63
J. CFES Brilliant Pathways, Region 19 and San Elizario ISD MOU Agreement Dr. Rogelio Segovia, Associate Superintendent, and Ms. Sandra Sanchez, CTE Administrator	66
K. Angelo State University, College of Education Practicum/Clinical Placement Agreement Dr. Rogelio Segovia, Associate Superintendent	74
L. Progress Monitoring—Overall Goal 1 Targets for Mathematics Ms. Lisa Renegar, Research and Evaluation Administrator	80
M. Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plan Campus Principals	83
1. Lorenzo G. Alarcon Elementary School Mrs. Leticia de Santos, Lorenzo G. Alarcon Elementary School Principal	84
2. San Elizario High School Mrs. April Marioni, San Elizario High School Principal	103
3. Ann M. Garcia-Enriquez Middle School Mr. Richard Salcido, Ann M. Garcia-Enriquez Middle School Principal	120
4. Alfonso Borrego Sr. Elementary School Mrs. Teresa Wilks, Alfonso Borrego Sr. Elementary School Principal	135
5. Josefa L. Sambrano Elementary School Mr. Ernesto Seigel, Josefa L. Sambrano Elementary School Principal	152
6. Lorenzo G. Loya Primary School - Plan will be presented during the next Regular Board Meeting Mrs. Julissa Esquivel, Lorenzo G. Loya Primary School Principal	
N. Policy Update 119 (Second Reading) Board of Trustees	169
1. (LEGAL) policies (Review Only)	179
2. (LOCAL) policies (adopt, revise, or repeal)	
a. CPC(LOCAL): OFFICE MANAGEMENT - RECORDS MANAGEMENT	189
DMA(LOCAL): PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT	
EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)	
EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS	
EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY	
EHB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS	
EIF(LOCAL): ACADEMIC ACHIEVEMENT - GRADUATION	
FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE	
FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION	
O. Consider approval of minutes for the following:	

	Board of Trustees	
	1. July 27, 2022 Special Board Meeting	216
6.	PRESENTATION / REPORTS / INFORMATION	
	A. Mission: Progressing Together Parent Meetings (Information) Dr. Jeannie Meza-Chavez, Superintendent and Ms. Flor Sanchez, District Parent Liaison	224
	B. The Texas Education Agency (TEA) approved the 2022 - 2023 designation application for San Elizario High School as an Early College High School (ECHS) (Information) Dr. Jeannie Meza-Chavez, Superintendent	226
	C. District School Safety and Security Committee Times and Dates (Information) Dr. Rogelio Segovia, Associate Superintendent, and Mr. Jesus Martinez, Support Services Director	227
	D. Meal Service Update (Information) Mr. Raul Jacques, Child Nutrition Services Director	229
7.	EXECUTIVE SESSION	
	The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:	
	A. Discussion on Employee / Board / Superintendent Communication	
	B. Discussion regarding Superintendent's employment contract and evaluation instrument for Superintendent's evaluation Dr. Jeannie Meza-Chavez, Superintendent	
	C. Consultation with Legal Counsel regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071.	
8.	THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION	
	A. Discussion and possible action to approve evaluation instrument for Superintendent's annual evaluation. Dr. Jeannie Meza-Chavez, Superintendent	
	B. Discuss and Take Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates.	
9.	NEXT MEETING DATE: Special Board Meeting: August 17, 2022 at 5:30 p.m. Regular Board Meeting: Moved to September 13, 2022, at 5:30 p.m. Special Board Meeting: September 13, 2022, at 5:30 p.m.	
10.	ADJOURNMENT	

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551-071 Private consultation with the board's attorney.
- 551-072 Discussing purchases, exchange, leases, or value of real property.
- 551-073 Discussing negotiated contracts for prospective gifts or donations.
- 551-074 Discussing personnel or to hear complaints against personnel
- 551-076 Deliberation regarding security devices
- 551-082 Considering discipline of a public school child, or complaint or charge against personnel
- 551-083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551-084 Excluding witnesses from a hearing.

Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Enrollment Update

August 10, 2022



From Budget Workshop #2 – 6/8/22 meeting

Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020-21
Refined ADA	3,540	3,421	3,295	2,859	2,918
Enrollment Average	3,879	3,763	3,624	3,403	3,194
Refined ADA/Enrollment	91%	91%	91%	84%	91%

◆ 2019-20: COVID shutdown

School Year 2021-2022	SW1	SW2	SW3	SW4	SW5	SW6
Refined ADA	2728.78	2841.59	2736.1	2667.61	2813.28	
Enrollment	3188	3191	3195	3196	3217	
Refined ADA/Enrollment	86%	89%	86%	83%	87%	

◆ Actuals

School Year 2021-2022	SW1	SW2	SW3	SW4	SW5	SW6
Refined ADA	2895.63	2895.63	2895.63	2895.63	2813.28	
Enrollment	3188	3191	3195	3196	3217	
Refined ADA/Enrollment	91%	91%	91%	91%	87%	

◆ TPAR (hold harmless SW1-SW4)

◆ Current refined ADA average 2879 (SW1-SW5)

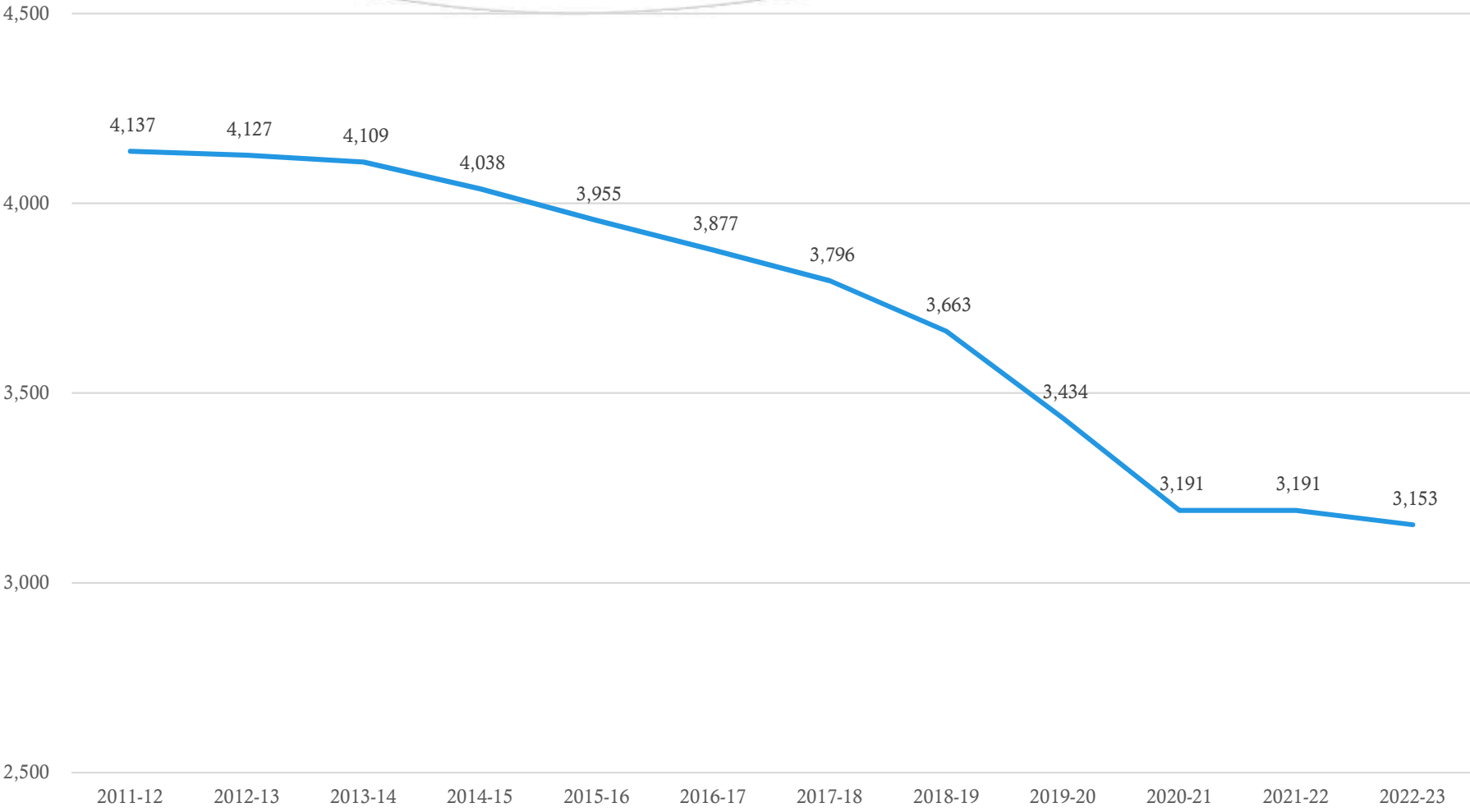
3,207	Enrollment as of 6.2.22
(10)	3 year average change (snapshot to end of year)
(106)	3 year average change (end of year to snapshot)
3,091	Projected ending enrollment June of 2023
3,149	Average Enrollment (3,207+3,091 / 2)

Refined ADA	2,812.81	2,865.59	2,918.37
Enrollment	3,091	3,149	3,207
Refined ADA/Enrollment	91%	91%	91%



◆ Refined ADA of 2,865 is being used

Enrollment Trend



2011-12 through 2021-22 is based on snapshot date

2022-23 is enrollment as of 8/5/22

Enrollment Comparison

This summary table compares enrollment with surrounding Districts and calculates the financial exigency formula (decline in enrollment by more than ten percent over a 5 year period).

CDN	District	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
071901	Clint ISD	11,483	11,473	11,346	11,195	10,625	10,455	
	Result for given year:	-2.01%	-2.81%	-3.05%	-4.06%	-7.47%	-8.87%	
071902	El Paso ISD	59,246	58,178	57,178	55,112	50,540	50,709	
	Result for given year:	-5.79%	-5.08%	-5.58%	-7.80%	-14.69%	-12.84%	
071903	Fabens ISD	2,311	2,286	2,235	2,142	2,045	1,983	
	Result for given year:	-3.02%	-2.93%	-4.20%	-9.39%	-11.51%	-13.25%	
071904	San Elizario ISD	3,877	3,796	3,663	3,434	3,189	3,190	3,153
	Result for given year:	-6.06%	-7.62%	-9.29%	-13.17%	-17.75%	-15.96%	-13.92%
071905	Ysleta ISD	41,508	41,185	41,036	40,404	38,354	37,211	
	Result for given year:	-4.61%	-4.24%	-3.26%	-4.33%	-7.60%	-9.65%	
071906	Anthony ISD	867	835	841	843	786	798	
	Result for given year:	1.40%	2.71%	-3.56%	0.60%	-9.34%	-4.43%	
071907	Canutillo ISD	6,030	6,200	6,223	6,239	6,023	6,076	
	Result for given year:	-0.20%	3.73%	6.21%	4.45%	-0.12%	-2.00%	
071908	Tornillo ISD	1,129	1,111	1,021	1,000	913	887	
	Result for given year:	-16.37%	-16.84%	-19.22%	-16.11%	-19.13%	-20.16%	
071909	Socorro ISD	45,804	46,398	46,618	47,397	46,932	47,137	
	Result for given year:	3.97%	4.49%	5.04%	5.03%	2.46%	1.59%	

Data Source: TEA PEIMS District Financial Budget Reports. 2022-23 based on 8/5/22 enrollment

Example: the calculation for the 2020-21 year would be: (2020-21 less 2016-17) / 2016-17

San Elizario Independent School District

**Enrollment Counts
08-05-2022**

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled
Borrego Elementary						120	120	114	121							475
L.G. Alarcon Elementary School						70	80	98	73							321
Lorenzo Loya Primary		218														218
Sambrano Elementary School			206	210	219											635
Garcia-Enriquez Middle School										216	272					488
San Elizario High School												268	331	234	183	1016
Grade Level Totals		218	206	210	219	190	200	212	194	216	272	268	331	234	183	3153

- PK through 07: average of 207 students
- 08 through 12: average of 258 students
- Continued average decrease in enrollment of 51 students, assuming incoming PK class is average size of 207

School Year	Estimated Enrollment*	Notes
2022-23	3,153	current 8th grade class
2023-24	3,102	8th grade class becomes 9th grade
2024-25	3,051	8th grade class becomes 10th grade
2025-26	3,000	8th grade class becomes 11th grade
2026-27	2,949	8th grade class becomes 12th grade
2027-28	2,898	8th grade class no longer enrolled

- *Estimated enrollment: current enrollment less 51 students annually, assuming incoming PK class is average size of 207
- Annual estimated financial impact: \$308,000 (51 students x \$6,160 basic allotment)



San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
 Phone 915.872.3900
 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: August 10, 2022

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the September 8, 2021 regular Board meeting for a total rate of \$1.09. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.9207 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1693.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2021 tax year which is based on the levy billed on October 1, 2021.

BUDGET IMPACT: Collections as of June 30, 2022 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,721,122	\$500,365	\$3,221,487	
Current Year Collections	\$2,518,334	\$463,076	\$2,981,410	\$2,981,410
Current Year Levy Outstanding	\$202,788	\$37,289	\$240,077	
Prior Year Collections				\$99,767
Penalty & Interest Collections				\$82,562
Total Collections				<u>\$3,163,739</u>

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2021 through 6/30/2022

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2021	-	-	33,787.27	33,787.27	33,787.27	33,787.27	1.05%	5,727.52	5,727.52
Oct 2021	18,161.58	18,161.58	9,637.72	43,424.99	27,799.30	61,586.57	1.91%	1,505.41	7,232.93
Nov 2021	230,876.30	249,037.88	5,358.09	48,783.08	236,234.39	297,820.96	9.24%	1,288.70	8,521.63
Dec 2021	967,943.52	1,216,981.40	14,706.00	63,489.08	982,649.52	1,280,470.48	39.75%	2,825.62	11,347.25
Jan 2022	1,042,971.55	2,259,952.95	18,949.91	82,438.99	1,061,921.46	2,342,391.94	72.71%	3,331.87	14,679.12
Feb 2022	478,767.52	2,738,720.47	10,107.10	92,546.09	488,874.62	2,831,266.56	87.89%	2,217.38	16,896.50
Mar 2022	131,792.66	2,870,513.13	20,813.38	113,359.47	152,606.04	2,983,872.60	92.62%	4,725.69	21,622.19
Apr 2022	67,048.48	2,937,561.61	3,673.43	117,032.90	70,721.91	3,054,594.51	94.82%	3,362.86	24,985.05
May 2022	46,824.86	2,984,386.47	21,895.75	138,928.65	68,720.61	3,123,315.12	96.95%	5,031.70	30,016.75
Jun 2022	27,043.45	3,011,429.92	13,380.58	152,309.23	40,424.03	3,163,739.15	98.21%	1,730.22	31,746.97
Jul 2022									
Aug 2022									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/24/2021	-	N/A	N/A	Total Levy Collected	2,981,409.96	99,767.18	3,081,177.14
Levy-Billed 10/1/2021	3,251,468.31	574,891.82	3,826,360.13	Total Penalty & Interest	30,019.96	52,542.05	82,562.01
Adjusted Levy YTD	3,221,487.00	535,403.15	3,756,890.15	Total Levy + P&I	3,011,429.92	152,309.23	3,163,739.15
Increase/Decrease	(29,981.31)	(39,488.67)	(69,469.98)	Taxes as percent of levy	92.55%	3.10%	95.65%
Levy Outstanding	240,077.04	435,635.97	675,713.01	P&I as percent of levy	0.93%	1.63%	2.56%
				Total as percent of levy	93.48%	4.73%	98.21%
				Collection Fee	2,615.60	29,131.37	31,746.97
				Total Collected YTD	3,014,045.52	181,440.60	3,195,486.12



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: August 10, 2022

HISTORY: The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually and the results are typically presented at the regular board meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of June 30, 2022 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit C-1: presents the balance sheet for governmental funds
- Exhibit C-3: presents revenues and expenditures for governmental funds
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET IMPACT: There is no budget impact associated with this agenda item.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE TWELVE MONTHS ENDING JUNE 30, 2022

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 3,101,144	\$ 3,101,144	\$ 2,949,680	\$ (151,464)
5800	State Program Revenues	30,725,856	30,753,515	30,512,108	(241,407)
5900	Federal Program Revenues	5,268,000	5,647,012	4,668,992	(978,020)
5020	Total Revenues	<u>39,095,000</u>	<u>39,501,671</u>	<u>38,130,780</u>	<u>(1,370,891)</u>
EXPENDITURES:					
Current:					
0011	Instruction	18,741,079	18,638,684	17,272,849	1,365,835
0012	Instructional Resources and Media Services	509,500	509,500	389,400	120,100
0013	Curriculum and Instructional Staff Development	182,766	230,044	221,627	8,417
0021	Instructional Leadership	758,050	755,621	739,271	16,350
0023	School Leadership	2,172,042	2,152,989	2,072,836	80,153
0031	Guidance, Counseling and Evaluation Services	1,278,767	1,286,767	1,221,037	65,730
0032	Social Work Services	251,778	251,778	245,413	6,365
0033	Health Services	434,094	463,106	388,438	74,668
0034	Student (Pupil) Transportation	1,326,403	1,347,481	1,162,289	185,192
0035	Food Services	4,000,000	4,000,000	2,636,640	1,363,360
0036	Extracurricular Activities	1,047,623	1,097,489	958,583	138,906
0041	General Administration	1,650,008	1,644,857	1,587,699	57,158
0051	Facilities Maintenance and Operations	4,377,423	4,512,979	4,128,770	384,209
0052	Security and Monitoring Services	896,658	1,064,036	951,933	112,103
0053	Data Processing Services	1,377,417	1,374,692	1,346,519	28,173
0061	Community Services	26,147	38,147	34,365	3,782
Debt Service:					
0071	Debt Service	-	95,671	90,704	4,967
Capital Outlay:					
0081	Facilities Acquisition and Construction	220,000	155,000	148,274	6,726
Intergovernmental:					
0099	Other Intergovernmental Charges	44,500	44,500	40,286	4,214
6030	Total Expenditures	<u>39,294,255</u>	<u>39,663,341</u>	<u>35,636,933</u>	<u>4,026,408</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(199,255)</u>	<u>(161,670)</u>	<u>2,493,847</u>	<u>2,655,517</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	5,000	5,000	38,540	33,540
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	(600,000)	(600,000)	-
7080	Total Other Financing Sources (Uses)	<u>5,000</u>	<u>(595,000)</u>	<u>(561,460)</u>	<u>33,540</u>
1200	Net Changes in Fund Balances	<u>(194,255)</u>	<u>(756,670)</u>	<u>1,932,387</u>	<u>2,689,057</u>
0100	Fund Balance - July 1 (Beginning)	-	13,295,680	13,295,680	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (194,255)</u>	<u>\$ 12,539,010</u>	<u>\$ 15,228,067</u>	<u>\$ 2,689,057</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE TWELVE MONTHS ENDING JUNE 30, 2022

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 571,406	\$ 571,406	\$ 492,527	\$ (78,879)
5800	State Program Revenues	1,054,766	1,054,766	1,187,906	133,140
5020	Total Revenues	1,626,172	1,626,172	1,680,433	54,261
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,678,900	1,678,900	1,801,189	(122,289)
6030	Total Expenditures	1,678,900	1,678,900	1,801,189	(122,289)
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(52,728)	(52,728)	(120,756)	176,550
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	5,565,000	(5,565,000)
7916	Premium or Discount on Issuance of Bonds	-	-	912,182	(912,182)
8949	Transfers Out (Use)	-	-	(6,352,366)	6,352,366
7080	Total Other Financing Sources (Uses)	-	-	124,816	(124,816)
1200	Net Changes in Fund Balances	(52,728)	(52,728)	4,060	51,734
0100	Fund Balance - July 1 (Beginning)	-	239,349	239,349	-
3000	Fund Balance - June 30 (Ending)	\$ (52,728)	\$ 186,621	\$ 243,409	\$ 51,734

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF JUNE 30, 2022

Data Control Codes	General Fund	Other Funds	Total Governmental Funds	
ASSETS				
1110	Cash and Cash Equivalents	\$ 11,921,172	\$ 876,535	\$ 12,797,707
1220	Property Taxes - Delinquent	563,438	52,669	616,107
1230	Allowance for Uncollectible Taxes (Credit)	(52,273)	(4,696)	(56,968)
1240	Receivables from Other Governments	3,058,003	3,135,299	6,193,300
1250	Accrued Interest	1,099	-	1,099
1260	Due from Other Funds	3,802,467	293,440	4,095,907
1300	Inventories	198,271	-	198,271
1410	Prepayments	-	-	-
1000	Total Assets	<u>19,492,177</u>	<u>4,353,247</u>	<u>23,845,424</u>
LIABILITIES				
2110	Accounts Payable	74,121	285,497	359,618
2150	Payroll Deductions and Withholdings Payable	298,349	-	298,349
2160	Accrued Wages Payable	1,342,184	437,287	1,779,471
2170	Due to Other Funds	1,604,153	2,492,610	4,096,763
2180	Due to Other Governments	292,785	2,500	295,285
2200	Accrued Expenditures	79,129	4,354	83,483
2300	Unearned Revenues	62,224	19,423	81,647
2000	Total Liabilities	<u>3,752,945</u>	<u>3,241,671</u>	<u>6,994,616</u>
DEFERRED INFLOWS OF RESOURCES				
2601	Unavailable Revenue - Property Taxes	511,165	47,974	559,139
2600	Total Deferred Inflows of Resources	<u>511,165</u>	<u>47,974</u>	<u>559,139</u>
FUND BALANCES				
Nonspendable Fund Balance:				
3410	Inventories	136,047	-	136,047
Restricted Fund Balance:				
3450	Federal or State Funds Grant Restriction	1,015,693	147,310	1,163,003
3470	Capital Acquisition and Contractual Obligation	-	535,231	535,231
3480	Retirement of Long-Term Debt	-	243,410	243,410
3490	Other Restricted Fund Balance	-	137,651	137,651
3510	Committed Fund Balance - Construction	-	-	-
3600	Unassigned Fund Balance	14,076,327	-	14,076,327
3000	Total Fund Balances	<u>15,228,067</u>	<u>1,063,602</u>	<u>16,291,669</u>
4000	Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 19,492,177</u>	<u>\$ 4,353,247</u>	<u>\$ 23,845,424</u>

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE TWELVE MONTHS ENDING JUNE 30, 2022

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 2,949,680	\$ 600,577	\$ 3,550,257
5800 State Program Revenues	30,512,108	1,249,452	31,761,560
5900 Federal Program Revenues	4,668,992	8,762,159	13,431,151
5020 Total Revenues	<u>38,130,780</u>	<u>10,612,188</u>	<u>48,742,968</u>
EXPENDITURES:			
Current:			
0011 Instruction	17,272,849	5,878,523	23,151,372
0012 Instructional Resources and Media Services	389,400	74,331	463,731
0013 Curriculum Instructional Staff Development	221,627	1,204,277	1,425,904
0021 Instructional Leadership	739,271	153,329	892,600
0023 School Leadership	2,072,836	228,208	2,301,044
0031 Guidance, Counseling and Evaluation Services	1,221,037	172,601	1,393,638
0032 Social Work Services	245,413	9,221	254,634
0033 Health Services	388,438	163,346	551,784
0034 Student (Pupil) Transportation	1,162,289	62,495	1,224,784
0035 Food Services	2,636,640	136,560	2,773,200
0036 Extracurricular Activities	958,583	121,559	1,080,142
0041 General Administration	1,587,699	45,378	1,633,077
0051 Facilities Maintenance and Operations	4,128,770	886,787	5,015,557
0052 Security and Monitoring Services	951,933	73,903	1,025,836
0053 Data Processing Services	1,346,519	28,686	1,375,205
0061 Community Services	34,365	270,230	304,595
Debt Service:			
0071 Debt Service	90,704	1,801,189	1,891,893
Capital Outlay:			
0081 Facilities Acquisition and Construction	148,274	265,557	413,831
Intergovernmental:			
0099 Other Intergovernmental Charges	40,286	-	40,286
6030 Total Expenditures	<u>35,636,933</u>	<u>11,576,180</u>	<u>47,213,113</u>
1100 Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>2,493,847</u>	<u>(963,992)</u>	<u>1,529,855</u>
OTHER FINANCING SOURCES (USES)			
7912 Sale of Real and Personal Property	38,540	6,477,182	6,515,722
7915 Transfers In	-	-	-
8911 Transfers Out (Use)	(600,000)	(6,352,366)	(6,952,366)
7080 Total Other Financing Sources (Uses)	<u>(561,460)</u>	<u>124,816</u>	<u>(436,644)</u>
1200 Net Change in Fund Balances	1,932,387	(839,176)	1,093,211
0100 Fund Balance - July 1 (Beginning)	13,295,680	1,902,777	15,198,457
1300 Prior Period Adjustment	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ 15,228,067</u>	<u>\$ 1,063,601</u>	<u>\$ 16,291,668</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE TWELVE MONTHS ENDING JUNE 30, 2022

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 4,186,332	\$ 275,011	\$ 4,461,343
Total Operating Revenues	<u>4,186,332</u>	<u>275,011</u>	<u>4,461,343</u>
OPERATING EXPENSES:			
Professional and Contracted Services	4,037,355	312,038	4,349,393
Other Operating Costs	936,873	-	936,873
Total Operating Expenses	<u>4,974,228</u>	<u>312,038</u>	<u>5,286,266</u>
Operating Income (Loss)	<u>(787,896)</u>	<u>(37,027)</u>	<u>(824,923)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	310	3,566	3,876
Total Nonoperating Revenues (Expenses)	<u>310</u>	<u>3,566</u>	<u>3,876</u>
Income (Loss) Before Transfers	(787,586)	(33,461)	(821,047)
Transfer In	600,000	-	600,000
Change in Net Position	<u>(187,586)</u>	<u>(33,461)</u>	<u>(221,047)</u>
Total Net Position - July 1 (Beginning)	<u>231,150</u>	<u>1,120,987</u>	<u>1,352,137</u>
Total Net Position - June 30 (Ending)	<u>\$ 43,564</u>	<u>\$ 1,087,526</u>	<u>\$ 1,131,090</u>



San Elizario ISD
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Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: August 10, 2022

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present that investment report for the month of June 2022.

BUDGET IMPACT: Interest earned by fund is summarized in the investment report which is attached to this memo.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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

**San Elizario I.S.D.
Statement of Interest Earned
For The Twelve Months Ending June 30, 2022**

General Fund	\$	38,771.73
Interest & Sinking (Debt Service) Fund	\$	1,191.83
Capital Projects Fund	\$	1,031.63
Health Insurance Fund	\$	310.07
Workers Compensation Fund	\$	3,565.71
Total	\$	<u>44,870.97</u>

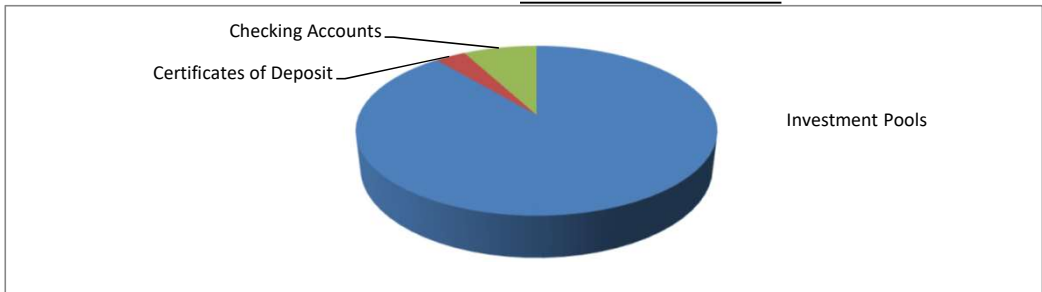
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Norberto Rivas
Chief Financial Officer

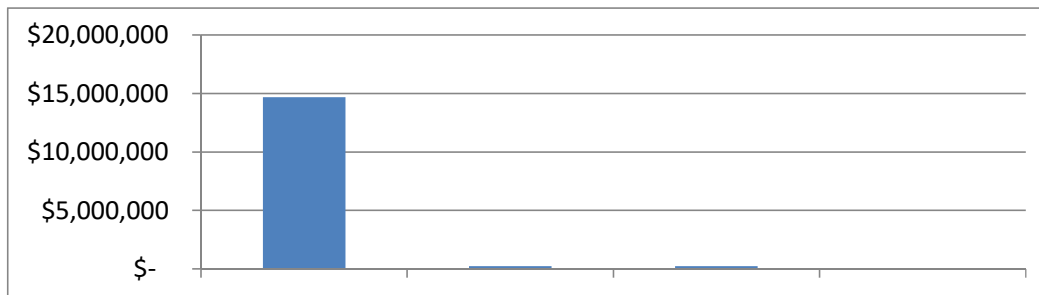
July 28, 2022
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %
Investment Pools	\$ 13,487,478	88.87%
Certificates of Deposit	\$ 500,000	3.29%
Checking Accounts	\$ 1,189,786	7.84%
	<u>\$ 15,177,264</u>	



By Investment Maturity	Current Market Value	Portfolio %
Overnight	\$ 14,677,264	96.71%
0 - 1 Year	\$ 250,000	1.65%
1 - 2 Years	\$ 250,000	1.65%
2 + years	\$ -	0.00%
	<u>\$ 15,177,264</u>	



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 1,889,584.09	0.00%	\$ -
01-Aug-21	31-Aug-21	Overnight	\$ 1,700,036.71	0.00%	\$ -
01-Sep-21	30-Sep-21	Overnight	\$ 983,591.87	0.00%	\$ -
01-Oct-21	31-Oct-21	Overnight	\$ 491,694.35	0.00%	\$ -
01-Nov-21	30-Nov-21	Overnight	\$ 1,176,487.34	0.00%	\$ -
01-Dec-21	31-Dec-21	Overnight	\$ 1,100,951.88	0.00%	\$ -
01-Jan-22	31-Jan-22	Overnight	\$ 1,766,112.98	0.00%	\$ -
01-Feb-22	28-Feb-22	Overnight	\$ 1,523,177.32	0.00%	\$ -
01-Mar-22	31-Mar-22	Overnight	\$ 1,323,222.26	0.00%	\$ -
01-Apr-22	30-Apr-22	Overnight	\$ 1,051,793.12	0.00%	\$ -
01-May-22	31-May-22	Overnight	\$ 1,723,667.86	0.00%	\$ -
01-Jun-22	30-Jun-22	Overnight	\$ 633,633.36	0.00%	\$ -
Interest Earned:					<u>\$ -</u>

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 16,986.48	0.00%	\$ -
01-Aug-21	31-Aug-21	Overnight	\$ 31,147.04	0.00%	\$ -
01-Sep-21	30-Sep-21	Overnight	\$ 47,442.65	0.00%	\$ -
01-Oct-21	31-Oct-21	Overnight	\$ 53,922.30	0.00%	\$ -
01-Nov-21	30-Nov-21	Overnight	\$ 67,627.05	0.00%	\$ -
01-Dec-21	31-Dec-21	Overnight	\$ 77,786.00	0.00%	\$ -
01-Jan-22	31-Jan-22	Overnight	\$ 85,411.90	0.00%	\$ -
01-Feb-22	28-Feb-22	Overnight	\$ 95,689.59	0.00%	\$ -
01-Mar-22	31-Mar-22	Overnight	\$ 107,015.78	0.00%	\$ -
01-Apr-22	30-Apr-22	Overnight	\$ 116,982.85	0.00%	\$ -
01-May-22	31-May-22	Overnight	\$ 129,141.99	0.00%	\$ -
01-Jun-22	30-Jun-22	Overnight	\$ 6,603.60	0.00%	\$ -
Interest Earned:					<u>\$ -</u>

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 6,837,661.35	0.09%	\$ 553.13
01-Aug-21	31-Aug-21	Overnight	\$ 4,268,055.36	0.08%	\$ 436.90
01-Sep-21	30-Sep-21	Overnight	\$ 6,426,222.12	0.08%	\$ 323.01
01-Oct-21	31-Oct-21	Overnight	\$ 5,966,849.08	0.08%	\$ 382.42
01-Nov-21	30-Nov-21	Overnight	\$ 6,044,132.45	0.08%	\$ 380.25
01-Dec-21	31-Dec-21	Overnight	\$ 4,780,869.47	0.10%	\$ 360.60
01-Jan-22	31-Jan-22	Overnight	\$ 7,626,181.50	0.12%	\$ 542.59
01-Feb-22	28-Feb-22	Overnight	\$ 6,175,296.10	0.14%	\$ 758.01
01-Mar-22	31-Mar-22	Overnight	\$ 6,009,919.16	0.28%	\$ 1,452.97
01-Apr-22	30-Apr-22	Overnight	\$ 3,287,276.89	0.46%	\$ 1,992.39
01-May-22	31-May-22	Overnight	\$ 7,482,136.56	0.82%	\$ 4,294.42
01-Jun-22	30-Jun-22	Overnight	\$ 7,511,925.36	1.19%	\$ 7,452.82
Interest Earned:					<u>\$ 18,929.51</u>

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 348,829.63	0.08%	\$ 25.09
01-Aug-21	31-Aug-21	Overnight	\$ 348,848.05	0.06%	\$ 18.42
01-Sep-21	30-Sep-21	Overnight	\$ 348,863.20	0.05%	\$ 15.15
01-Oct-21	31-Oct-21	Overnight	\$ 348,879.20	0.05%	\$ 16.00
01-Nov-21	30-Nov-21	Overnight	\$ 348,897.03	0.06%	\$ 17.83
01-Dec-21	31-Dec-21	Overnight	\$ 348,958.72	0.07%	\$ 22.10
01-Jan-22	31-Jan-22	Overnight	\$ 348,985.98	0.09%	\$ 27.26
01-Feb-22	28-Feb-22	Overnight	\$ 349,016.25	0.11%	\$ 30.27
01-Mar-22	31-Mar-22	Overnight	\$ 349,088.95	0.25%	\$ 72.70
01-Apr-22	30-Apr-22	Overnight	\$ 349,210.28	0.42%	\$ 121.33
01-May-22	31-May-22	Overnight	\$ 349,453.29	0.82%	\$ 243.01
01-Jun-22	30-Jun-22	Overnight	\$ 349,792.80	1.18%	\$ 339.51
Interest Earned:					\$ 948.67

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 173,545.65	0.01%	\$ 0.72
01-Aug-21	31-Aug-21	Overnight	\$ 198,996.35	0.01%	\$ 0.82
01-Sep-21	30-Sep-21	Overnight	\$ 329,982.26	0.01%	\$ 0.93
01-Oct-21	31-Oct-21	Overnight	\$ 353,854.74	0.01%	\$ 1.50
01-Nov-21	30-Nov-21	Overnight	\$ 600,135.17	0.01%	\$ 1.77
01-Dec-21	31-Dec-21	Overnight	\$ 1,440,801.94	0.01%	\$ 4.03
01-Jan-22	31-Jan-22	Overnight	\$ 2,213,605.64	0.01%	\$ 11.97
01-Feb-22	28-Feb-22	Overnight	\$ 2,732,678.10	0.02%	\$ 49.49
01-Mar-22	31-Mar-22	Overnight	\$ 2,869,304.65	0.11%	\$ 260.22
01-Apr-22	30-Apr-22	Overnight	\$ 2,940,123.76	0.25%	\$ 588.39
01-May-22	31-May-22	Overnight	\$ 253,988.35	0.58%	\$ 543.72
01-Jun-22	30-Jun-22	Overnight	\$ 302,530.76	0.98%	\$ 226.56
Interest Earned:					\$ 1,690.12

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 3,186,405.30	0.06%	\$ 166.37
01-Aug-21	31-Aug-21	Overnight	\$ 3,186,542.19	0.05%	\$ 136.89
01-Sep-21	30-Sep-21	Overnight	\$ 3,186,658.08	0.04%	\$ 115.89
01-Oct-21	31-Oct-21	Overnight	\$ 3,186,775.93	0.04%	\$ 117.85
01-Nov-21	30-Nov-21	Overnight	\$ 3,186,917.08	0.05%	\$ 141.15
01-Dec-21	31-Dec-21	Overnight	\$ 3,187,104.50	0.07%	\$ 187.42
01-Jan-22	31-Jan-22	Overnight	\$ 3,187,365.74	0.10%	\$ 261.24
01-Feb-22	28-Feb-22	Overnight	\$ 3,187,666.21	0.12%	\$ 300.47
01-Mar-22	31-Mar-22	Overnight	\$ 3,188,439.75	0.29%	\$ 773.54
01-Apr-22	30-Apr-22	Overnight	\$ 3,189,676.88	0.47%	\$ 1,237.13
01-May-22	31-May-22	Overnight	\$ 3,191,879.97	0.81%	\$ 2,203.09
01-Jun-22	30-Jun-22	Overnight	\$ 3,194,918.45	1.16%	\$ 3,038.48
Interest Earned:					\$ 8,679.52

GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: 4/21/2024)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Aug-21	31-Aug-21	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Sep-21	30-Sep-21	2+ Years	\$ 250,000.00	0.80%	\$ 164.38
01-Oct-21	31-Oct-21	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Nov-21	30-Nov-21	2+ Years	\$ 250,000.00	0.80%	\$ 164.38
01-Dec-21	31-Dec-21	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Jan-22	31-Jan-22	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Feb-22	28-Feb-22	2+ Years	\$ 250,000.00	0.80%	\$ 153.42
01-Mar-22	31-Mar-22	2+ Years	\$ 250,000.00	0.80%	\$ 169.86
01-Apr-22	30-Apr-22	2+ Years	\$ 250,000.00	0.80%	\$ 164.38
01-May-22	31-May-22	1 - 2 years	\$ 250,000.00	0.80%	\$ 169.86
01-Jun-22	30-Jun-22	1 - 2 years	\$ 250,000.00	0.80%	\$ 164.38
Interest Earned:					\$ 1,999.96

FLFCU- Certificate of Deposit (Date Opened: 11/6/2019 Maturity Date: 11/6/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Aug-21	31-Aug-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Sep-21	30-Sep-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 396.58
01-Oct-21	31-Oct-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Nov-21	30-Nov-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 396.58
01-Dec-21	31-Dec-21	0 - 1 years	\$ 250,000.00	1.93%	\$ 409.79
01-Jan-22	31-Jan-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 409.79
01-Feb-22	28-Feb-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 370.14
01-Mar-22	31-Mar-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 409.79
01-Apr-22	30-Apr-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 396.58
01-May-22	31-May-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 409.79
01-Jun-22	30-Jun-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 396.58
Interest Earned:					\$ 4,824.99

Bank of Texas- Certificate of Deposit (Date Opened: 5/25/2020 Maturity Date: 5/25/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.24
01-Aug-21	31-Aug-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Sep-21	30-Sep-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 154.11
01-Oct-21	31-Oct-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Nov-21	30-Nov-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 154.10
01-Dec-21	31-Dec-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Jan-22	31-Jan-22	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Feb-22	28-Feb-22	0 - 1 year	\$ 250,000.00	0.75%	\$ 143.84
01-Mar-22	31-Mar-22	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Apr-22	30-Apr-22	0 - 1 year	\$ 250,000.00	0.75%	\$ 154.11
01-May-22	31-May-22	0 - 1 year	\$ -	0.75%	\$ 137.31
01-Jun-22	30-Jun-22	0 - 1 year	\$ -	0.00%	\$ -
Interest Earned:					\$ 1,698.96

Total General Fund Interest Earned **\$ 38,771.73**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 304,547.93	0.09%	\$ 23.89
01-Aug-21	31-Aug-21	Overnight	\$ 304,569.64	0.08%	\$ 21.71
01-Sep-21	30-Sep-21	Overnight	\$ 304,589.57	0.08%	\$ 19.93
01-Oct-21	31-Oct-21	Overnight	\$ 20,994.94	0.08%	\$ 17.38
01-Nov-21	30-Nov-21	Overnight	\$ 20,996.40	0.08%	\$ 1.46
01-Dec-21	31-Dec-21	Overnight	\$ 845,249.22	0.10%	\$ 68.82
01-Jan-22	31-Jan-22	Overnight	\$ 845,336.95	0.12%	\$ 87.73
01-Feb-22	28-Feb-22	Overnight	\$ 845,425.53	0.14%	\$ 88.58
01-Mar-22	31-Mar-22	Overnight	\$ 845,625.31	0.28%	\$ 199.78
01-Apr-22	30-Apr-22	Overnight	\$ 203,777.54	0.46%	\$ 175.07
01-May-22	31-May-22	Overnight	\$ 203,919.04	0.82%	\$ 141.50
01-Jun-22	30-Jun-22	Overnight	\$ 204,119.19	1.19%	\$ 200.15
Interest Earned:					\$ 1,046.00

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 50,042.39	0.01%	\$ 0.21
01-Aug-21	31-Aug-21	Overnight	\$ 53,621.27	0.01%	\$ 0.23
01-Sep-21	30-Sep-21	Overnight	\$ 57,088.84	0.01%	\$ 0.23
01-Oct-21	31-Oct-21	Overnight	\$ 60,786.71	0.01%	\$ 0.26
01-Nov-21	30-Nov-21	Overnight	\$ 89,565.50	0.01%	\$ 0.30
01-Dec-21	31-Dec-21	Overnight	\$ 242,433.17	0.01%	\$ 0.65
01-Jan-22	31-Jan-22	Overnight	\$ 383,664.63	0.01%	\$ 2.05
01-Feb-22	28-Feb-22	Overnight	\$ 485,622.01	0.02%	\$ 8.80
01-Mar-22	31-Mar-22	Overnight	\$ 509,644.74	0.11%	\$ 46.23
01-Apr-22	30-Apr-22	Overnight	\$ 21,774.52	0.25%	\$ 43.62
01-May-22	31-May-22	Overnight	\$ 32,239.18	0.58%	\$ 13.83
01-Jun-22	30-Jun-22	Overnight	\$ 38,459.51	0.98%	\$ 29.42
Interest Earned:					\$ 145.83

Total Debt Service Fund Interest Earned **\$ 1,191.83**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 1,417,090.53	0.01%	\$ 6.15
01-Aug-21	31-Aug-21	Overnight	\$ 1,417,096.69	0.01%	\$ 6.16
01-Sep-21	30-Sep-21	Overnight	\$ 1,316,322.34	0.01%	\$ 5.94
01-Oct-21	31-Oct-21	Overnight	\$ 720,950.64	0.01%	\$ 5.30
01-Nov-21	30-Nov-21	Overnight	\$ 633,632.69	0.01%	\$ 3.02
01-Dec-21	31-Dec-21	Overnight	\$ 626,318.53	0.01%	\$ 2.74
01-Jan-22	31-Jan-22	Overnight	\$ 626,322.56	0.01%	\$ 4.03
01-Feb-22	28-Feb-22	Overnight	\$ 621,753.89	0.02%	\$ 11.84
01-Mar-22	31-Mar-22	Overnight	\$ 621,811.07	0.11%	\$ 57.18
01-Apr-22	30-Apr-22	Overnight	\$ 621,936.61	0.25%	\$ 125.54
01-May-22	31-May-22	Overnight	\$ 622,240.96	0.58%	\$ 304.35
01-Jun-22	30-Jun-22	Overnight	\$ 613,617.00	0.98%	\$ 499.38
Interest Earned:					\$ 1,031.63

Total Capital Projects Fund Interest Earned **\$ 1,031.63**

Health Insurance Fund**Wells Fargo- Health Insurance**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 223,855.95	0.16%	\$ 63.00
01-Aug-21	31-Aug-21	Overnight	\$ 120,985.62	0.16%	\$ 34.91
01-Sep-21	30-Sep-21	Overnight	\$ 77,259.69	0.16%	\$ 24.19
01-Oct-21	31-Oct-21	Overnight	\$ 487,452.58	0.16%	\$ 44.59
01-Nov-21	30-Nov-21	Overnight	\$ 241,821.95	0.16%	\$ 29.66
01-Dec-21	31-Dec-21	Overnight	\$ 152,745.93	0.16%	\$ 30.03
01-Jan-22	31-Jan-22	Overnight	\$ 56,803.08	0.16%	\$ 17.69
01-Feb-22	28-Feb-22	Overnight	\$ 111,306.24	0.16%	\$ 17.15
01-Mar-22	31-Mar-22	Overnight	\$ 134,649.35	0.16%	\$ 12.25
01-Apr-22	30-Apr-22	Overnight	\$ 94,350.96	0.16%	\$ 12.64
01-May-22	31-May-22	Overnight	\$ 71,983.51	0.16%	\$ 8.38
01-Jun-22	30-Jun-22	Overnight	\$ 430,408.75	0.23%	\$ 15.58
Interest Earned:					\$ 310.07
Total Health Insurance Fund Interest Earned					\$ 310.07

Workers Compensation Fund**Wells Fargo- Worker's Compensation**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 147,805.80	0.16%	\$ 20.52
01-Aug-21	31-Aug-21	Overnight	\$ 141,583.53	0.16%	\$ 19.56
01-Sep-21	30-Sep-21	Overnight	\$ 52,812.08	0.16%	\$ 14.39
01-Oct-21	31-Oct-21	Overnight	\$ 97,008.45	0.16%	\$ 10.21
01-Nov-21	30-Nov-21	Overnight	\$ 99,358.75	0.16%	\$ 11.78
01-Dec-21	31-Dec-21	Overnight	\$ 101,418.73	0.16%	\$ 13.65
01-Jan-22	31-Jan-22	Overnight	\$ 90,356.57	0.16%	\$ 13.24
01-Feb-22	28-Feb-22	Overnight	\$ 84,243.04	0.16%	\$ 10.77
01-Mar-22	31-Mar-22	Overnight	\$ 78,607.65	0.16%	\$ 11.16
01-Apr-22	30-Apr-22	Overnight	\$ 67,934.76	0.16%	\$ 9.64
01-May-22	31-May-22	Overnight	\$ 102,732.53	0.16%	\$ 8.95
01-Jun-22	30-Jun-22	Overnight	\$ 119,140.78	0.23%	\$ 18.40
Interest Earned:					\$ 162.27

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-21	31-Jul-21	Overnight	\$ 1,183,166.82	0.08%	\$ 85.10
01-Aug-21	31-Aug-21	Overnight	\$ 1,183,229.30	0.06%	\$ 62.48
01-Sep-21	30-Sep-21	Overnight	\$ 1,183,280.67	0.05%	\$ 51.37
01-Oct-21	31-Oct-21	Overnight	\$ 1,183,334.94	0.05%	\$ 54.27
01-Nov-21	30-Nov-21	Overnight	\$ 1,183,395.40	0.06%	\$ 60.46
01-Dec-21	31-Dec-21	Overnight	\$ 1,183,470.34	0.07%	\$ 74.94
01-Jan-22	31-Jan-22	Overnight	\$ 1,183,562.78	0.09%	\$ 92.44
01-Feb-22	28-Feb-22	Overnight	\$ 1,226,833.77	0.11%	\$ 106.31
01-Mar-22	31-Mar-22	Overnight	\$ 1,269,754.83	0.25%	\$ 255.96
01-Apr-22	30-Apr-22	Overnight	\$ 1,270,196.13	0.42%	\$ 441.30
01-May-22	31-May-22	Overnight	\$ 1,271,080.04	0.82%	\$ 883.91
01-Jun-22	30-Jun-22	Overnight	\$ 1,272,314.94	1.18%	\$ 1,234.90
Interest Earned:					\$ 3,403.44
Total Worker's Compensation Fund Interest Earned :					\$ 3,565.71



First Public
12007 Research Blvd.
Austin, Texas 78759
800.558.8875 • firstpublic.com

Fund Performance Update

June 30, 2022

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:

*American Beacon Advisors and
Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool is endorsed by:



The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800.558.8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

It was a volatile month in U.S. Treasury rates as the two-year note was higher by as much as 90 basis points at one point. Yields fell from their peak in the second half of June as the two-year note finished the month with a total increase in yield of 40 basis points. The CPI numbers released the Friday before the FOMC meeting indicated that inflation was not showing signs of slowing down as the headline number rose 8.6% YoY, and the core number, which excludes food and energy, rose 6.0%. These numbers were among many factors that caused the Fed to raise the target rate by 75 basis points at the June 15th FOMC meeting, the largest rate hike since 1994. The labor market remains solid with payrolls continuing to post solid gains and the unemployment rate remaining at 3.6%. Recession fears have increased, which has put downward pressure on longer-term rates and caused the yield curve to flatten. At the end of June, the Fed funds futures market was pricing in at least a 50-basis point hike in July, with a 65% chance of a 75-basis point hike. For the remainder of 2022, the futures market is pricing in an additional 175 basis points in total rate hikes as the most likely scenario.

Active Participants This Month

Schools and Colleges	573
Other Governmental Entities	79
<i>Total</i>	652



Government Overnight Fund

Return Information

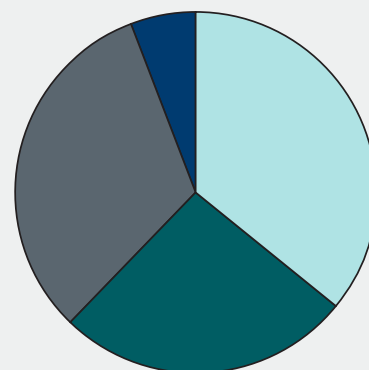
June 30, 2022

Average Monthly Return (a)	0.98%
SEC 7-day Fund Yield (b)	1.31%
Weighted Average Maturity One (c)	12 days
Weighted Average Maturity Two (c)	80 days
Portfolio Maturing beyond One Year	7%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,707,897,290.26	1,707,897,290.26
US Treasuries	1,242,844,818.40	1,242,168,830.33
Agencies	1,521,348,464.41	1,521,371,024.21
Money Market Funds	266,938,037.72	266,938,037.72
Total Assets	4,739,028,610.79	4,738,375,182.52

Investment Distribution



Cash Repo	36%
Treasuries	26%
Agencies	32%
Money Market	6%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Corporate Overnight Fund

Return Information

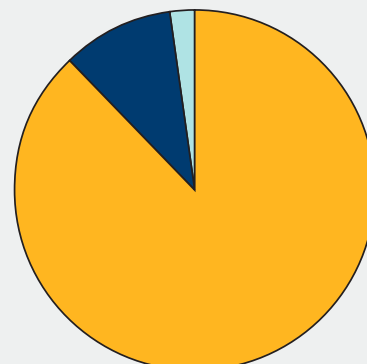
May 31, 2022

Average Monthly Return (a)	1.18%
SEC 7-day Fund Yield (b)	1.48%
Weighted Average Maturity One (c)	14 days
Weighted Average Maturity Two (c)	62 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	86,059,923.52	86,059,923.52
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,245,899,091.09	3,245,067,731.48
Money Market Funds	369,902,539.00	369,899,533.31
Total Assets	3,701,861,533.61	3,701,027,188.31

Investment Distribution



Commercial Paper	88%
Money Market	10%
Cash Repo	2%

(b)

SEC 7-Day Yield Calculation

$$\text{Yield} = 2 \left[\left[\frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Corporate Overnight Plus Fund

Return Information

June 30, 2022

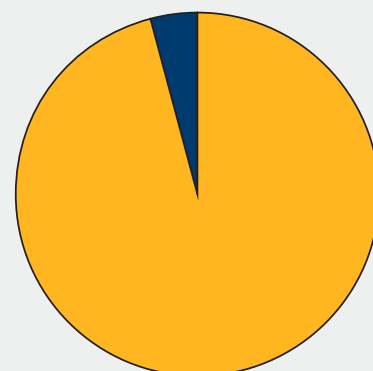
Average Monthly Return (a)	1.19%
SEC 7-day Fund Yield (b)	1.50%
Weighted Average Maturity One (c)	19 days
Weighted Average Maturity Two (c)	79 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	-	-
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,040,076,499.97	8,037,228,838.47
Money Market Funds	336,407,942.54	336,406,106.68
Total Assets	8,376,484,442.51 *	8,373,634,945.15*

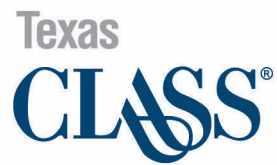
* Total Assets reflects unsettled securities transaction that has a net effect of (162,330,674.12)

Investment Distribution



Commercial Paper	96%
Money Market	4%*

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
06/01/2022	0.000025702	0.9381%
06/02/2022	0.000025976	0.9481%
06/03/2022	0.000078237	0.9519%
06/04/2022	0.000000000	0.9519%
06/05/2022	0.000000000	0.9519%
06/06/2022	0.000025985	0.9485%
06/07/2022	0.000026258	0.9584%
06/08/2022	0.000027007	0.9857%
06/09/2022	0.000027165	0.9915%
06/10/2022	0.000081264	0.9887%
06/11/2022	0.000000000	0.9887%
06/12/2022	0.000000000	0.9887%
06/13/2022	0.000026971	0.9845%
06/14/2022	0.000026938	0.9833%
06/15/2022	0.000026633	0.9721%
06/16/2022	0.000028169	1.0282%
06/17/2022	0.000136304	1.2438%
06/18/2022	0.000000000	1.2438%
06/19/2022	0.000000000	1.2438%
06/20/2022	0.000000000	1.2438%
06/21/2022	0.000037032	1.3517%
06/22/2022	0.000037672	1.3749%
06/23/2022	0.000038341	1.3994%
06/24/2022	0.000116385	1.4160%
06/25/2022	0.000000000	1.4160%
06/26/2022	0.000000000	1.4160%
06/27/2022	0.000039181	1.4302%
06/28/2022	0.000039722	1.4499%
06/29/2022	0.000040091	1.4633%
06/30/2022	0.000040478	1.4774%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Approval of PO# 45395 – Olivas Music
Date: August 10, 2022

HISTORY:

Funds were allocated under ESSER II, Group #9 Resources to address needs of individual students, for the purchase of new band instruments.

RATIONALE:

The purchase of instruments will allow the campus to offer music classes for our students.

BUDGET:

The purchase order is for \$82,722.50 is funded from the ESSER II grant.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

Please check one: For approval Report / Information only Recognition only

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



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45395

Date: 08/03/2022

Page 1 of 1

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		17.00000	EA	YRT-2330 Yamaha YTR 2330 Standard Bb Trumpet	646.50	0.00	10990.50
2		17.00000	EA	YFL-222 Yamaha YFL-222 Standard Flute	459.50	0.00	7811.50
3		17.00000	EA	YCL-255 Yamaha YCL-255 Standard Bb Clarinet	483.50	0.00	8219.50
4		10.00000	EA	YAS-26 Yamaha YAS-26 Standard Alto Saxophone	1171.50	0.00	11715.00
5		10.00000	EA	YHR-314 II Yamaha YHR-31411 Student F French Horn	1712.50	0.00	17125.00
6		17.00000	EA	YSL-354 Yamaha YSL-354 Series Student Trombone	646.50	0.00	10990.50
7		10.00000	EA	YEP-201 Yamaha YEP-201 Series 3 Valve Euphonium	1568.50	0.00	15685.00
8		1.00000	EA	DB-90 Boss DB-90 Dr. Beat Portable Metronome Alarcon Elementary 3rd to 6th Grade BuyBoard 619-20 DIP 2.21.09 Quote1 Alarcon Elementary 3rd to 6th Grade	185.50	0.00	185.50
TOTAL							82722.50

P.O. Source	Account Number	Amount
Budget Requisition	281.11.6399.29.101.11	82,722.5

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

**THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.**

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Approval of PO# 45400 – Olivas Music
Date: August 10, 2022

HISTORY:

Funds were allocated under ESSER II, Group #9 Resources to address needs of individual students, for the purchase of new band instruments.

RATIONALE:

The purchase of instruments will allow the campus to offer music classes for our students.

BUDGET:

The purchase order is for \$53,693.50 is funded from the ESSER II grant.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

Please check one: For approval Report / Information only Recognition only

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



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45400

Date: 08/03/2022

Page 1 of 2

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		8.00000	EA	YTR-2330 Yamaha YTR-2330 Standard Bb Trumpet	646.50	0.00	5172.00
2		8.00000	EA	YFL-255 Yamaha YFL-222 Standard Flute	459.50	0.00	3676.00
3		8.00000	EA	YCL-255 Yamaha YCL-255 Standard Bb Clarinet	483.50	0.00	3868.00
4		8.00000	EA	YAS-26 Yamaha YAS-26 Standard Alto Saxophone	1171.50	0.00	9372.00
5		8.00000	EA	YHR-314 II Yamaha YHR-31411 Student F French Horn	1712.50	0.00	13700.00
6		8.00000	EA	YSL-354 Yamaha YSL-354 Series Student Trombone	646.50	0.00	5172.00
7		8.00000	EA	YEP-201 Yamaha YEP-201 Series 3- Valve Euphonium	1568.50	0.00	12548.00
8		1.00000	GALL	#DB-90 Boss DB-90 Dr. Beat Portable Metronome	185.50	0.00	185.50

Borrego Elementary
3rd to 6th Grade
BuyBoard 619-20
DIP 2.21.09
Quote 3 Borrego Elementary 3rd to 6th Grade

TOTAL 53693.50

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45400

Date: 08/03/2022

Page 2 of 2

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
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P.O. Source	Account Number	Amount
Budget Requisition	281.11.6399.29.104.11	53,693.5

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
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**THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.**

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Approval of PO# 45402 – Olivas Music
Date: August 10, 2022

HISTORY:

Funds were allocated under ESSER II, Group #9 Resources to address needs of individual students, for the purchase of new band instruments.

RATIONALE:

The purchase of instruments will allow the campus to offer music classes for our students.

BUDGET:

The purchase order is for \$46,699.50 is funded from the ESSER II grant.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

Please check one: For approval Report / Information only Recognition only

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



San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45402

Date: 08/03/2022

Page 1 of 1

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		10.00000	EA	YAS-26 Yamaha YAS-26 Standard Alto Saxophone Lacquer with Nickel Keys	1171.50	0.00	11715.00
2		15.00000	EA	YCL-450NM Yamaha YCL-450NM Duet Intermediate Clarinet	979.50	0.00	14692.50
3		8.00000	EA	EEP-321 Eastman EEP321 Student Series 3-Valve Euphonium Lacquer	999.00	0.00	7992.00
4		15.00000	EA	ETB 221 Eastman ETB221 Student Series Trombone Lacquer	410.00	0.00	6150.00
5		15.00000	EA	ETR221 Eastman ETR221 Student Series Bb Trumpet Lacquer	410.00	0.00	6150.00

GEMS
7th to 8th Grade
BuyBoard 619-20
DIP 2.21.09
Quote 7 GEMS 7th - 8th - Olivas Music

TOTAL 46699.50

P.O. Source	Account Number	Amount
Budget Requisition	281.11.6399.29.041.11	46,699.5

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
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THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Roberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Approval of PO# 45420 – Olivas Music
Date: August 10, 2022

HISTORY:

Funds were allocated under ESSER II, Group #9 Resources to address needs of individual students, for the purchase of new band instruments.

RATIONALE:

The purchase of instruments will allow the campus to offer music classes for our students.

BUDGET:

The purchase order is for \$30,917.50 is funded from the ESSER II grant.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

Please check one: For approval Report / Information only Recognition only

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**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45420

Date: 08/03/2022

Page 1 of 2

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	Pearl Trap Table 24' X 18'	4.00000	EA	PTT1824	196.00	0.00	784.00
2	Conn 110H Series Bass Trombone	1.00000	EA	110H	2369.50	0.00	2369.50
3	Yamaha YSL-640 Professional Trombone	5.00000	EA	YSL-640	1828.50	0.00	9142.50
4	Bach BTR201 Student Series Bb Trumpet Silver plated Yellow Brass Bell	5.00000	EA	BTR-201	504.50	0.00	2522.50
5	Yamaha YCL-450 Series Intermediate Clarinet YCL-450N Nickel Keys	6.00000	EA	YCL-450	1145.00	0.00	6870.00
6	Yamaha YFL-322Y Intermediate Flute Oset G C-Foot	6.00000	EA	YFL-322Y	843.50	0.00	5061.00
7	Majestic X6535D 3.5-Octave Padauk Bar Xylophone	1.00000	EA	X6535D	1655.00	0.00	1655.00
8	Musser M-646 Orchestra Bells	1.00000	EA	M-646	1484.50	0.00	1484.50
9	Pearl Philharmonic Maple Snare Drum 14X6.5 in. Gloss Barnwood Brown	1.00000	EA	PHM-	1028.50	0.00	1028.50

INSTRUCTIONS TO VENDORS

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UNLESS SIGNED BY A PURCHASING AGENT.**

Roberto Rivas



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

45420

Date: 08/03/2022

Page 2 of 2

VENDOR: 2377

**TO: Olivas Music
1320 N. Zaragosa Rd. Suite #115
EL PASO, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-858-6700

VENDOR FAX: 915-858-6711

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
------	------	----------	-----	----------	------------	------------	-------

	SEHS 6 Plus						
	BuyBoard 619-20						
	DIP 2.21.09						
	Quote 10 - SEHS 6 Plus - Olivas Music						

TOTAL 30917.50

P.O. Source	Account Number	Amount
Budget Requisition	281.11.6399.29.001.11	30,917.5

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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Roberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jaime Parra, Elizario High School
Subject: Approval of PO# 45437 - Edgenuity Inc
Date: 08/10/2022

HISTORY:

San Elizario High School implemented the use of Imagine Learning (formally known as Edgenuity) software for our students for the 21-22 School Year to replace the outdate A+ recovery software. The Imagine learning software allowed for our SEHS students to successfully recover credits, make up seat time due to loss of credit, obtain virtual tutoring for EOC's. The program was utilized by our summer Eagle Ops Program and integral in graduating many of our SEHS Class of 2022 Seniors on time. Instructor also began to use the software to take on blended learning modalities in their classroom.

RATIONALE:

The use of the Imagine Learning software will allow SEHS students to continue to recover credits, make up seat time, and allow instructors to expand on blended learning capabilities for the 22-23 school year.

BUDGET:

\$28,750.00

ADMINISTRATIVE RECOMMENDATION:

Please check one: For approval Report / Information only Recognition only

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**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

45437

Date: 08/03/2022

Page 1 of 1

VENDOR: 10771

**TO: Edgenuity Inc
8860 East Chaparral Road, Suite 100
SCOTTSDALE, AZ 85250**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE:

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: San Elizario HS - G. Castro

REC. GRP: San Elizario HS - G. Castro

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			28750.00		28750.00

SEHS Digital Libraries
GRADES 9-12 Site Licenses

Quote is attached.

Kileen ISD/CTPA: 17-22-08-151

TOTAL 28750.00

P.O. Source	Account Number	Amount
Project Requisition	199.11.6396.10.001.30	28,750

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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**THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.**

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Director of Support Services
Subject: Approval of PO# 45441 – Safety Vision
Date: August 10, 2022

HISTORY:

Under ESSER III, Group #5-Safe to return in person and continuity of services, the purchase of school bus cameras would fall under an allowable expense. The intent and purpose of ESSER grants is to prevent, prepare for, or respond to the COVID-19 pandemic.

RATIONALE:

The purchase and installation of bus camera surveillance systems will allow us to improve our methods of contact tracing inside our school buses. Stopping the spread of COVID-19 is essential and response time is of the essence to prevent an outbreak. The ability to review video and accurately and efficiently identify close contacts exposed to someone with the virus will be of great benefit to the operation and efforts to mitigate COVID-19. The quoted price from Safety Vision was the lowest of the three quotes we received.

BUDGET: The funds to cover this project are from ESSER III funds.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order for Safety Vision.

Please check one: For approval Report / Information only Recognition only

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**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

45441

Date: 08/03/2022

Page 1 of 1

VENDOR: 10772

**TO: Safety Vision LLC
6100 West Sam Houston Parkway
North
HOUSTON, TX 77041**

**SHIP TO: San Elizario Independent School
200 N. Herring Rd
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 713-896-6600 ext. 1082

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Support Services - S. Renteria

REC. GRP: Support Services - S. Renteria

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			101715.00		101715.00
	(1) 4112HVR 4 & 3 Bus Camera Complete Systems, GPS Capable and included in kit to include systems and installation @ \$101,715.00						
	SEISD Quote# 23-1122 Quote/Order# 050774 BuyBoard# 604-20 Goal 2, Objective 22, Strategy 10						
TOTAL							101715.00

P.O. Source	Account Number	Amount
Project Requisition	282.34.6399.05.834.99	101,715

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Budget Amendment
Date: August 10, 2022

HISTORY: The District's 2022-2023 budget was officially approved at the June 20, 2022 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

The purpose of this agenda item is to amend budgeted expenditures in the following areas:

- **Payroll Alignment**
 - Increases and decreases to various functions based on projected payroll costs for the 2022-23 fiscal year.
- **Proxy Pin Pads**
 - Increase to function 52 to budget for 28 proxy pin pads for locations district wide. These pin pads would be installed on doors allowing them to remain locked and preventing unauthorized entry. They would be configured to allow existing employee proxy badges in combination with a pin code to open the door and access buildings.

BUDGET IMPACT: The budget impact for these amendments can be seen on the attachment.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

Please check one: For approval Report / Information only Recognition only

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**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
GENERAL FUND**

	2022-2023 Fund 101	2022-2023 Fund 199	2022-2023 Adopted	Payroll Alignment 8/10/2022	Proxy Pin Pads 8/10/2022	2022-2023 Amended
REVENUES						
5700 Total Local and Intermediate Sources	\$ 176,000	\$ 3,287,733	\$ 3,463,733			\$ 3,463,733
5800 State Sources	\$ 77,000	\$ 30,642,267	\$ 30,719,267			\$ 30,719,267
5900 Federal Programs	\$ 4,158,882	\$ 2,020,000	\$ 6,178,882			\$ 6,178,882
<i>Total Revenues</i>	<u>\$ 4,411,882</u>	<u>\$ 35,950,000</u>	<u>\$ 40,361,882</u>			<u>\$ 40,361,882</u>
EXPENDITURES						
11 Instruction	\$ -	\$ 18,841,137	18,841,137	\$ (10,000)		\$ 18,831,137
12 Instructional Resources and Media Services	\$ -	\$ 397,879	397,879			\$ 397,879
13 Curriculum and Instructional Staff Development	\$ -	\$ 217,512	217,512	\$ 10,000		\$ 227,512
21 Instructional Leadership	\$ -	\$ 807,052	807,052			\$ 807,052
23 School Leadership	\$ -	\$ 2,273,514	2,273,514	\$ (10,000)		\$ 2,263,514
31 Guidance, Counseling and Evaluation Services	\$ -	\$ 1,350,300	1,350,300	\$ (7,000)		\$ 1,343,300
32 Social Work Services	\$ -	\$ 204,238	204,238			\$ 204,238
33 Health Services	\$ -	\$ 423,014	423,014	\$ 17,000		\$ 440,014
34 Student (Pupil) Transportation	\$ -	\$ 1,435,155	1,435,155			\$ 1,435,155
35 Food Services	\$ 4,411,882	\$ -	4,411,882			\$ 4,411,882
36 Cocurricular/Extracurricular Activities	\$ -	\$ 1,265,633	1,265,633		\$ (15,000)	\$ 1,250,633
41 General Administration	\$ -	\$ 1,746,111	1,746,111		\$ (10,000)	\$ 1,736,111
51 Facilities Maintenance and Operations	\$ -	\$ 4,566,073	4,566,073		\$ (40,000)	\$ 4,526,073
52 Security and Monitoring Services	\$ -	\$ 917,760	917,760		\$ 65,000	\$ 982,760
53 Data Processing Services	\$ -	\$ 1,271,777	1,271,777			\$ 1,271,777
61 Community Services	\$ -	\$ 34,090	34,090			\$ 34,090
71 Debt Service - Principal on Long Term Debt	\$ -	\$ 95,000	95,000			\$ 95,000
81 Facilities Acquisition and Construction	\$ -	\$ 492,331	492,331			\$ 492,331
99 Other Intergovernmental Charges	\$ -	\$ 44,500	44,500			\$ 44,500
<i>Total Expenditures</i>	<u>\$ 4,411,882</u>	<u>\$ 36,383,076</u>	<u>\$ 40,794,958</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 40,794,958</u>
REVENUES OVER(UNDER) EXPENDITURES	<u>\$ -</u>	<u>\$ (433,076)</u>	<u>\$ (433,076)</u>			<u>\$ (433,077)</u>
OTHER FINANCING SOURCES (USES)						
7912 Sale of Real and Personal Property	\$ -	\$ 50,000	\$ 50,000			\$ 50,000
7915 Operating Transfer In	\$ -	\$ -	\$ -			\$ -
8911 Operating Transfer Out	\$ -	\$ -	\$ -			\$ -
<i>Total Other Financing Sources(Uses)</i>	<u>\$ -</u>	<u>\$ 50,000</u>	<u>\$ 50,000</u>			<u>\$ 50,000</u>
FUND BALANCE						
Net Change in Fund Balance	\$ -	\$ (383,076)	\$ (383,076)			\$ (383,077)
3000 Total Fund Balance - July 1 (Projected Beginning)	\$ 1,039,803	\$ 14,188,264	\$ 15,228,067			\$ 15,228,067
3000 Total Fund Balance - June 30 (Projected Ending)	<u>\$ 1,039,803</u>	<u>\$ 13,805,188</u>	<u>\$ 14,844,991</u>			<u>\$ 14,844,990</u>



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Resolution stating review of investment policy, investment strategies and designation of investment officer
Date: August 10, 2022

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds.

BUDGET IMPACT: There is no budget impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the resolution as presented.

Please check one: For approval Report / Information only Recognition only

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**Resolution Stating Review of Investment Policy and Review of
Investment Strategies and Designation of Investment Officer
for the San Elizario Independent School District**

Whereas, Section 2256.005, Texas Government Code, as amended, requires the governing body of an investing entity review its investment policy and investment strategies not less than annually;

Whereas, the Board of Trustees of the San Elizario Independent School District, “District”, has adopted an Investment Policy for the District, in the form attached hereto as “Exhibit A” pursuant to Chapter 2256, Texas Government Code, as amended from time to time;

And *Whereas*, the Board of Trustees wishes to designate one or more employees of the District as investment officer to be responsible for the investment of its funds consistent with the Investment Policy;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. The Investment Policy, in the form attached hereto as “Exhibit A” and investment strategies contained in such policy has been reviewed and is hereby adopted with no changes.

Section 2. The Chief Financial Officer, Norberto Rivas, of the District is hereby named as the investment officer of the District to be responsible for the investment of its funds consistent with the investment Policy.

Section 3. The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

APPROVED THIS 10th day of August, 2022.

BY: _____
Sandra Licon
Board President

ATTEST: _____
Michelle Garcia
Board Secretary

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Resolution for selection and approval of authorized investments and financial institutions
Date: August 10, 2022

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds.

BUDGET IMPACT: There is no budget impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the resolution as presented.

Please check one: For approval Report / Information only Recognition only

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Resolution for Selection and Approval of Authorized Investments and Financial Institutions

Section 2256.016(a) of the Texas Government Code, as amended, allows an entity to invest its funds and funds under its control in an eligible investment pool(s) if the governing body authorizes investments in the particular pools(s) and if the investment pool(s) complies with the requirements outlined in the subchapter.

A list of qualified pools authorized to engage in investment transactions with the District must be reviewed, revised and adopted by the School Board or designated investment committee at least annually. The recommended pools are the Lone Star Investment Pool, the TexSTAR investment pool, and the Texas CLASS investment pool which are investment pools in full compliance with the public funds investment act.

Section 2256.010(a) of the Texas Government Codes, as amended, allows an entity to invest its funds and funds under its control in a certificate of deposit(s) issued by a depository institution that has its main office or a branch office in this state if the governing body authorizes investments at that particular depository institution(s) and if the depository institution(s) complies with the requirements outlined in the subchapter.

The recommended depository institutions for investing in certificates of deposits are GECU, First Light Federal Credit Union, and Bank of Texas; however, provided that the certificates of deposit shall not exceed \$250,000 in principal amount (the limit of FDIC or other government insurance coverage of deposits).

The District's Chief Financial Officer shall serve as the District's Investment Officer:

- Norberto Rivas, Chief Financial Officer

APPROVED THIS 10th day of August 2022.

BY: _____
Sandra Licon
Board President

ATTEST: _____
Michelle Garcia
Board Secretary



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Resolution approving independent sources for investment training
Date: August 10, 2022

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds.

BUDGET IMPACT: There is no budget impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the resolution as presented.

Please check one: For approval Report / Information only Recognition only

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Resolution Approving Independent Sources for Investment Training

WHEREAS, San Elizario Independent School District (“District”) has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Investment Policy CDA (LOCAL) states the Superintendent or other person as designated by Board resolution shall serve as the investment officer of the District; and

WHEREAS, the Texas Association of School Boards, the Texas Association of School Business Officials, the Texas Local Government Investment Pool, the Lone Star Investment Pool, the Texas Class Investment Pool, Texas State University, and various TASBO Affiliates are independent sources that provide investment training sessions relating to investment responsibilities; and

WHEREAS, the Board of Trustees of the San Elizario Independent School District wishes to approve these independent sources of instruction to provide investment training sessions required by Government Code Section 2256.008(a);

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT:

That the Texas Association of School Boards, the Texas Association of School Business Officials, the Texas Local Government Investment Pool, the Lone Star Investment Pool, the Texas Class Investment Pool, Texas State University, and various TASBO Affiliates are approved as independent sources of instruction relating to investment responsibilities for the investment officers of the District, as required by Section 2256.008(a), Texas Government Code, as amended.

The District’s Chief Financial Officer shall serve as the District’s Investment Officer:

- Norberto Rivas, Chief Financial Officer

APPROVED THIS 10th day of August 2022.

BY: _____
Sandra Licon
Board President

ATTEST: _____
Michelle Garcia
Board Secretary



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Resolution authorizing the purchase of certificates of deposit
Date: August 10, 2022

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds.

BUDGET IMPACT: There is no budget impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the resolution as presented.

Please check one: For approval Report / Information only Recognition only

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Resolution Authorizing the Purchase of Certificates of Deposit

Section 2256.010(a) of the Texas Government Codes, as amended, allows an entity to invest its funds and funds under its control in a certificate of deposit(s) issued by a depository institution that has its main office or a branch office in this state if the governing body authorizes investments at that particular depository institution(s) and if the depository institution(s) complies with the requirements outlined in the subchapter.

The Board of Trustees of the San Elizario Independent School District in accordance with CDA(LOCAL), authorizes the purchase of Certificates of Deposits for a term greater than one year and not to exceed three years.

APPROVED THIS 10th day of August 2022.

BY: _____

Sandra Licon
Board President

ATTEST: _____

Michelle Garcia
Board Secretary

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

**General
Requirements**

All resignations shall be submitted in writing to the Superintendent or the Human Resources Director ~~other person designated by Board action~~ in accordance with this policy. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or ~~other person~~ the Human Resources Director designated by Board action shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall:

- instruct the employee to submit the resignation to the Superintendent or ~~other person designated by Board action~~ the Human Resources Director; or
- submit the resignation to the Superintendent or the Human Resources Director of behalf of the employee.

The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board action shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

The school year is based on the district's instructional calendar.

Withdrawal of
Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.



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MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Director of Human Resources
Subject: Revisions to Policy DFE Local
Date: August 10, 2022

HISTORY:

Currently, Policy DFE (LOCAL) states that the Superintendent or any other individual designated by the Board of Trustees can accept resignations.

RATIONALE:

The proposed revision to policy DFE states that the Superintendent, **and** the Human Resources Director can **accept** resignations.

Please note that the change only applies to “receiving” the resignation. The Superintendent is the only person that can **“accept”** a resignation. There will be no change to that practice.

If the policy remains as is, employees who submit a resignation to the Human Resources Director will have to be redirected to the Superintendent. If approved, this change will allow the Human Resources director to receive the resignation and forward it to the Superintendent for approval.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the changes to policy DFE (LOCAL) as presented.

Please check one: For approval Report / Information only Recognition only

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San Elizario ISD--Board Monitoring Calendar; 2022-2023; Monitoring Year 4 (HB3-Year 3)

Month	Student Outcome Goals	Superintendent Constraints	Campus Presentation	Board Training Information
July 2022	Analysis of STAAR/EOC Scores—Spring 2022 Healing@TheNest Presentation			<ul style="list-style-type: none"> Listening Circle
August 2022	Goal 1—Overall Mathematics Performance in Grades 3-12			<ul style="list-style-type: none"> Listening Circle TASB Virtual Summer Training available from July 25, 2022 to August 26, 2022 MASBA CEC Webinar Aug 31, 2022
September 2022	Goal 2— Overall Reading Performance in Grades 3-12			<ul style="list-style-type: none"> Progressing Together—Vision and Values of Students Superintendent Evaluation RYHT September 14-16, 2022 TASA TASB Convention txEDCON22 Sept 23-25, 2022
October 2022	Goal 3—Overall College, Career, and Military Readiness	CPM 1.1—District Attendance Rate	Loya Primary School	<ul style="list-style-type: none"> Community meetings with low-performing campuses Progressing Together—Vision and Values of Family, Staff, and Community MASBA Oct 6-8, 2022
November 2022	GPM 1.1—Math Progress in Grades PK-2 GPM 2.1—Reading Progress in Grades PK-2	CPM 2.1—Principal Walkthroughs CPM 2.2—Asst. Principal Walkthroughs	Sambrano Elementary School	
December 2022	GPM 1.2—Math Progress in Grade 3 GPM 1.3—Math Progress in Grade 8 GPM 1.4—Math Progress in High School Algebra I		Alarcon Elementary School	
January 2023	GPM 2.2—Reading Progress in Grade 3 GPM 2.3—Reading Progress in Grade 8 GPM 2.4—Reading Progress in English I and II		Borrego Elementary School	<ul style="list-style-type: none"> RYHT Jan. 11-13, 2023



San Elizario ISD--Board Monitoring Calendar; 2022-2023; Monitoring Year 4 (HB3-Year 3)

Month	Student Outcome Goals	Superintendent Constraints	Campus Presentation	Board Training Information
February 2023	GPM 1.1—Math Progress in Grades PK-2 GPM 2.1—Reading Progress in Grades PK-2		Garcia-Enriquez Middle School	<ul style="list-style-type: none"> Community meetings with low- performing campuses
March 2023	GPM 3.1—TSIA Progress in Grade 8 GPM 3.2—TSIA Progress in Grades 9-12	CPM 1.1—District Attendance Rate	San Elizario High School	
April 2023	GPM 1.2—Math Progress in Grade 3 GPM 1.3—Math Progress in Grade 8 GPM 1.4—Math Progress in High School Algebra I			<ul style="list-style-type: none"> Student Outcome Goals for new Board Members and the Community RYHT April 21-22, 2023
May 2023	GPM 2.2—Reading Progress in Grade 3 GPM 2.3—Reading Progress in Grade 8 GPM 2.4—Reading Progress in English I and II	CPM 2.1—Principal Walkthroughs CPM 2.2—Asst. Principal Walkthroughs		
June 2023	GPM 1.1—Math Progress in Grades PK-2 GPM 2.1—Reading Progress in Grades PK-2			<ul style="list-style-type: none"> Local Student Outcome Goals orientation as appropriate RYHT June 15-16, 2023



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MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, CTE Administrator
Subject: Civil Engineering and Architecture (PLTW)
Date: August 10, 2022

HISTORY: Based on the data provided from our Perkins V, Comprehensive Local Needs Assessment (CLNA) and the Texas Statewide Labor Market Information (LMI), 2020-2030 for Career and Technical Education Programs. Architecture and Construction is ranked number 4 and Engineering number 6, in high-wage, high-skilled and in-demand careers that are currently in high demand in the State and National level.

RATIONALE: Our students will be able to experience more relevant and rigorous learning opportunities that will engage them and foster the skills, knowledge, and habits necessary to be successful in engineering. The implementation of the Civil Engineering and Architecture course will allow us to better align the Engineering Program to meet the CLNA and Texas State-wide LMI for high-wage, high-skilled and in-demand careers.

BUDGET: There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION: It is recommended that the Board of Trustees approve the course in order to provide our district with better alignment in the Engineering Program and foster our students' needs for relevant and rigorous learning.

Please check one: For approval Report / Information only Recognition only

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Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

Course: Civil Engineering and Architecture

PEIMS Code: N1303747

Abbreviation: CEA

Grade Level(s): 9-12

Number of Credits: 1.0

Course description:

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and development protocols such as project management and peer review. Students develop skill in engineering calculations, technical representation, documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.

Teacher qualifications:

An assignment for Civil Engineering and Architecture is allowed with one of the following certificates as well as successful completion of the Project Lead The Way's Core Training requirements for Civil Engineering and Architecture.

PLTW Core Training:

PLTW's Core Training requires approximately 90 hours of instruction led by PLTW approved Master Teachers. Course mastery is demonstrated by the submission and approval of a course portfolio that meet's PLTW's requirements. After successful completion of Core Training, teachers receive access to the National PLTW Engineering Professional Learning Community, course-specific student and classroom



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

instructional resources, and Ongoing Training resources through the PLTW Content Management System.

- Mathematics/Physical Science/Engineering: Grades 6-12.
- Mathematics/Physical Science/Engineering: Grades 8-12.
- Secondary Industrial Arts (Grades 6-12).
- Secondary Industrial Technology (Grades 6-12).
- Technology Education: Grades 6-12.
- Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- Vocational Trades and Industry. This assignment requires appropriate work approval.
- Vocational Trades and Industry (Grades 6-12). This assignment requires appropriate work approval.
- Vocational Trades and Industry Pre-Employment Laboratory (Grades 6-12). This assignment requires appropriate work approval.
- Vocational Trades and Industry Co-op (Grades 6-12). This assignment requires appropriate work approval.

Additional information:

Districts may use these courses only with the approval of Project Lead The Way. All requirements of Project Lead The Way must be met. Please contact Project Lead The Way directly for these requirements:

Project Lead The Way
Solution Center
Toll Free: 877.335.PLTW (7589)
solutioncenter@pltw.org



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: CFES Brilliant Pathways & SEISD Memorandum of Understanding
Date: August 10, 2022

HISTORY:

CFES Brilliant Pathways is an international non-profit that has helped over 100,000 students in both urban and rural areas become college and career ready since 1991. The CFES program places an emphasis on college and career readiness through a framework that allows schools to customize the implementation of three core practices: mentoring, essential skills and pathways to college and career. Through grants funds provided by the Texas GEAR UP: Beyond Grad program through the Texas Education Agency (TEA), CFES will work with ESC 19 and San Elizario ISD and students at San Elizario High School starting in the 2020-2021 academic year.

RATIONALE:

This program provides two key opportunities to expand advising services in schools serving a high proportion of economically disadvantaged students:

Opportunity 1: Expand the geographic region of effective CCR advising programs beyond urban areas to schools including San Elizario High School.

Opportunity 2: Support innovative program models that increase the capacity of CCR advising organizations to reach and effectively serve all students, beginning in 9th grade or earlier.

CFES will help students benefit from these opportunities through the use of the Brilliant Pathways School of Distinction model (where schools deliver CFES practices and processes to *all* students and are evaluated using rubrics that have a proven record of success. The plan centers on three core practices – interactions and activities critical to college and career readiness success:

BUDGET:

CFES hires a CCR Adviser to serve San Elizario High School students during the school year. This position is fully funded by the Texas GEAR UP: Beyond Grad grant.

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ADMINISTRATIVE RECOMMENDATION:

The administration recommends that the Board of Trustees approve the CFES Brilliant Pathways and SEISD memorandum of understanding.

Please check one: For approval Report / Information only Recognition only

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**CFES Brilliant Pathways Memorandum of Understanding
among
CFES Brilliant Pathways, San Elizario High School, and the Texas Education Agency**

Parties

This is a Memorandum of Understanding (“MOU”) among CFES Brilliant Pathways (“CFES”), San Elizario Independent School District (hereafter referred to as “San Elizario ISD” and/or the “high school”), and the Texas Education Agency (“TEA”) relating to the Texas GEAR UP CCR Advising Grant (hereafter referred to as “Texas GEAR UP” or as “the partnership”).

San Elizario ISD and/or the high school is understood, for the purposes of this MOU, to include:

San Elizario High School

Collectively hereinafter the parties to this MOU will be referred to as “Parties” or, individually, as “Party.”

Statement of Purpose and Services to be Performed

CFES Brilliant Pathways is an international non-profit that has helped over 100,000 students in both urban and rural areas become college and career ready since 1991. The CFES program places an emphasis on college and career readiness through a framework that allows schools to customize the implementation of three core practices: Mentoring, Essential Skills and Pathways to College & Career. Through grant funds provided by TEA, CFES will work with students at San Elizario High School starting in the 2019-2020 academic year.

TEA has identified two key opportunities to expand advising services in schools serving a high proportion of economically disadvantaged students:

Opportunity 1: Expand the geographic region of effective CCR advising programs beyond urban areas to schools including San Elizario High School.

Opportunity 2: Support innovative program models that increase the capacity of CCR advising organizations to reach and effectively serve all students, beginning in 9th grade or earlier.

CFES will help students benefit from these opportunities through the use of the Brilliant Pathways School of Distinction model (where schools deliver CFES practices and processes to *all* students and are evaluated using rubrics that have a proven record of success. The plan centers on three core practices – interactions and activities critical to college and career readiness success:

Core Practice: Mentoring

Mentors share first-hand experiences, offer support in overcoming challenges and advise CFES Scholars in the college and career readiness realm. Mentors include peers, college students, educators and community members.

Core Practice: Essential Skills™

At a time when technology is upending traditional careers, students need more than job skills to be ready for a world of exponential change. The Essential Skills are an intrinsic part of that readiness process:

- Goal setting – Identifying what you want, and how you can achieve it.

- Teamwork – Collaborating with others to reach a common goal.
- Leadership – Taking charge of your future and helping your peers do the same.
- Agility – Adapting and responding to changing circumstances.
- Perseverance – The determination to overcome challenges to achieve your goals.
- Networking – The art of turning an acquaintance into a supporter.

Core Practice: Pathways to College & Career

College is critical to breaking the poverty cycle, but a diploma alone doesn't guarantee success. Through partnerships with businesses, colleges and universities, and access to our curricular resources, we help students identify interests and develop a pathway that turns interests and passions into a career pathway. CFES Scholars learn about the college admission process, paying for college and other aspects of higher education. Scholars explore college and career pathways by using CFES-developed resources and tools, including our Brilliant Careers app (a web-based interactive career exploration tool) and Scholar Map (a graphic organizer designed to help students identify steps to achieve college and career readiness goals).

One of the purposes of this MOU is to provide and appoint a College and Career Readiness Advisor to support the CFES Program Director, San Elizario students, families and educators involved in college and career readiness.

CFES, San Elizario ISD, and TEA agree to the following three main goals/aims of the CCR Advisor during the project:

1. Work collaboratively with the CFES Program Director and San Elizario students, families and educators involved in college and career readiness.
2. Implement the three core practices of CFES: Essential Skills, Mentoring and Pathways to College & Career to help achieve all Texas GEAR UP goals.
3. Record and maintain service activity data and submit monthly progress reports to program director documenting progress and outcome data.

An additional purpose of this MOU is to set forth the terms and conditions under which San Elizario ISD will permit CFES to access and/or otherwise use student record data, which contains Personally Identifiable Information (“PII”), as defined in 34 CFR § 99.3 and is therefore subject to the Family Educational Rights and Privacy Act (“FERPA”), 20 USC § 1232g (such PII is herein referred to as “FERPA Data”). San Elizario ISD’s disclosure of FERPA Data to CFES will be for the purposes of (1) CFES and San Elizario ISD conducting an ongoing program evaluation pursuant to 20 USC § 1232g(b)(1)(C), (b)(3), and (b)(5); 34 CFR § 99.35 (“the Audit and Evaluation exception”) and (2) the CCR Adviser performing an institutional service or function for which San Elizario ISD would otherwise use employees pursuant to 20 USC § 1232g(b)(1)(A); 34 CFR 99.31(a)(1) (“the School Officials Exception”).

CFES Brilliant Pathways agrees to the following terms during the project:

1. Identify, recruit, and appoint one CCR Adviser to serve at the high school identified herein for an average of 40 hours per week for the period of July 25, 2022 – July 3, 2023.
2. Provide necessary and ongoing training, support, and professional development that will allow the CCR Adviser to fulfill his or her responsibilities to the high school and its students, including to ensure the Adviser complies with the FERPA provisions in this MOU.

3. Have the CCR advisor attend the CFES National Conference virtually if on-site is not viable in October along with 400 school superintendents, principals, teachers and other K-12 and college leaders from 30 states for two days of professional development workshops, featured speakers, and networking.
4. Conduct two trainings—one in winter, the other in spring—at the CFES Center in Essex, NY or virtually for CCR advisor to continuously improve their skills and build CCR knowledge with other CCR advisors from around the country.
5. Provide ongoing assistance to the implementation team through regular communication, evaluation, resource development.
6. Provide opportunities to interact with college admissions and financial aid counselors, students, staff, and faculty.
7. Provide curricular resources to CCR advisors and implementation teams that focus on Mentoring, Essential Skills, and Pathways to College & Career.
8. Provide opportunity for each school to be nationally recognized as a CFES School of Distinction.
9. Provide access to CFES Alumni Network and National Advisory Board for graduates.
10. Train students as near peer CCR advisors and mentors: 11th and 12th graders will mentor 9th and 10th graders who, in turn, will mentor middle schoolers.
11. Build capacity and sustain the program by creating a college going culture in the high school and associated families and communities by increasing college and financial aid knowledge among families and helping schools implement high-impact strategies that move low-income students out of poverty.

Outcome Metrics: CFES will adopt the GEAR UP outcome metrics for this project

- 90% of high school students will be assigned a mentor.
- 90% of high school students will receive at least one comprehensive, individualized college and career counseling session.
- 50% of priority students will attend at least one college visit (virtual or on-campus).
- 30% of all high school students will attend at least one summer program (academic acceleration, enrichment, college exploration, etc.).
- 50% of all high school parents will receive at least one individualized college and career counseling session.
- 85% of tenth graders will take the PSAT or ACT Aspire exam.
- 85% of eleventh graders will take the SAT or ACT.
- 85% of 12th grade students will complete six college applications.
- 85% of primary cohort students will complete the FAFSA and TASFA.
- 60% of high school students will enroll in postsecondary education in the fall after high school graduation. 40% of the enrolled students will matriculate to a four-year college.

A critical component of aiding low-income students is deploying student advocates – volunteers from businesses, civic organizations, and colleges – as mentors, role models, and college & career readiness advisors. A significant responsibility of the CCR advisor, supported by CFES program directors, will include recruiting and training volunteer mentors to serve all students at assigned schools.

The San Elizario ISD and/or high school agrees to the following terms during the project:

1. Welcome the assigned CCR Adviser and work actively to facilitate their entry into the school community by treating them as a professional member of the school.

2. Establish and maintain clear lines of communication with the CCR Adviser and the Program Director in regards to staff policies, procedures, and expectations with which the CCR Adviser is expected to comply (including any relevant FERPA policies).
3. Designate within each high school a Site Liaison to (a) serve as the CCR Adviser’s primary resource and advocate within the high school, facilitating the CCR Adviser’s integration into the life of the high school and providing appropriate advice and counsel; (b) work closely with the Program Director to assess the relationship between the appointed Adviser and the high school so that the Adviser is effectively serving the high school students and advancing the three main aims of CFES and the GEAR Up grant (c) work with the Program Director to establish a mutually agreeable work schedule for the Adviser in accordance with the high school’s regularly scheduled term period (e) engage in frequent dialogue with the Program Director around strategic collaboration and to assess progress towards the goals; (f) serve as the main liaison between the principal of the high school and the Program Director, meeting at least twice a month to review the partnership and ensure that its goals are being met.
4. Identify and recruit students, parents, teachers and administrators to serve on the implementation team
5. Work with CFES to recruit and hire quality candidates to serve as CCR advisors.
6. In collaboration with the team and CCR advisor, implement school-wide initiatives that promote a college-going culture and support the achievement of GEAR UP objectives.
7. Work with the implementation team and CCR advisor to ensure time, space, and transportation is available for mentoring, college visits, college entrance exams, etc.
8. Communicate with implementation team when there is a need for modifications to the implementation plan to better meet the needs or constraints of the school.
9. Advocate for the success of the CCR advisors and the CFES Brilliant Pathways model.
10. Allow other Texas schools to visit and learn about/observe implementation.

Purpose and Description of Program Evaluation to be Conducted

1. To determine the efficiency and success of the CFES program, it shall be evaluated on an ongoing basis by CFES, San Elizario ISD and TEA. The results of the evaluation may be used to, among other things, improve and modify the program. Such evaluations will enable all project participants to spur higher levels of college enrollment. The evaluation will include the following:
 - comprehensive compilation and analysis of direct outcomes for the program
 - identification of success factors that contribute to increased college-going rates and improved school morale
 - CFES collects data from each school on factors such as Essential Skill development, declaration of intent to attend college, college and career knowledge and specifically for grade 12 students: graduation rates, college going and scholarships/financial aid attained. Experience factors are measured through student surveys, site visits, and focus groups with students and educators. Additionally, CFES professionals who work with school-based teams and Scholars provide semiannual reports to the CFES office, based on site visits and virtual connections.
2. For the purpose of carrying out the evaluation, FERPA Data may need to be collected by the San Elizario ISD and/or high school and disclosed to CFES as further described in the “FERPA Compliance” provision within this MOU.

FERPA Authorized Representatives and Adviser Serving as School Official

1. This MOU serves as a written agreement to designate authorized representatives, as defined in 34 CFR § 99.3, of a local educational authority, 20 USC § 7801(26)(A), to access FERPA Data in connection with an audit or evaluation of a Federal or State supported education program, as permitted by FERPA federal regulations 34 CFR § 99.35.
2. The San Elizario ISD and/or high school, a local educational authority, hereby designates CFES, including its employees, as its authorized representatives under FERPA.
3. CFES, as an authorized representative of San Elizario ISD, shall have access to the student education records of students at the high school pursuant to the policies and restrictions identified in the “FERPA Compliance” provision within this MOU.
4. This MOU also serves as a written agreement articulating the Adviser’s role as a school official for the San Elizario ISD and/or high school, as permitted by FERPA federal regulations 34 CFR 99.31(a)(1).

FERPA Compliance

1. The Parties agree and understand that this MOU is to be strictly construed to comply with FERPA
2. The Parties agree to amend this MOU as necessary to comply with applicable amendments to FERPA, including the Audit and Evaluation exception, as required to ensure that the Parties remain in compliance with FERPA.

Term of MOU

This MOU begins August 1, 2022 and shall terminate on July 3, 2023.

Legal Compliance and Right to Audit

The Parties shall comply with all applicable federal, state, and local laws and regulations. The Parties understand that acceptance of funds under this MOU acts as acceptance of the authority of the State Auditor’s office, or any successor agency, as well as any external auditors selected by the State Auditor’s office, or any auditors selected by the United States to conduct an audit or investigation in connection with those funds. The Parties further agree to cooperate fully in the conduct of the audit or investigation, including promptly providing all records requested.

Sovereign Immunity

The Parties stipulate and agree that no provision of, or any part of this MOU or any subsequent amendment shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the Laws of the State of Texas; (2) to extend liability beyond such liability provided for in the Texas Constitution and the Laws of the State of Texas; or (3) as a waiver of any immunity provided by the 11th Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the United States.

No Third-Party Beneficiaries:

This MOU does not create a joint venture, business partnership, agency, franchise, or employment relationship, under Texas law. Nothing in this MOU is intended to nor shall it operate to confer any third party beneficiary rights in favor of any person or entity.

Applicable Law

This MOU shall be governed by the laws of the State of Texas.

Dispute Resolution

The Parties shall work together in good faith and in a timely manner to resolve disputes that might develop pursuant to the program under this MOU.

Trademark

The Parties certify and acknowledge that the CFES Brilliant Pathways® and the Essential Skills® word marks and logos are the trademarks or registered trademarks of CFES. The San Elizario ISD are responsible for including the trademark registration notice (®) on the trademarks.

Amendments

This MOU may be modified only by written amendment executed by the Parties hereto.

Termination or option to individually opt out of program participation

The Parties, by written notice may immediately terminate this MOU for cause if any of the other Parties fail to comply fully with any term or condition of this MOU, through no material fault of their own. The Parties may also terminate this MOU if project funding should become reduced, depleted, or otherwise unavailable during the term of the MOU and to the extent that the Parties are unable to obtain additional funds for such purpose. All provisions regarding FERPA, the right to audit, and dispute resolution shall survive the termination of this MOU for any reason whatsoever and shall remain in full force and effect.

CFES Brilliant Pathways

San Elizario ISD

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Angelo State University, College of Education Practicum/Clinical Placement Agreement
Date: August 10, 2022

HISTORY:

This agreement with Angelo State University, College of Education will allow trained educational professionals, such as pre-service school counselors to complete their practicum/clinical requirements here at San Elizario ISD.

RATIONALE:

The pre-service students in cooperation with their assigned counselor will seek out opportunities to provide school counseling services to our students and families.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve this practicum/clinical placement agreement with Angelo State University, College of Education.

Please check one: For approval Report / Information only Recognition only

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Practicum/Clinical Placement Agreement

This agreement is made and entered by and between _____,
(School District/School System/University)
hereinafter called "Affiliate" or "School District" and ANGELO STATE UNIVERSITY,
College of Education, San Angelo, Texas, hereinafter called "ASU."

WHEREAS, Affiliate operates facilities at _____ institutions
(School District/School System/University)
and

WHEREAS, ASU operates an accredited University and Department of Curriculum and
Instruction, and

WHEREAS, the Parties desire to advance field work experience and aid in meeting the ever-
increasing demand in the State and Nation for trained educational professionals, and

WHEREAS, it is deemed advisable and to the best interest of the parties to establish an
affiliation for the purpose of carrying out these objectives,

NOW THEREFORE, for and in consideration of the foregoing and in further consideration
of the mutual benefits, the Parties hereto agree as follows:

ARTICLE I ORIGINAL TERM, RENEWAL, AND TERMINATION

The original term of this agreement starts _____ and
(Start Date of Semester)
ends _____.
(4 Years Later from the start date per ASU Board of Regent Rules)

During the original term, either party may terminate at any time, without cause, by giving the
other party thirty (30) days written notice of its intent to terminate the agreement. At the end of
the 4-year term, a new agreement must be signed.

However, ASU students (hereinafter referred to as "candidates") assigned at Affiliate's facilities
when termination notice is given shall be permitted to complete their current semester at ASU's
option.

Practicum/Clinical Placement Agreement

ARTICLE II RESPONSIBILITIES OF THE PARTIES

Affiliate will:

Allow ASU candidates and faculty to utilize campus facilities upon prior approval for the practicum/clinical (hereinafter called “practicum”) experience requirement.

Provide field work staff supervision by credentialed professionals for ASU's candidates.

Provide access for faculty and candidates to complete practicum/clinical requirements at its facilities as part of the candidates' practicum/clinical experience requirement.

Periodically, review the specific programmatic efforts and number of candidates to participate at its facilities, both factors being subject to mutual agreement of both Parties prior to the beginning of the practicum/clinical experience.

Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of its facilities.

Encourage its staff to participate in the educational activities of ASU.

Participate, if requested by ASU, in any annual program review activities of ASU, which are directed toward continuing program improvement.

Maintain authority and responsibility for care given to candidates.

The School District will have the right, in its sole discretion, to exclude any individual at any time from participation in this program and shall have the right to exclude any student or personnel from any area. Students and ASU personnel will promptly, and without protest, leave any area whenever they are requested to do so by the District.

ASU will:

Maintain the authority and responsibility for education programs for its candidates, which may be conducted within Affiliate facilities.

Inform its faculty and candidates of the requirement to comply with Affiliate's policies and procedures, when in attendance at Affiliate's facilities, and student confidentiality requirements,

only insofar as there is no conflict with the policies, rules and regulations of ASU or the laws and the Constitution of the State of Texas.

Provide faculty participation, if requested by Affiliate, and if available, on committees and task forces of Affiliate.

Require all candidates to maintain their own individual student professional liability insurance during the term of their practicum/clinical experience.

Practicum/Clinical Placement Agreement

Provide information requested by the Affiliate related to candidates participating in the practicum/clinical unless prohibited by federal or state law.

Remove a candidate from the practicum/clinical experience at the Affiliate, when the Affiliate determines that the candidate has violated the rules and regulations of the Affiliate; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the Affiliate or threatens the safety of Affiliate personnel or students.

University candidates and personnel will be responsible for their own transportation, meals, and health care while participating in the practicum/clinical experience at the Affiliate. If a candidate is ill and must be absent, the candidate must notify the Affiliate following the procedures established by Affiliate for such emergencies.

Background Verifications. The School District shall complete a background check for each student or employee who is assigned under this program and who has contact with students. A background check will be considered “completed” if it includes, at a minimum, all of the following elements: (1) criminal background check in current and previous counties of residence and employment, (2) confirmation that the program participant is not listed as a sexual offender and, if requested by the Affiliate, in any child abuse registry. The Affiliate shall have the right to require withdrawal of any assigned student or employee in the event that individual fails to meet the standards established for acceptable background.

ARTICLE III SEVERABILITY

If any term or provision of this agreement is held to be invalid for any reason, the invalidity of that section shall not affect the validity of any other section of this agreement provided that any invalid provision is not material to the overall purpose and operations of this agreement. The remaining provisions of this agreement shall continue in full force and effect and shall in no way be affected, impaired, or invalidated.

ARTICLE IV AMENDMENT

This agreement may be amended in writing to include any provisions that are agreed to by the contracting parties.

ARTICLE V VENUE

This agreement shall be governed by and construed and enforced in accordance with the laws of the State of Texas. Venue will be in accordance with the Texas Civil Practice & Remedies Code and any amendments thereto.

ARTICLE VI ASSIGNMENT

Neither party shall have the right to assign or transfer their rights to any third parties under this agreement without the prior written consent of the other party.

ARTICLE VII INDEPENDENT CONTRACTOR STATUS

Nothing in this agreement is intended nor shall be construed to create an employer/employee relationship between contracting parties. The sole interest and responsibility of the parties is to ensure that the services covered by this agreement shall be performed and rendered in a competent, efficient, and satisfactory manner.

Sovereign Immunity: The Parties stipulate and agree that no provision of, or any part of this Agreement or any subsequent amendment shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the Laws of the State of Texas; (2) to extend liability beyond such liability provided for in the Texas Constitution and the Laws of the State of Texas; or (3) as a waiver of any immunity provided by the 11th Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the United States.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this contract.

Angelo State University

Affiliate Agency Name

Signature

Signature Superintendent/Equivalent
Designee

Dr. Scarlet Clouse

Printed Name

Printed Name

Dean, College of Education

Title: Dean, College of Education or
Designee

Title: Superintendent/Equivalent Designee

Date Signed

Date Signed



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: Progress Monitoring—Overall Goal 1 Targets for Mathematics
Date: August 10, 2022

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM's) to monitor student progress. These goals had primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established. As time has passed, these goals have shifted due to HB 3 to include early childhood performance in math and reading, as well as changing to include 5 years of targets through 2023-2024.

This report is meant to inform the Board about an update to Goal 1, which focuses on overall mathematics performance.

RATIONALE:

As part of progress monitoring, the SEISD Board of Trustees is monitoring Student Outcome Goal 1, which measures the overall mathematics achievement at all performance levels for all students who test STAAR/EOC. Students begin testing in mathematics at Grade 3. This continues through Grade 8 with math being tested each year. Once students enter Grade 9, they take End-of-Course (EOC) exams, the only required one being Algebra I which is typically taken during Grade 9. We also have a cohort of advanced students who take Algebra I in Grade 8. For purposes of progress monitoring, every student who takes a regular STAAR or EOC math exam will have their results figured in to the data which follows.

Student Outcome Goal 1:

Student Mathematics performance on the STAAR/EOC in grades 3-12 will increase annually from 2022-2023 through 2023-2024 at the Approaches, Meets, and Master's Levels as indicated in the table below.

Annual Targets Goal 1	2020-2021 (Baseline)	Goals 2021-2022	Goals 2022-2023	Goals 2023-2024
Approaches	47%	47%	48%	51%
Meets	14%	17%	18%	20%
Masters	4%	5%	7%	9%

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



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The 2021-2022 overall math goal at the Approaches level was 47%. Our actual level of achievement was 61%, which is +14% above the goal.

The 2021-2022 overall math goal at the Meets level was 17%. Our actual level of achievement was 26%, which is +9% above the goal.

The 2021-2022 overall math goal at the Masters level was 5%. Our actual level of achievement was 9%, which is +4% above the goal.

Our students surpassed their STAAR mathematics goals at all 3 levels of performance. We are working hard to continue the upward climb as we move past the pandemic learning loss.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of Goal 1 as presented.

Please check one: For approval Report / Information only Recognition only

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Board Progress Monitoring Report

Student Outcome Goal 1

Overall Goal Evaluation

Student Mathematics performance on the STAAR/EOC in grades 3-12 will increase annually from 2022-2023 through 2023-2024 at all 3 performance levels.

Exceeded Expected Progress

Goal 1 Annual Targets
2021-2022:

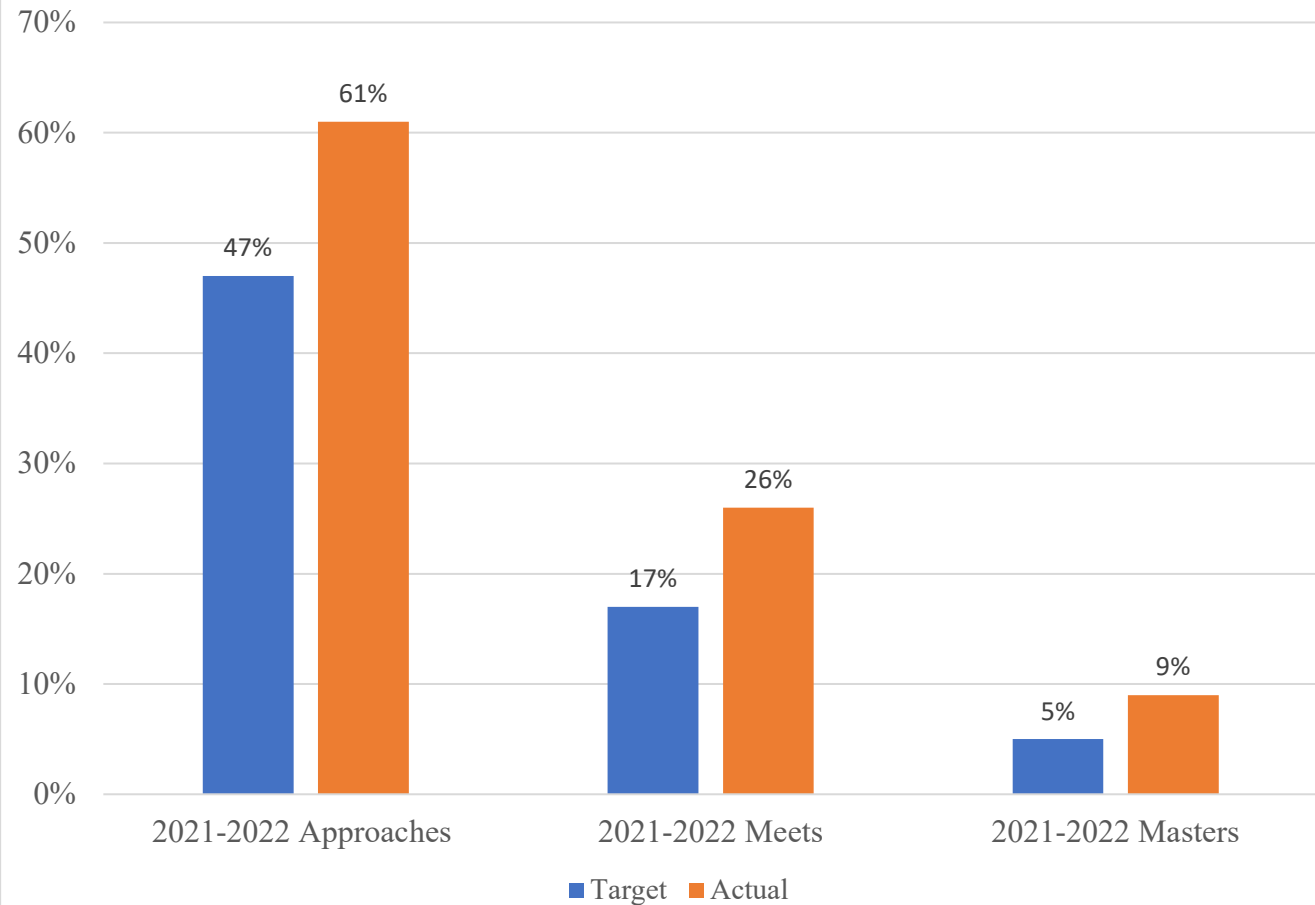
Targets:

Approaches--47%
Meets--17%
Masters--5%

Actual Performance:

Approaches--61%
Meets--26%
Masters--9%

Goal 1: Overall Math Performance in 2022 at the 3 Levels of Performance; All Students in Grades 3-12



The graph shows that our students outperformed the goals for overall STAAR math at all 3 performance levels.

We exceeded the Approaches target by +14.

We exceeded the Meets target by +9%.

We exceeded the Masters target by +4.

Superintendent's Evaluation on Next Steps: Refer to Board of Trustees Memo submitted with this report.



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MEMORANDUM

To: Members of the Board of Trustees
From: Campus Principals and Dr. Rogelio Segovia, Associate Superintendent
Subject: Effective Schools Framework Targeted Improvement Plans
Date: August 10, 2022

HISTORY:

Campus principals and their leadership teams received on Effective Schools Framework (ESF). This training helps principals build a common language with clarity and specificity to systematize the best practices that effective Texas school engage in daily (TEA, 2010). The ESF is a cyclical process that includes consistent assessment of current practices, prioritizing gaps in practices, capacity building, and ongoing plan implementation support, around a common vision of the highest leverage practices (TEA, 2019). The ESF leads the principal and his/her instructional team to create a Targeted Improvement Plan (TIP). The TIP is a structured system that allows campuses to build a year-long action plan. Campuses use targeted improvement plans to break down goals into short cycles and to analyze possible barriers to achieve the identified school improvement goals (TEA, 2019).

RATIONALE:

Each principal and their instructional team met to create the first cycle 1 (Sept to Nov.) of their TIP. The TIP will be monitored by the instructional team throughout the first cycle and measured against student growth. Adjustments will be made as necessary at each cycle to better meet the needs of students throughout the school year.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is the administration’s recommendation that the Board of Trustees

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Leticia De Santos, Principal, Ms. Lisa Renegar, Research and Evaluation Administrator and Dr. Rogelio Segovia, Associate Superintendent
Subject: Alarcon Elementary Effective Schools Framework Targeted Improvement Plans
Date: August 10, 2022

HISTORY:

The Alarcon Elementary Instructional Team participated in the Effective Schools Framework (ESF) training during Leadership Academy. This training helped the principal and her instructional team create a Targeted Improvement Plan (TIP). The TIP is a structured system that allows campuses to build a year-long action plan. A TIP is required for Alarcon Elementary because the Special Education student group missed targets in reading, math and student achievement domain score (STAAR Component) for three consecutive years.

RATIONALE:

The Texas Education Agency (TEA) uses the Closing the Gaps domain to identify campuses that have underperforming groups. A student group that misses the targets in at least three indicators, for three consecutive years, is considered underperforming. Any school that has at least one underperforming student group is identified for Targeted Support and Improvement Identification (TSI). Data from 2018, 2019 and 2022 are considered consecutive years for 2022 TSI identification (2022 Accountability Manual, 2022).

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is the administration's recommendation that the Board of Trustees approve Alarcon Elementary's Effective Schools Framework Targeted Improvement Plan.

Please check one: For approval Report / Information only Recognition only

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CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario Independent School District	Campus Name	Lorenzo G. Alarcon	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Leticia De Santos
District Number		Campus Number	071-904	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia,
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia,
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Leticia De Santos

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 2022 64%/2023 68% Rationale: Increasing student achievement in overall reading and math to support students being on grade level in meets or masters by 3%. Domain 2B: 2022- 70%/2023- 74% Rationale: In comparison to other campus with similar demographics there will be a 3% increase in student achievement. Domain 3: 2022- 72%/ 2023- 76% Rationale: Our rational is supporting SPED populations TSI because of 3 years not showing growth.
	What changes in student group and subject performance are included in these goals?	Domain 1: Showing improvement in the area of meets and masters in reading and math. Domain 2B: Show improvement based on demographic population in student achievement. Domain 3: Show growth in SPED in the areas of math and reading.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
------------------	--

1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	2 - Planning for Implementation
5.3 Data-driven instruction.	1 - Not Started

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	4.1
Rationale	The campus needs assessment reflects that teachers are not identifying the gaps between student work and exemplars. Teachers are not focusing on specific student errors and misunderstandings. Teachers need to practice the reteach with real time feedback, re-do portion until practice is strong.	The campus needs assessment reflects that teacher’s need to effectively use high quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffold support for students with disabilities, English Learners and other student groups.	The Campus needs assessment will reflect high-quality instructional materials that are consistently created through daily lesson plans to include aligned objectives, activities and exit tickets. Formative assessments through exit tickets will ensure mastery of lesson goals.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity with the use of corrective instruction planning process by analyzing student work, identifying trends in student misconceptions that will determine the root cause as to why students are not learning the concept. The campus will partner with district instructional officers.	The campus will build capacity in this area by modeling for teachers teaching practices that promote critical thinking skills and provides differentiation for student groups. We will partner with district Planning and Instruction department and the district SPED department to help identify and model researched based teaching practices.	The campus will build capacity through effective feedback from the leadership team on lesson planning. Formative assessments will include support through modeling from instructional specialist and instructional officers.
Barriers to Address throughout this year	A possible barrier to address is teachers not holding students accountable. Another barrier is teachers not knowing how to address misunderstandings through instruction and reteaching of concepts.	A possible barrier is the diverse needs of our students and identifying the most effective approach to meeting the needs of the students.	Barriers would include teachers not following through with formative assessments to ensure student mastery before moving on to next objective. Another barriers is that teachers may not understand the various types of formative assessments and may not use the data effectively for reteaching of concepts.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>We will communicate this information through data meetings, distribution of the ESF and focus areas. We will create buy-in by modeling and ongoing leadership support, ultimately through student achievement.</p>	<p>We will communicate this information through our PLCs, distribution of the ESF and focus areas. We will create buy-in by modeling teaching practices through co-teach, development of lessons that incorporate differentiation of instruction based on student populations.</p>	<p>We will communicate this information through our PLCs, distribution of the ESF and focus areas. We will create buy-in by modeling effective use of formative assessments and by the leadership team providing feedback on lesson plans.</p>
<p>Desired Annual Outcome</p>	<p>Our desired outcome goal is to fully equip teachers with the knowledge and ability to support instruction that will in turn lead to effective student learning.</p>	<p>Our desired outcome is for our sub-populations to show growth in student achievement.</p>	<p>The desired outcome will be for teachers to be equipped in knowing if their students have mastered the concepts for immediate feedback instead of waiting for summative assessments.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports the campus with identifying the gaps and planning for reteach then our teachers will have the ability to support their instruction.</p>	<p>If the district supports teacher's growth in differentiation for our subpopulations then our subpopulations will show academic growth.</p>	<p>If the district assist in the modeling of the use of formative assessment then are teachers will be equipped to implement them effectively.</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

STUDENT DATA																		
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2022 Results	Cycle 1			Cycle 2			Cycle 3			2023 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	89%	59%	MAPS	60%		MAPS	61%		MAPS	62%		63%
		3rd	All	Reading	Meets	STAAR	51%	21%	MAPS	22%		MAPS	23%		MAPS	24%		25%
		3rd	All	Reading	Masters	STAAR	16%	13%	MAPS	14%		MAPS	15%		MAPS	16%		17%
		4th	All	Reading	Approaches	STAAR	69%	67%	MAPS	68%		MAPS	69%		MAPS	70%		71%
		4th	All	Reading	Meets	STAAR	24%	43%	MAPS	44%		MAPS	45%		MAPS	46%		47%
		4th	All	Reading	Masters	STAAR	10%	23%	MAPS	24%		MAPS	25%		MAPS	26%		27%
		5th	All	Reading	Approaches	STAAR	76%	81%	MAPS	82%		MAPS	83%		MAPS	84%		85%
		5th	All	Reading	Meets	STAAR	34%	50%	MAPS	51%		MAPS	52%		MAPS	53%		54%
		5th	All	Reading	Masters	STAAR	15%	22%	MAPS	23%		MAPS	24%		MAPS	25%		26%
		6th	All	Reading	Approaches	STAAR	67%	54%	MAPS	55%		MAPS	56%		MAPS	57%		58%
		6th	All	Reading	Meets	STAAR	32%	31%	MAPS	32%		MAPS	33%		MAPS	34%		35%
		6th	All	Reading	Masters	STAAR	13%	9%	MAPS	10%		MAPS	11%		MAPS	12%		13%
		3rd	All	Mathematics	Approaches	STAAR	89%	57%	MAPS	58%		MAPS	59%		MAPS	60%		61%
		3rd	All	Mathematics	Meets	STAAR	51%	17%	MAPS	18%		MAPS	19%		MAPS	20%		21%
3rd	All	Mathematics	Masters	STAAR	16%	5%	MAPS	6%		MAPS	7%		MAPS	8%		9%		

		4th	All	Mathematics	Approaches	STAAR	73%	66%	MAPS	67%		MAPS	68%		MAPS	69%		70%
		4th	All	Mathematics	Meets	STAAR	31%	28%	MAPS	29%		MAPS	30%		MAPS	31%		32%
		4th	All	Mathematics	Masters	STAAR	16%	13%	MAPS	14%		MAPS	15%		MAPS	16%		17%
		5th	All	Mathematics	Approaches	STAAR	96%	80%	MAPS	81%		MAPS	82%		MAPS	83%		84%
		5th	All	Mathematics	Meets	STAAR	43%	41%	MAPS	42%		MAPS	43%		MAPS	44%		45%
		5th	All	Mathematics	Masters	STAAR	23%	14%	MAPS	15%		MAPS	16%		MAPS	17%		18%
		6th	All	Mathematics	Approaches	STAAR	91%	68%	MAPS	69%		MAPS	70%		MAPS	71%		72%
		6th	All	Mathematics	Meets	STAAR	36%	20%	MAPS	21%		MAPS	22%		MAPS	23%		24%
		6th	All	Mathematics	Masters	STAAR	9%	1%	MAPS	2%		MAPS	3%		MAPS	4%		5%
		5th	All	Science	Approaches	STAAR	60%	60%	MAPS	61%		MAPS	62%		MAPS	63%		64%
		5th	All	Science	Meets	STAAR	29%	29%	MAPS	30%		MAPS	31%		MAPS	32%		33%
5th	All	Science	Masters	STAAR	12%	8%	MAPS	9%		MAPS	10%		MAPS	11%		12%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-6th	SPED	Mathematics	Meets	STAAR	14%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EL	Mathematics	Meets	STAAR	40%	18%	MAPS	19%		MAPS	20%		MAPS	21%		22%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-6th	SPED	Reading	Meets	STAAR	14%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EL	Reading	Meets	STAAR	27%	27%	MAPS	28%		MAPS	29%		MAPS	30%		31%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	42%	51%	Benchmark	52%		Benchmark	53%		Benchmark	54%		55%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	4.1
Desired Annual Outcome	Our desired outcome goal is to fully equip teachers with the knowledge and ability to support instruction that will in turn lead to effective student learning.	Our desired outcome is for our sub-populations to show growth in student achievement.	The desired outcome will be for teachers to be equipped in knowing if their students have mastered the concepts for immediate feedback instead of waiting for summative assessments.
Desired 90-day Outcome	Our desired outcomes for the 1st 90-day cycle is for teachers to hold students accountable for evidence of their learning by showing their thinking in written form and strategies. Teachers will analyze student work during data meetings and PLCs. They will have conversations about identifying the misconceptions and reteaching.	Our desired outcomes for the 1st 90-day cycle is for teachers to use high quality instructional materials with fidelity.	Our desired 90-day outcome is for the teachers to understand the importance of formative assessment and effectively use the data to guide their daily instruction.
Barriers to Address During this Cycle	A possible barrier to address is teachers not holding students accountable. Another barrier is teachers not knowing how to address misunderstandings through instruction and reteaching of concepts.	A possible barrier to address is that teachers are not implanting the framework of the curriculum and following the scope and sequence. Another barrier is teachers not understanding the differentiation of the student IEP.	Teachers implement daily formative assessments but do not use the data to monitor and adjust their daily lesson. Teachers often wait for the summative assessment to determine reteaching which can be many days later.
District Actions for this Cycle	The district action is for the Instructional Officers to support the campus with developing a protocol for analyzing student work and creating a plan for reteaching.	The district action for this cycle is for the SPED department to train teachers on co-teaching and resource.	The district action for this cycle is for the Instructional Officers and Specialist to train and model formative assessments for all teachers.
District Commitment Theory of Action	If the district supports the campus with identifying the gaps and planning for reteach then our teachers will have the ability to support their instruction.	If the district supports teacher's growth in differentiation for our subpopulations then our subpopulations will show academic growth.	If the district assist in the modeling of the use of formative assessment then are teachers will be equipped to implement them effectively.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
DATA Meetings	5.3	9/8/22-4/2023	teacher data, student work, data action plan, individual student data sheet	Leadership Team, Instructional Officer	Data action plan, collection of student work, Student data sheet	on-going		
SPED Department training: Co-teach/resource	5.1	8/26/2022	Student IEP	SPED Department	Sign in sheets	8/26/2022		
Feedback of lesson plans	4.1	7/29/2022	Google Drive, Leadership Calendar	Leadership Team,	Lesson plans and feedback emails	on-going		
Plan training of formative assessments with Instructional Officers	4.1	To be determined	Training prep time	Instructional Specialist, Instructional Officer	Sign in sheet, Lesson plans, walk thorough	on-going		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	4.1
Desired Annual Outcome	Our desired outcome goal is to fully equip teachers with the knowledge and ability to support instruction that will in turn lead to effective student learning.	Our desired outcome is for our sub-populations to show growth in student achievement.	The desired outcome will be for teachers to be equipped in knowing if their students have mastered the concepts for immediate feedback instead of waiting for summative assessments.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district supports the campus with identifying the gaps and planning for reteach then our teachers will have the ability to support their instruction.	If the district supports teacher's growth in differentiation for our subpopulations then our subpopulations will show academic growth.	If the district assist in the modeling of the use of formative assessment then are teachers will be equipped to implement them effectively.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	4.1
Desired Annual Outcome	Our desired outcome goal is to fully equip teachers with the knowledge and ability to support instruction that will in turn lead to effective student learning.	Our desired outcome is for our sub-populations to show growth in student achievement.	The desired outcome will be for teachers to be equipped in knowing if their students have mastered the concepts for immediate feedback instead of waiting for summative assessments.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district supports the campus with identifying the gaps and planning for reteach then our teachers will have the ability to support their instruction.	If the district supports teacher's growth in differentiation for our subpopulations then our subpopulations will show academic growth.	If the district assist in the modeling of the use of formative assessment then are teachers will be equipped to implement them effectively.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	San Elizario High School	Superintendent	Dr. Jeannie Meza Chavez	Principal	April Marioni
District Number		Campus Number	000000001	District Coordinator of School Improvement (DCSI)	Lisa Renegar	ESC Number	19
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?	2020	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	April Marioni, July 20, 2022

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: English1 - 62%; Eng 2-70%; Alg 1-90%; Biology -87%; US Hist. - 95% Rationale:Using 2022 scores as a baseline; 2019 scores as a goal
	What changes in student group and subject performance are included in these goals?	Domain 2B: School Progress... measure progress for each individual student Rationale: Domain 3: Closing the Gaps - work on helping students recover loss of learning due to COVID Rationale:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Domain 1: Focus on SPED and EBs Domain 2B: Domain 3: Graduation Rate of 92%; 85% of seniors CCMR

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	High-Quality Instructional Materials and Assessments: Fidelity to TRS and Unit assessments has shown a discrepancy since the return from quarantine.	Effective Instruction; Data-Driven Instruction	
How will the campus build capacity in this area? Who will you partner with?	Identify Roles and responsibilities for all campus instructional leaders; informative session for all SEHS teachers (see the relevance).	Follow timeline for classroom visits and feedback... Administrators with observations and Eduphoria; Instructional Specialists with Impact Cycle.	
Barriers to Address throughout this year	Teacher Pushback; time for follow through	Time and effective coaching	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	BOY presentation imbedded with T TESS overview; Teachers will be supported to embed reading & writing in 8/10 lessons.	Setting the calendar; supporting all instructional leaders in reaching goals set. By May 2023, campusleaders will provide feedback on 390 w/t.	

Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum and high quality instructional materials; Internal audits to be held	Walk-thrus Sept 23 - 90 TTESS Domain 3; Dec. 9 - 190 w/t TTESS Domain 1	
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	If instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If...then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2022 Accountability Goal		
							2019 Results	2021 Results	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	62	53											
		All	All	Reading	Meets	STAAR	35	30											
		All	All	Reading	Masters	STAAR	4	3											
		All	All	Mathematics	Approaches	STAAR	90	62											
		All	All	Mathematics	Meets	STAAR	65	17											
		All	All	Mathematics	Masters	STAAR	35	3											
		All	All	Science	Approaches	STAAR	87	64											
		All	All	Science	Meets	STAAR	50	24											
		All	All	Science	Masters	STAAR	12	2											
		All	All	Social Studies	Approaches	STAAR	95	83											
		All	All	Social Studies	Meets	STAAR	69	48											
		All	All	Social Studies	Masters	STAAR	30	21											
		All	All	Writing	Approaches	STAAR	70	52											
		All	All	Writing	Meets	STAAR	37	38											
All	All	Writing	Masters	STAAR	2	3													
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR													
		All				STAAR													
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR													
		All				STAAR													
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS													

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	Campus Leadership will meet weekly during the first quarter of school.	Walk-thrus Sept 23 - 90 TTESS Domain 3; Dec. 9 - 190 w/t TTESS Domain 1	0
Desired 90-day Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum and high quality instructional materials; Internal audits to be held	By September 23, 2022, campus leader will provide feedback on 90 w/t; 10% of those would be for impact cycle teachers; 20% of those would e for teachers identified in need of targeted support.	
Barriers to Address During this Cycle	Veteran teachers adjusting to doing PLCs with a set format/agenda; new teachers adapting to disaggregating data to implement lessons following TRS.	Time - knowledge of effective coaching strategies	
District Actions for this Cycle	Support and modeling of PLC formats.	Minimize meetings during instrucional time; provide support with coverage when there is a shortage of subs.	
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	IF instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Add weekly campus leader meetings to calendar	4.1	July 20 - Sept. 23	Time	Principal	Calendar	Oct. 1 2022		
Identify HQIM	4.1	July 2022-Oct 1	Purchase Requests	Assistant Principals	Purchase Orders	Dec. 2022		
Hold PLCs twice a month	4.1	July 2022-July 2023	PD & support	Instructional Sp.	PLC Agendas	May-23		
Begin Classroom Visits	5.3	July 25-May 25, 2023	Time & Eduphoria	All CI Leaders	Eduphoria	23-May-23		
Internal Audits to review Lesson Plans	5.3	July 25 - March 20	Access to Review	All CI Leaders	TEAMS & Eduphoria	May-23		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum and high quality instructional materials; Internal audits to be held	Walk-thrus Sept 23 - 90 TTESS Domain 3; Dec. 9 - 190 w/t TTESS Domain 1	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	IF instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum and high quality instructional materials; Internal audits to be held	Walk-thrus Sept 23 - 90 TTESS Domain 3; Dec. 9 - 190 w/t TTESS Domain 1	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings	If instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

- For each action step, indicate:
- the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

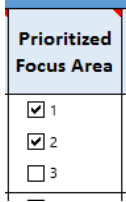
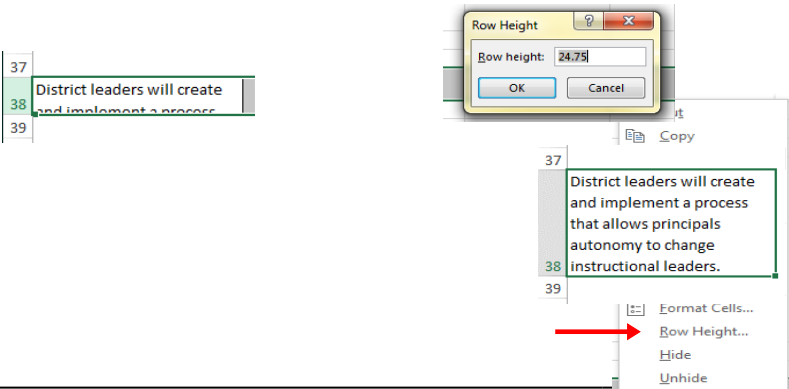
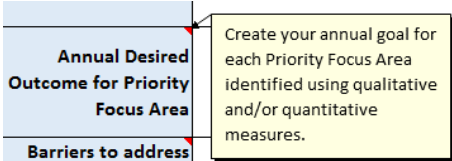
Campus Targeted Improvement Plan

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

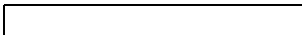
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>
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Campus Information							
District Name	San Elizario Independent School District	Campus Name	Garcia Enriquez Middle School	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Richard Salcido
District Number		Campus Number	000000140	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Support	Yocelina Hernandez

Assurances		
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Richard Salcido
Board Approval Date		

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	For Student Achievement, our goal is to rise our approaches to 72%, meets to 37%, and masters to 17%. School Progress Domain is to move from an overall score of an 88 to a 90. In the domain of Closing the Gaps, our goal is to move from an overall score of 74 to an 80.
	What changes in student group and subject performance are included in these goals?	Using the MAP Assessment as well as 2022 STAAR scores we are prioritizing our special pops (EB, SPED, and GT students) for a more target intervention/ acceleration program. This will be done during small-group within the classroom, after school tutoring, Saturday Camps, as well as enrichment activities. Students focusing on their strengths in addition to their weaknesses.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We have College Career Readiness through the Texas On-Course Program as well as AVID. This will allow our students to see what opportunities are available to them post high school.

Self-Assessment Results		
(To be completed if the campus HAS NOT had an ESF Diagnostic)		
Use the completed Self-Assessment Tool to complete this section		
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1	
5.1 Objective-driven daily lesson plans with formative assessments.	1	
5.3 Data-driven instruction.	1	
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
7	Speaking Beginning	Other	10%										
7	Speaking Intermediate	Other	45%										
7	Speaking Advanced	Other	40%										
7	Speaking Ad. High	Other	5%										
8	Speaking Beginning	Other	5%										
8	Speaking Intermediate	Other	85%										
8	Speaking Advanced	Other	5%										
8	Speaking Ad. High	Other	5%										
7	Reading Approaches	Other	61%										
7	Reading Meets	Other	34%										
7	Reading Masters	Other	19%										
7	Math Approaches	Other	48%										
7	Math Meets	Other	16%										
7	Math Masters	Other	4%										
7	Math Approaches - SpEd	Other	17%										
7	Reading Approaches-SpED	Other	25%										
8	Reading Approaches	Other	75%										
8	Reading Approaches-SpED	Other	32%										
8	Reading Meets	Other	47%										
8	Reading Masters	Other	25%										
8	Math Approaches	Other	68%										
8	Math Approaches - SpEd	Other	45%										
8	Math Meets	Other	34%										
8	Math Masters	Other	6%										

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, EB, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
Desired 90-day Outcome	Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.	Campus calendar indicates dedicated time for on-going job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments. Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices.	Unpack Standard & create exemplar: unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect appropriate paths to mastery. Identify Gap: determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding.
Barriers to Address During this Cycle	Gaps in learning from the pandemic (6th grade ready but in 8th grade), misconceptions in data comprehension, pacing/ YAG	Time, not following the scope and sequence, YAG, not following the pacing calendars.	Gaps in learning from the pandemic (6th grade ready but in 8th grade), misconceptions in data comprehension, pacing/ YAG
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teacher Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	20-Jul-22	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks		
Leadership Targeted Walkthroughs from Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal	Collaboration, collaboration in STRIVE	Monday Leadership		
Leadership Data Talks Weekly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Mondays starting August 1, 2022	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection		
Tiering teachers	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	22-Aug	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,		
Monthly meetings with SPED with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment		
TELPAS increase	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Monthly	Looks for" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data		
Incorporating speaking campus wide	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Daily, Weekly	FSGPT opportunities	Classroom Teachers				

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones				New Milestones		

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones				New Milestones		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1								
	<input type="checkbox"/> 2								
	<input type="checkbox"/> 3								
Reflection and Planning for Next 90-Day Cycle									
Did you achieve your desired 90-day outcome? Why or why not?									
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?									
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones			New Milestones				
END OF YEAR REFLECTION									
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3			
Essential Action									
Desired Annual Outcome	Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards		Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded			Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for			
Did the campus achieve the desired outcome? Why or why not?									

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.	Campus calendar indicates dedicated time for on-going job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments. Teachers and campus leaders use a	Unpack Standard & create exemplar: unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect appropriate paths to mastery
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Alfonso Borrego Sr Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Teresa Wilks
District Number		Campus Number	071904104	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Teresa Wilks

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Student Achievement Rationale: Decreases across Approaches 85 to 66, Meets 50 to 36 and Masters 24 to 12 Domain 2B: Relative Performance Rationale: 2019 Value was 53 and 2022 value is 38 Domain 3: Closing the Gaps Rationale: Academic Achievement went from 13 out of 14 to 5 out of 14
	What changes in student group and subject performance are included in these goals?	Domain 1: Emergent Bilingual Domain 2B: Emergent Bilingual and Special Education Domain 3: Emergent Bilingual
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	Based on a review of the ESF, the campus leadership team has determined that there is a need for the campus instructional leaders to frequently review how teachers internalize, modify, and use lesson plans, providing feedback and lesson planning support. There is a need to revisit the lesson plan format to ensure that flex time is built in for reteach.	Based on a review fo the ESF, the campus leadership team has determined that there is a need for the campus instructional leaders to review disaggregated data to track and monitor the progress of all students and provide evidence based feedback to teachers.	
How will the campus build capacity in this area? Who will you partner with?	The campus will seek support from the district planning and instruction department. Professional development in the areas of aligning lessons with assessments and thorough use of high quality instructional resources.	The campus will seek support from the district planning and instruction department. District Instructional Officers will aide in the facilitation of PLCs that focus on data review with possible inclusion of Lead4ward supports.	
Barriers to Address throughout this year	Teachers need time to effectively plan. Administration needs to ensure that feedback and support is provided.	Ensure that assessment calendars are adhered to.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided.	Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided. Data binders will be collected and discussed.	
Desired Annual Outcome	By the end of the 2022-2023 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By way 2023, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers recieve support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
 If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.
 Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
 You will choose which tested subjects to track for these indicators.
 Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.
 Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.
 Please enter a Summative Goals as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2023 Accountability Goal
							2021 Results	2022 Results	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54%	63%	MAP	55		MAP	60		MAP	65		
		All	All	Reading	Meets	STAAR	20%	35%	MAP	20		MAP	30		MAP	38		
		All	All	Reading	Masters	STAAR	6%	15%	MAP	10		MAP	12		MAP	17		
		All	All	Mathematics	Approaches	STAAR	37%	67%	MAP	55		MAP	60		MAP	69		
		All	All	Mathematics	Meets	STAAR	9%	31%	MAP	22		MAP	25		MAP	33		
		All	All	Mathematics	Masters	STAAR	2%	9%	MAP	5		MAP	8		MAP	13		
		All	All	Science	Approaches	STAAR		59%	District Benchmarks	50		District Benchmarks	55		District Benchmarks	62		
		All	All	Science	Meets	STAAR		25%	District Benchmarks	20		District Benchmarks	25		District Benchmarks	27		
		All	All	Science	Masters	STAAR		8%	District Benchmarks	5		District Benchmarks	7		District Benchmarks	10		
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		All	All	Writing	Approaches	STAAR	38%	NA										
		All	All	Writing	Meets	STAAR	11%	NA										
All	All	Writing	Masters	STAAR	1%	NA												
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR												
		All				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR												
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS												

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2022-2023 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2023, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	0
Desired 90-day Outcome	By the end of November 2022, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of November 2022, 100% of teachers will receive support and coaching on using a corrective action plan to identify trends, misconceptions and root causes. The leadership team is calibrated on data disaggregation and on the implementation of corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheet.	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	Aug 1 - Nov 30	Campus planning calendar	Instructional Team	Lesson plans	30-Nov		
High Quality Instructional Materials	4.1	Aug 1 - Nov 30	Lesson plans include inst. materials	Instructional Team	Lesson plans	30-Nov		
Instructional Leaders review how teachers internalize, modify, and use lesson plans	4.1	Aug 1 - Nov 30	Feedback sheets	Instructional Team	Lesson plans and feedback sheets	30-Nov		
Review disaggregated data and provide feedback	5.3	Aug 1 - Nov 30	Assessment calendars	Instructional Team	Data Tracker	30-Nov		
Implement a corrective action plan	5.3	Aug 1 - Nov 30	Plan for reteach	Instructional Team	Data Tracker	30-Nov		
Planned conversations about student data	5.3	Aug 1 - Nov 30	PLC Calendar	Instructional Team	Data Tracker	30-Nov		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	To Be Determined	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	To Be Determined	
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	To Be Determined	To Be Determined

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2022-2023 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2023, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Desired 90-day Outcome	By the end of February 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of February 2023, 100% of teachers will receive supports and coaching on using a corrective action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheet.	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time For Reteach	4.1	Dec 1 - Feb 28	Campus planning calendar	Instructional Team	Lesson Plans	28-Feb		
High Quality Instructional Materials	4.1	Dec 1 - Feb 28	Lesson plans include inst. materials	Instructional Team	Lesson Plans	28-Feb		
Instructional leaders review how teachers internalize, modify, and use lesson plans	4.1	Dec 1 - Feb 28	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	28-Feb		
Review disaggregated data and provide feedback	5.3	Dec 1 - Feb 28	Assessment Calendars	Instructional Team	Data Tracker	28-Feb		
Inmplement a corrective action plan	5.3	Dec 1 - Feb 28	Plan for reteach	Instructional Team	Data Tracker	28-Feb		
Planned conversations about student data	5.3	Dec 1 - Feb 28	PLC Calendar	Instructional Team	Data Tracker	28-Feb		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	To Be Determined	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	To Be Determined	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	To Be Determined	To Be Determined

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2022-2023 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2023, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers recieve support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Desired 90-day Outcome	By the end of May 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership team is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of May 2023, 100% of teachers will receive supports and coaching using a corrective action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheets.	Identification of trends and planning for a powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	March 1 - May 31	Campus planning calendar	Instructional Team	Lesson Plans	31-May		
High Quality Instructional Materials	4.1	March 1 - May 31	Lesson plans include inst materials	Instructional Team	Lesson Plans	31-May		
Instructional leaders review how teachers internalize, modify and use lesson plans	4.1	March 1 - May 31	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	31-May		
Review disaggregated data and provide feedback	5.3	March 1 - May 31	Assessment Calendars	Instructional Team	Data Tracker	31-May		
Implement a Corrective Action Plan	5.3	March 1 - May 31	Plan for Reteach	Instructional Team	Data Tracker	31-May		
Planned conversations about student data	5.3	March 1 - May 31	PLC Calendar	Instructional Team	Data Tracker	31-May		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	To Be Determined	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	To Be Determined	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	To Be Determined	To Be Determined

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2022-2023 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2023, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Did the campus achieve the desired outcome? Why or why not?	TBD	TBD	

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	TBD based of STAAR Scores	TBD based on STAAR Scores	
Rationale	TBD	TBD	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	TBD	TBD	
Desired Annual Outcome	TBD	TBD	
Desired 90-Day Outcome	TBD	TBD	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>TBD</p>	<p>TBD</p>	
<p>Barriers to Address throughout the year</p>	<p>TBD</p>	<p>TBD</p>	
<p>District Actions for this Cycle</p>	<p>TBD</p>	<p>TBD</p>	
<p>District Commitment Theory of Action</p>	<p>TBD</p>	<p>TBD</p>	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
TBD	TBD	June 1 - August 31	TBD	Instructional Team	TBD	31-Aug		

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Sambrano Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Mr. Ernesto Seigel
District Number	071904	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Mr. Ernesto Seigel

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 42 Rationale: Prior school year component was a 39 for a grade of D; new goal is a grade C with a component score of 42. Domain 2B: 52 Rationale: Prior school year component was a 47 for a grade of A; new goal is a grade A with a component score of 52.
	What changes in student group and subject performance are included in these goals?	Domain 1: EL's Domain 2B: EL's
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	2 - Planning for Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	1 - Not Started
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	1 - Not Started
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	1 - Not Started
5.3 Data-driven instruction.	1 - Not Started

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	In order to achieve high-quality instruction, materials and assessments, planning time aligned with TEKS and appropriate levels of rigor with consistent use for all students needs with frequent review of data, lessons, and assessment dates.	The need of effective instruction is needed based on 2021 data (post-pandemic); purposeful planning for student engagement and rigorous instruction will be prioritized.	To determine if learning is occurring, if not, how will it be addressed.
How will the campus build capacity in this area? Who will you partner with?	The district will provide support through P & I via professional development to support the delivery high-quality instruction aligned with planning calendars and assessments.	Campus instructional leaders will provide capacity to develop effective classroom routines and classroom strategies through training and on going support for high quality instruction.	Campus instructional leaders will build capacity through providing a structured block
Barriers to Address throughout this year	Planning Time, Teacher Buy-In, Funding for Instructional Materials, Professional Development Availability	Teacher Buy-In for Mission, Vision and School Expectations,	Planning Time, Teacher Accountability for due dates, Keeping Time with Scope and
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication will be through faculty meetings, parent meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.	Communication will be through faculty meetings, parent meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.	Communication will be through faculty meetings, parent meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.

<p>Desired Annual Outcome</p>	<p>By May 2023, Sambrano leadership will build teacher capacity by 90% by providing support to ensure and create lesson development with rigor and aligned to TEKS; and, ensure instructional material with built in time for reteach in the scope and sequence. Evidence will be collected through data assessments and student artifacts.</p>	<p>By May 2023, Sambrano would have built capacity, 90% of teachers will use high-yield instructional materials and best practices. Evidence will be shared through weekly PLC's and data will be collected during walk throughs with feedback provided to support teacher mastery.</p>	<p>By May 2023, Sambrano leadership will build capacity by ensuring 90 minute plan</p>
<p>District Commitment Theory of Action</p>	<p>If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for best practice implementation for all learners.</p>	<p>If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.</p>	<p>If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners.</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2022 Accountability Goal		
							2019 Results	2021 Results	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR													
		All	All	Reading	Meets	STAAR													
		All	All	Reading	Masters	STAAR													
		All	All	Mathematics	Approaches	STAAR													
		All	All	Mathematics	Meets	STAAR													
		All	All	Mathematics	Masters	STAAR													
		All	All	Science	Approaches	STAAR													
		All	All	Science	Meets	STAAR													
		All	All	Science	Masters	STAAR													
		All	All	Social Studies	Approaches	STAAR													
		All	All	Social Studies	Meets	STAAR													
		All	All	Social Studies	Masters	STAAR													
		All	All	Writing	Approaches	STAAR													
		All	All	Writing	Meets	STAAR													
All	All	Writing	Masters	STAAR															
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR													
		All				STAAR													
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR													
		All				STAAR													
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS													

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of May 2023, 90% of Sambrano teachers will develop and deliver lessons that are rigorous and aligned to the TEKS and use highly-qualified instructional materials. Teachers will have time for re-teach built into their scope and sequence. This will be evidenced through leadership reviewing lesson plans and provide feedback to alignment of TEKS, use of high-quality instructional materials, and use of the TTESS rubric. By the end of October, 100% of teachers will have received training on developing TEK aligned lessons and will receive feedback bi-weekly on the development and delivery of effective lessons aligned to TEKS and aligned to the TTESS rubric. The leadership team will calibrate through co-observations that 75% of teachers are meeting expectations. Effectiveness will be measured by leadership team reviewing lesson plans aligned to TEKS, activities, and exit tickets as	By May 2023, Sambrano would have built capacity, 90% of teachers will use high-yield instructional materials and best practices after professional development opportunities. Strategies that will be implemented will be from Teach Like a Champion and Lead4ward. Evidence of strategy use will be shared through weekly PLC's and data will be collected during walkthroughs with feedback provided to support teacher mastery.	By May 2023, Sambrano leadership will build capacity by ensuring that during 90-minute planning PLC's, 90% of teachers will have student data and student work available to analyze, identify trends, and misconceptions, to help create intervention plans for instructional adjustments for all diverse learners.
Desired 90-day Outcome	By the end of October, 100% of teachers will have received training on developing TEK aligned lessons and will receive feedback bi-weekly on the development and delivery of effective lessons aligned to TEKS and aligned to the TTESS rubric. The leadership team will calibrate through co-observations that 75% of teachers are meeting expectations. Effectiveness will be measured by leadership team reviewing lesson plans aligned to TEKS, activities, and exit tickets as	By the end of October, 100% of teachers are receiving feedback bi-weekly on effective classroom routines and instructional strategies through a TTESS rubric. The leadership team will calibrate through co-observations that 75% of teachers are meeting expectations.	By the end of October, 100% of teachers are receiving feedback bi-weekly on data driven instruction using assessments and student artifacts. The leadership team will calibrate through review of data analysis that 75% of teachers are meeting expectations.
Barriers to Address During this Cycle	The challenges that will be addressed this school year are alignment of grade-level resources, vertical alignment through grade levels, uninterrupted lesson planning time, and pacing of scope and sequence	The challenges that will be addressed this school year is the alignment of classroom expectations, lack of visual use; such as anchor charts, vocabulary cards, cognate wall, word wall, etc., differentiation of instruction to target all subgroups, vertical and horizontal alignment of instructional strategies, and use of district/campus resources	The challenges that will be addressed this school year are timely assessments,
District Actions for this Cycle	Actions will include; P & I ongoing support, professional development opportunities that will include the development of lesson plans aligned to TEKS, conduct walkthroughs and provide feedback with the use of the TTESS Rubric and within 10 days.	Actions will include; P & I ongoing support, professional development opportunities that will include the development of lesson plans aligned to TEKS, conduct walkthroughs and provide feedback with the use of the TTESS Rubric and within 10 days.	Actions will include; P & I ongoing support, professional development opportunities that will include the development of lesson plans aligned to TEKS, conduct walkthroughs and provide feedback with the use of the TTESS Rubric and within 10 days.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing professional development opportunities such as, the use of high-yield strategies, effective lesson planning, the use of the backward design, then the leadership team will be able to implement an effective planning process to develop a rigorous implementation aligned to TEKS to support all diverse learners.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Lesson Planning Development PD for Teachers and Leadership	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System.	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2022		
Modeling of Lesson Delivery	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System.	Campus Instructional Leaders	lesson plans and student artifacts	10/31/2022		
Walkthrough and Feedback	5.1	08/01 to 10/31	Culture Playbook	Campus Instructional Leaders	Observations	10/31/2022		
Instructional Strategies	5.1	08/01 to 10/31	Kagan Structures, Lead4ward Playbook	Campus Instructional Leaders	Student Artifacts, observations	10/31/2022		
PBIS	5.1	08/01 to 10/31	Visuals, Powerpoint Presentations, PBIS	Campus Instructional Leaders	Student Artifacts, observations	10/31/2022		
Guided Data PLC	5.3	08/01 to 10/31	Data Template, Color Coded Data, Data	Campus Instructional Leaders	Student artifacts, unit assessments, trackers	10/31/2022		
Calendar	5.3	08/01 to 10/31	Weekly/monthly calendar with due	Campus Instructional Leaders	Timely entry of data onto Eduphoria	10/31/2022		
Development of PLC Protocol	5.3	08/01 to 10/31	Teach Like a Champion, Lead4ward	Campus Instructional Leaders	PLC Agendas and Walkthrough	10/31/2022		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By May 2023, Sambrano leadership will build teacher capacity by 90% by providing support to ensure and create lesson development with rigor and aligned to TEKS; and, ensure instructional material with built in time for reteach in the scope and sequence. Evidence will be collected through data assessments and student artifacts.	By May 2023, Sambrano would have built capacity, 90% of teachers will use high-yield instructional materials and best practices. Evidence will be shared through weekly PLC's and data will be collected during walk throughs with feedback provided to support teacher mastery.	By May 2023, Sambrano leadership will build capacity by ensuring 90 minute planning PLC's in which 90% of teachers will analyze student work, identify trends, misconceptions, and create a plan for instructional adjustments for all diverse learners.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By May 2023, Sambrano leadership will build teacher capacity by 90% by providing support to ensure and create lesson development with rigor and aligned to TEKS; and, ensure instructional material with built in time for reteach in the scope and sequence. Evidence will be collected through data assessments and student artifacts.	By May 2023, Sambrano would have built capacity, 90% of teachers will use high-yield instructional materials and best practices. Evidence will be shared through weekly PLC's and data will be collected during walk throughs with feedback provided to support teacher mastery.	By May 2023, Sambrano leadership will build capacity by ensuring 90 minute planning PLC's in which 90% of teachers will analyze student work, identify trends, misconceptions, and create a plan for instructional adjustments for all diverse learners.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Instruction Sheet

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San Elizario ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIB	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BBG	(LEGAL)	Replace policy	Revised policy
BBI	(LEGAL)	Replace policy	Revised policy
BDAA	(LEGAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CDB	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CI	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CPC	(LOCAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DMA	(LOCAL)	ADD policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EF	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

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Code	Type	Action To Be Taken	Note
EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LOCAL)	ADD policy	See explanatory note
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EHDF	(LEGAL)	ADD policy	See explanatory note
EIF	(LEGAL)	Replace policy	Revised policy
EIF	(LOCAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
FEC	(LEGAL)	Replace policy	Revised policy
FFBA	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNA	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOCA	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GKG	(LEGAL)	Replace policy	Revised policy

Explanatory Notes

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LLEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LLEGAL)

BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LLEGAL)

ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LLEGAL)

BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LLEGAL)

BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LLEGAL)

BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LLEGAL)

OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LLEGAL)

BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LLEGAL)

BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LLEGAL)

PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

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CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

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CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LLEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LLEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LLEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

Explanatory Notes

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DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LLEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LLEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

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SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

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Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

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Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

Please note that we have also revised the policy to reflect that the district requires no additional credits beyond the number mandated by the state for a student to graduate with an endorsement. This correction to the policy is based on information recently received from the district's administration.

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MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

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SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

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STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

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FM(LEGAL)

STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

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FNA(LLEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

FOC(LLEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions are to better reflect legal sources.

FOCA(LLEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

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GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

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We have added existing statutory provisions regarding the use of district facilities by places of worship.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

We have updated for clarification the provisions on obtaining criminal history record information.

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LLEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LLEGAL)

BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LLEGAL)

ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LLEGAL)

BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LLEGAL)

BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LLEGAL)

BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LLEGAL)

OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LLEGAL)

BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LLEGAL)

BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LLEGAL)

PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

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CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

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CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LLEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LLEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LLEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

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DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

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Instruction Sheet

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San Elizario ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIB	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BBG	(LEGAL)	Replace policy	Revised policy
BBI	(LEGAL)	Replace policy	Revised policy
BDAA	(LEGAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CDB	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CI	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CPC	(LOCAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DMA	(LOCAL)	ADD policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EF	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Localized Policy Manual Update 119

San Elizario ISD

Code	Type	Action To Be Taken	Note
EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LOCAL)	ADD policy	See explanatory note
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EHDF	(LEGAL)	ADD policy	See explanatory note
EIF	(LEGAL)	Replace policy	Revised policy
EIF	(LOCAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
FEC	(LEGAL)	Replace policy	Revised policy
FFBA	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNA	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOCA	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GKG	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Localized Policy Manual Update 119

San Elizario ISD

Code	Type	Action To Be Taken	Note
CPC	(LOCAL)	Replace policy	Revised policy
DMA	(LOCAL)	ADD policy	See explanatory note
EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LOCAL)	ADD policy	See explanatory note
EHBB	(LOCAL)	Replace policy	Revised policy
EIF	(LOCAL)	Replace policy	Revised policy
FFBA	(LOCAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 119

San Elizario ISD

CPC(LOCAL)

OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

DMA(LOCAL)

PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

EHAA(LOCAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

Explanatory Notes

TASB Localized Policy Manual Update 119

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EHBAA(LOCAL)

SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EIF(LOCAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional TEA guidance on this topic is available.

The Regulations Resource Manual includes sample procedures on this topic, and the Legal Issues in Update 119 memo describes common legal concerns and best practices specific to this policy topic.

Please note that we have also revised the policy to reflect that the district requires no additional credits beyond the number mandated by the state for a student to graduate with an endorsement. This correction to the policy is based on information recently received from the district's administration.

FFBA(LOCAL)

CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Explanatory Notes
TASB Localized Policy Manual Update 119

San Elizario ISD

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.0065.007 [See BBFA and CHE]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

**Local Government
Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government
Record”

Records
Management
Officer

The ~~Superintendent~~ **Superintendent** shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control
Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

Records Destruction Practices

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LOCAL)

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Human Sexuality
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the ~~District's~~ district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on
Prevention of Child
Abuse, Family
Violence, Dating
Violence, and Sex
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Course Requirements	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
Foundation Program	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional completion of 3 credits beyond in addition to the number mandated by the state to graduate for graduation under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
No Fine Arts Substitutions	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
Physical Education Substitutions	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
No Private or Commercial Programs	The District shall not award state graduation credit in physical education for private or commercially sponsored physical activity programs conducted either on or off campus. [See also EHAC]
Financial Aid Application Confirmation	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none">1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;3. A copy or screenshot of the FAFSA acknowledgment page;4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan](#). The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

~~The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.~~

Discrimination

~~Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.~~

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment
Prohibited
harassment**
**Statement
of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment ~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual
Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX Sexual Harassment**—~~Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other Sexual
Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
Dating Violence	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none">1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or3. Otherwise adversely affects the student's educational opportunities.
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
Reporting Procedures	Any student who believes that he or she has experienced prohibited conduct and any person who believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
Investigation of Reports Other Than Title IX	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment — Title IX .

	<p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, and harassment, and retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
Appeal	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX
Sexual Harassment–
Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed [or dismissed](#), the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. [The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.](#)

Title IX Formal
Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student

who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Special Meeting

Wednesday, July 27, 2022 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:
Sandra Licon, Board President; Myrna Hernandez
Board Vice-President; Michelle Garcia, Board
Secretary; Axel Lopez Board Trustee

Superintendent, Dr. Jeannie Meza-Chavez, was
also in attendance.

Board Trustee Martin Chavarria attended the
meeting by Videoconference.

The following Board of Trustees were not in
attendance:

Eduardo Chavez, Board Trustee
Fernie Madrid, Board Trustee

Mr. Eduardo Chavez, Board Trustee, arrived to
the meeting at 7:31 p.m.

1.C. Pledge of Allegiance

1.D. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five minute limit)

No items were presented during open forum.

3. DISTRICT RECOGNITIONS

3.A. El Paso Community Foundation Classroom Fund Grant Recipients

Dr. Jeannie Meza-Chavez, Superintendent,
recognized all educators that received the El
Paso Community Foundation Classroom Fund
Grant.

3.A.1. Alarcon Elementary Grant Recipient
- Rebecca Olan-Gomez

3.A.2. Garcia-Enriquez Middle School Grant
Recipients- Mr. Harry Collins and Mrs.
Marisol Galarza

3.A.3. San Elizario High School Grant
Recipients - Mrs. Rachel Norman Aguirre
and Mrs. Elizabeth Luna-Lopez

3.B. SEHS Eagle Ops Back on Track Program
Participants

Mrs. April Marioni, Principal at San
Elizario High School, recognized all
Educators that participated in the SEHS
Eagle Ops back on Track Program.

Mr. Jaime Parra, Assistant Principal at San
Elizario High School, recognized all
students that participated in the SEHS
Eagle Ops Back on Trak Program.

3.C. TSPRA STAR AWARDS - Best of Category San
Elizario ISD Military Connected Families
Website - Mr. Horacio Hernandez and Mrs.
Perla Magallon

Dr. Jeannie Meza-Chavez, Superintendent,
recognized Mr. Horacio Hernandez and Mrs.
Perla Magallon with their TSPRA Awards.

3.D. Dr. Jeannie Meza-Chavez named the 2022
Region 19 Superintendent of the Year

Each Board of Trustees in attendance
individually recognized Dr. Jeannie Meza-
Chavez for being named the 2022 Region 19
Superintendent of the Year.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Raise Your Hand Texas

4.A.1. Consider and possible board action
on San Elizario ISD Advocacy Plan

Motion made by Mrs. Michelle Garcia to
Approve San Elizario ISD Advocacy Plan.
Seconded by Mr. Axel Lopez. Motion Passed.

4.A.2. Listening Circles

Mrs. Sandra Licon shared her experience
with the Eagle Ops Students' Listening
Circle.

Dr. Jeannie Meza-Chavez also shared her experience with the Eagle Ops Students' Listening Circle.

4.A.3. San Eli VOTES Website (Feedback)

Dr. Jeannie Meza-Chavez provided feedback on San Eli VOTES Website.

4.A.4. Trustee Advocates Program Session 3
Travel Plans - September 15-16, 2022

Mrs. Sandra Licon, Board President, stated there is a regular Meeting scheduled for September 14, 2022.

September 14, 2022 Regular Board Meeting was moved to September 13, 2022.

4.B. Discussion and possible board action to approve an additional Board Member to join the School Safety and Security Committee Board Representation.

Dr. Rogelio Segovia, Associate Superintendent, explained Texas school districts are required to have a District School Safety and Security Committee. Two Board members are needed for this committee.

Board of Trustees requested for meetings to be scheduled at a time out of a regular 8:00 a.m. to 5:00 p.m. workday.

Mrs. Michelle Garcia made a motion to approve Mrs. Myrna Hernandez as the additional board member to join the District School Safety Security Committee. Mr. Axel Lopez seconded the motion. Motion Passed.

4.C. San Elizario ISD Safe to Return In-Person and Continuity of Services Plan

Dr. Rogelio Segovia, Associate Superintendent, asked Board Trustees if they had any questions regarding the Return In-Person and Continuity of Services Plan.

No questions asked.

4.D. Public Comment on San Elizario ISD Safe to Return in-Person and Continuity of Services Plan

Dr. Rogelio Segovia, Associate Superintendent, opened the floor for public

comment on San Elizario ISD Safe to Return in-Person and Continuity of Services Plan.

No Public Comment.

4.E. Discussion and Presentation/Update on the Elementary and Secondary School Emergency Relief Fund (ESSER III)

Mr. Edgar Ponce, ESSER Coordinator, presented the update on the Elementary and Secondary School Emergency Relief Fund.

4.F. Public comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III)

Mr. Edgar Ponce, ESSER Coordinator, opened the floor for public comment on the Elementary and Secondary School Emergency Relief Fund.

No public comment.

5. **CONSENT AGENDA** - Consider and possible Board action on

Mrs. Sandra Licon, Board President, pulled out item 5.K. due to not enough information being provided.

Mrs. Michelle Garcia, Board Secretary, made a motion to approve all other items in consent agenda. Mrs. Myrna Hernandez, Board Vice-President, seconded the motion. Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders Exceeding

\$25,000.00

PO# 45175 - ESA Construction, Inc -

\$126,706.00

PO# 45176 - ESA Construction, Inc -

\$36,956.00

PO# 45177 - Sarah Aguilar Perez -

\$49,500.00

5.B. Authorization to participate in purchasing cooperatives for the 2022 - 2023 school year

5.C. Consider and possible Board action to approve resolution designating the person responsible for calculating the no-new-

revenue tax rate and voter-approved tax rate for the District

- 5.D. Consider and possible Board action to approve request for proposals for third-party Medicaid billing provider (RFP#22-1117)
- 5.E. Consider and possible board action to approve final payment to ESA Construction Inc. for the replacement of the SEHS baseball bleacher shade canopy (PO#44136)
- 5.F. Consider and possible Board action to approve final payment to AREDi Enterprises LLC. for the conversion of existing ticket booth into a dual-pupose concession/ticket sales room for SEHS (PO#44345)
- 5.G. 2022 - 2023 District and Campus Improvement Plans (Digital Copy Provided)
- 5.H. Summary of 2022 TELPAS Scores
- 5.I. Roster of T-TESS Second Appraisers for 2022 - 2023 School Year
- 5.J. Student Code of Conduct 2022 - 2023
- 5.K. Angelo State University, College of Education Practicum/Clinical Placement Agreement

Item was pulled by Mrs. Sandra Licon, Board President, due to not enough information being provided.
- 5.L. Emergent Bilingual Early Childhood Summer School Hours
- 5.M. Board Resolutions
 - 5.M.1. Discussion and possible board action on the adoption of the Resolution of the Board of Trustees Regarding Employee Telework Plan During Epidemic
 - 5.M.2. Discussion and possible board action on the adoption of the Resolution of the Board of Trustees Regarding Extended Sick Leave During Epidemic
- 5.N. Policy Update 119 (First Reading)
 - 5.N.1. (LEGAL) policies (Review Only)
 - 5.N.2. (LOCAL) policies (adopt, revise, or repeal)
 - 5.N.2.a. CPC(LOCAL): OFFICE MANAGEMENT
 - RECORDS MANAGEMENT
 - DMA(LOCAL): PROFESSIONAL DEVELOPMENT
 - REQUIRED STAFF DEVELOPMENT
 - EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL

LEVELS)
EHB(LOCAL): CURRICULUM DESIGN -
SPECIAL PROGRAMS
EHBAA(LOCAL): SPECIAL EDUCATION -
IDENTIFICATION, EVALUATION, AND
ELIGIBILITY
EHBB(LOCAL): SPECIAL PROGRAMS -
GIFTED AND TALENTED STUDENTS
EIF(LOCAL): ACADEMIC ACHIEVEMENT -
GRADUATION
FFBA(LOCAL): CRISIS INTERVENTION -
TRAUMA-INFORMED CARE
FFH(LOCAL): STUDENT WELFARE -
FREEDOM FROM DISCRIMINATION,
HARASSMENT, AND RETALIATION

5.O. Consider approval of minutes for the following:

5.O.1. June 8, 2022 - Regular Board Meeting

5.O.2. June 20, 2022 - Special Board Meeting (Budget Adoption)

5.P. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.

5.P.1. Technology Department

5.P.2. Support Services Department

6. PRESENTATION / REPORTS / INFORMATION

6.A. Analysis of STAAR and EOC Scores for Spring 2022 (Presentation)

Mrs. Lisa Renegar presented the STAAR and EOC Scores for Spring 2022 Powerpoint Presentation.

6.A.1. Powerpoint Presentation

6.B. Healing@TheNest--A 5-Year Plan for the Recovery of Body, Soul, and Mind (Presentation)

Ms. Lisa Renegar presented the Healing@TheNest -A 5-Year Plan for the Recovery of Body, Soul, and Mind Powerpoint Presentation.

6.B.1. Powerpoint Presentation

6.C. 2022 - 2023 Board Meeting Dates (Information)

6.D. District Initiatives, Leadership Academy, Instructional Specialist Academy, and Professional Development Week (Information)

6.E. Board Training (Information)

6.E.1. Mexican American School Board Association 2022 Conference - October 6 - 8, 2022 in San Antonio, TX

6.E.2. TASA | TASB Convention txEDCON22 - September 23-25, 2022 in San Antonio, TX

6.F. Meal Service Update (Information)

6.G. Dr. Jeannie Meza-Chavez selected for TASA's Executive Coaching for Superintendents, September 8-9, November 2-3, and February 22-23 (Information)

Dr. Jeannie Meza-Chavez, Superintendent, provided information regarding the TASA's Executive Coaching for Superintendents. Dr. Jeannie Meza-Chavez will be taking personal leave time to attend these events.

6.H. Dr. Jeannie Meza-Chavez named convocation speaker for Kingdom Collegiate Academies in Dallas, Texas on August 3, 2022 (Information)

Dr. Jeannie Meza-Chavez, Superintendent, provided information regarding Kingdom Collegiate Academies. Dr. Jeannie Meza-Chavez will be taking personal time to attend this event.

7. EXECUTIVE SESSION

The Board entered into a closed meeting at **7:45 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion on Employee / Board / Superintendent Communication

7.B. Discussion and review of Board Operating procedures and district policy related to attendance

8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION

The Board returned to open session at 9:25 pm to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action to revise the Board's Operating procedures and district policy related to attendance.

Mrs. Myrna Hernandez, Board Vice-President, made a motion to revise the Board's Operating procedures to allow board members to attend Board Meetings virtually only if the board member is physically unable to attend on account of sickness or any personal emergency. Seconded by Mr. Axel Lopez, Board Trustee. Motion Passed.

9. **NEXT MEETING DATE:**

Regular Board Meeting: August 10, 2022, at 5:30 p.m.

10. **ADJOURNMENT**

Mrs. Myrna Hernandez made a motion to adjourn meeting. Mr. Eduardo Lopez seconded the motion. Motion passed. **Time: 9:26 p.m.**

Board President

Board Secretary



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Flor Sanchez, District Parent Liaison
Subject: Mission: Progressing Together Parent Meetings
Date: August 10, 2022

HISTORY:

The development of the Mission: Progressing Together Parent Meetings is a result of the Administration's desire to continue to strongly support and commit to parental and community engagement. It is the intent of the Administration to continue to seek out more parental involvement to better support engagement between the District and Parents to be inclusive of community members as well. In an effort to continue this process, the Administration has developed monthly meetings to be held throughout the year where individuals attending will be presented with a topic and also have an opportunity to have a Q & A session with the Superintendent. This will continue to keep our parents informed and be one of the forums for any changes to be communicated.

RATIONALE:

The establishment of the monthly meetings throughout the year is to build parent relationships where the District and Parents regularly meet to discuss how to support continued and improved student outcomes. This will be a collaborative effort that will in turn support the efforts of each of our schools as the goal is to also make instructional connections that parents will be able to utilize with their children.

BUDGET:

The budget impact will be approximately \$50 per meeting for refreshments (\$100 total for a.m. and p.m. sessions). The overall expected cost will be \$800.00 for the 2022-2023 school year.

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is to be aware of the information presented. You are cordially invited to any of the parent meetings you are able to attend. Be advised that the rules of the Texas Open Meetings Act apply.

Please check one: For approval Report / Information only Recognition only

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



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
Soaring to Excellence

District, Family & Community Meeting
- **Mission: Progressing Together** -
School Year 2022-2023

<u>Date</u>	<u>Location</u>	<u>Time</u>
❖ August 09, 2022	Board Room	9:30 a.m.
September 13, 2022	Board Room	9:30 a.m.
October 25, 2022	Board Room	9:30 a.m.
❖ November 08, 2022	Board Room	9:30 a.m.
December 13, 2022	Board Room	9:30 a.m.
❖ January 17, 2023	Board Room	9:30 a.m.
February 07, 2023	Board Room	9:30 a.m.
March 28, 2023	Board Room	9:30 a.m.
❖ April 11, 2023	Board Room	9:30 a.m.
May 09, 2023	Board Room	9:30 a.m.

Note:

English meeting will be recorded same date at 8:30 a.m.

Spanish meeting will be at 9:30 a.m.

❖ City of San Elizario will be presenting during these dates at 10:30 a.m.

CardonaJr, Alfredo

From: Meza-Chavez, Jeannie
Sent: Friday, August 5, 2022 2:13 PM
To: CardonaJr, Alfredo
Subject: Fwd: Question on ECHS Designation for San Elizario Early College High School

From: CCRSM <CCRSM@tea.texas.gov>
Sent: Wednesday, July 27, 2022, 12:14 PM
To: Meza-Chavez, Jeannie <jmeza-chavez@seisd.net>; CCRSM <CCRSM@tea.texas.gov>
Cc: Segovia, Rogelio <rsegovia@seisd.net>; Marioni, April <amarioni@seisd.net>
Subject: RE: Question on ECHS Designation for San Elizario Early College High School

CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Afternoon,

We apologize for the delay in getting the letters and responsiveness.
San Elizario is on our list of ECHS that are designated.
They can operate as one for the 2022-2023 school year.

We apologize we posted a master ccrsm campus list of designated campuses at the following link, but should have done a better job to inform campuses of their status.
We are working to get those letters out soon, we currently have not been able to send them out as of yet.

We apologize for the inconvenience, but please know that you are a designated ECHS and may continue to do the work as one.

From: Meza-Chavez, Jeannie <jmeza-chavez@seisd.net>
Sent: Wednesday, July 27, 2022 12:31 PM
To: CCRSM <CCRSM@tea.texas.gov>
Cc: Segovia, Rogelio <rsegovia@seisd.net>; Marioni, April <amarioni@seisd.net>
Subject: Question on ECHS Designation for San Elizario Early College High School

To Whom It May Concern:

Is someone available to assist us in identifying if we received the ECHS designation? San Elizario ISD has been waiting for designation information from TEA via e-mail, and we have yet to receive it. Our first day of school was Tuesday, July 26, 2022. Therefore, I am e-mailing regarding the notification for designation. I looked at the following link to see if anything was listed in regards to designations:

<https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>

Thank you in advance; your assistance is appreciated,
JMC



San Elizario ISD
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Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. R. Segovia, Associate Superintendent & J. Martinez, Support Services Director
Subject: School Safety and Security Committee Times and Dates
Date: August 10, 2022

HISTORY:

The School Safety and Security Committee is a working group of diverse individuals that serves the members of its school district by helping create and maintain a safe and secure school climate and culture for staff and students (SSSC Guidelines, 2022). There needs to be representation from various perspectives on school safety and security in the committee. To the greatest extent practicable, the committee must consist of at least the following individuals:

1. The city or county's office of emergency management – at least one representative
2. The local police department or sheriff's office - at least one representative
3. The board of trustees – the president and at least one other representative of the board
4. The superintendent and a least one designee
5. A classroom teacher
6. At least two parents or guardians
7. If the district has an instructional partnership with an open-enrollment charter school – a member of the charter school's governing body or their designee
8. If the district has its own police department – at least one representative

RATIONALE:

For this committee to have a greater impact, it is recommended that the San Elizario Board President and another Board of Trustee participate in the School Safety and Security Committee.

The tentative dates and times are as follows:

- 10/20/2022 5:30 pm – 6:30 pm
- 01/17/2023 5:30 pm – 6:30 pm
- 04/13/2023 5:30 pm – 6:30 pm
- 07/19/2023 5:30 pm – 6:30 pm

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



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BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

This Board item is for information only.

Please check one: For approval Report / Information only Recognition only

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



MEMORANDUM

To: Dr. Meza-Chavez, Superintendent

From: Raul Jacques, Director of Child Nutrition Services

Subject: July 2022 – Nutrition Services Update

Date: August 10, 2022

Nutrition Services completed summer food service operations on June 30, 2022 and quickly transitioned to preparing for the new school year. We received students on July 26th with warm meals and warm hearts.

We are looking forward to serving our students and staff throughout the new school year.

Thank you for your ongoing support.