Agenda of Special Meeting

The Board of Trustees
San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!

A Special Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, September 20, 2023, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

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.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

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. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**
   Mr. Eduardo Chavez, 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.
      Mr. Eduardo Chavez, Board President
2. **OPEN FORUM** (five-minute limit)
3. **DISTRICT RECOGNITIONS**
   A. September - Childhood Cancer Awareness Month - Emiliano Ortiz
      Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Flor Sanchez, District Parent Liaison

B. ESC Region 19 2nd Place - Secondary Teacher of the Year, Mrs. Jessica Gonzalez, Teacher at San Elizario High School
Ms. Blanca Cruz, Executive Director Human Resources

C. Introduction of new Principal at San Elizario High School - Mr. Troy Enriquez
Dr. Rogelio Segovia, Associate Superintendent

D. Teacher and Employee of the Month for San Elizario High School
Mr. Troy Enriquez, Principal, San Elizario High School

E. Purple Star Campus Designation Award SY 2023 - 2024
Dr. Jeannie Meza-Chavez, Superintendent
1. Ann M. Garcia-Enriquez Middle School - Ms. Marisol Galarza, Military Connected Liaison 6
2. Lorenzo G. Alarcon Elementary School - Ms. Nora Garcia, Military Connected Liaison 7
3. Purple Star Campus Designation Support Personnel
   a. Mr. Horacio Hernandez, Executive Director Technology
      Ms. Perla Magallon, IT Specialist
      Ms. Flor Sanchez, District Parent Liaison

F. Mr. Norberto Rivas and Team - Scoring 100 in the Financial Integrity Rating System of Texas
Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent

G. Recognition of Interim Professionals
Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent
1. Ms. Susana Frescas, Interim Assistant Principal at Borrego Elementary
   Mr. Edgar Ponce, Interim Administrator at San Elizario High School
   Ms. April Marioni, Interim Principal at San Elizario High School

4. **NEW BUSINESS / BOARD ACTION ITEMS**

A. Student Outcome Goals
1. San Elizario High School - Monitoring Student Progress 8
   Mr. Troy Enriquez, Principal, San Elizario High School

B. Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2022-2023 Rating 19
Mr. Norberto Rivas, Chief Financial Officer
1. Powerpoint Presentation 26

C. Discussion and possible Board action to approve additional funds for the Fernie Madrid Eagle Park 38
Mr. Norberto Rivas, Chief Financial Officer
1. Powerpoint Presentation 39

5. **CONSENT AGENDA** - Consider and possible Board action on

A. Financial Reports
Mr. Norberto Rivas, Chief Financial Officer
1. Tax Report 66
2. Financial Statements 68
3. Investment Report 74
4. Budget Amendment 85
5. Purchase Orders exceeding $25,000.00 87
   PO # 49053 - Demco Inc - $73,492.90
   PO # 49055 - AREDI Enterprises - $42,425.38

PO # 49056 - Light Weight LLC - $109,446.16
PO # 49057 - Light Weight LLC - $93,265.40
PO # 49068 - TASB Risk Management Fund - $305,768.00
PO # 49147 - SEISD - Catering - $250,000.00

B. Consider and possible Board action to approve the final payment to ESA Construction, Inc., for the construction of the front entrance metal shade canopies at Alfonso Borrego, Sr. Elementary School - PO# 45175 — 122
Mr. Jesus Martinez, Executive Director Support Services

C. Consider and possible Board action on the Lorenzo G. Alarcon Elementary School Effective Schools Framework Targeted Improvement Plan — 125
Ms. Leticia De Santos, Principal, Lorenzo G. Alarcon Elementary School

D. Consider and possible Board action on Senate Bill 763 - Resolution to Employ or accept Volunteering of Chaplains in Public Schools — 144
Dr. Jeannie Meza-Chavez, Superintendent

E. Consider and possible Board action to approve an interlocal agreement with the Department of Information Resources for the use of the DIR for Managed Security Services — 164
Mr. Horacio Hernandez, Executive Director Technology

F. Consider and possible Board action to approve a 1-year agreement with Charter Communications, LLC for EPL Lines for 8 sites at a cost of $311,040.00 — 184
Mr. Horacio Hernandez, Executive Director Technology

G. Consider and possible Board action on Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP - Chapter 37 of the Texas Education Code — 191
Dr. Rogelio Segovia, Associate Superintendent

H. Consider and possible Board action on Texas Higher Education Coordinating Board Agreement — 206
Dr. Rogelio Segovia, Associate Superintendent, and Ms. Sandra Sanchez, CTE Administrator

I. Consider and possible Board action on Aliviane - Memorandum of Understanding and Agreement — 231
Dr. Rogelio Segovia, Associate Superintendent, and Mr. Troy Enriquez, SEHS Principal

J. Consider and possible Board action on Creative Kids MOU — 235
Dr. Rogelio Segovia, Associate Superintendent, Mr. Troy Enriquez, SEHS Principal, and Ms. Bea Apodaca, Federal & Special Programs Coordinator

K. Consider and possible Board action on Policy BQA (LOCAL) – Planning and Decision-Making Process District-Level (Second Reading) — 244
Dr. Rogelio Segovia, Associate Superintendent

L. Consider and possible Board action on Amendment to the Memorandum of Understanding between San Elizario Independent School District and Project Vida — 247
Ms. April Marioni, Special Education Director

M. Consider and possible Board action on 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.

1. Technology Department — 255
Mr. Horacio Hernandez, Executive Director Technology
2. Support Services Department — 258
Mr. Jesus Martinez, Executive Director Support Services

N. Consider and possible Board action on approval of minutes for the following:
Board of Trustees
1. August 9, 2023- Regular Board Meeting 260
2. August 23, 2023 - Special Board Meeting 267

O. 2023-2024 District and Campus Improvement Plans 271
Ms. Lisa Renegar, Research & Evaluation Administrator
1. San Elizario Independent School District 272
2. San Elizario High School 377
3. Ann M. Garcia-Enriquez Middle School 477
4. Lorenzo G. Alarcon Elementary School 551
5. Alfonso Borrego, Sr. Elementary School 618
6. Josefa L. Sambrano Elementary School 682
7. Lorenzo G. Loya Primary School 758

6. **PRESENTATION / REPORTS / INFORMATION**

A. Analysis of STAAR and EOC Scores for Spring 2023 (Presentation) 814
Ms. Lisa Renegar, Research & Evaluation Administrator
1. Powerpoint Presentation 836

B. Board Training (Information)
Dr. Jeannie Meza-Chavez, Superintendent
1. TASA | TASB Convention txEDCON23 - September 29 - October 1, 2023 in Dallas, TX (Information) 866

C. Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School (Information) 870
Ms. Lisa Renegar, Research and Evaluation Administrator

D. 2023 District and Campus A-F Accountability Refresh (Information) 874
Ms. Lisa Renegar, Research and Evaluation Administrator

E. TEA Targeted Improvement for EIP Development (Information) 876
Ms. April Marioni, Special Education Director

F. Annual Report on Cooperative Purchasing Fees for FY 2022-2023 (Information) 895
Mr. Norberto Rivas, Chief Financial Officer

G. Meal Service Update (Information) 896
Ms. Agueda Reyes, Executive Director Child Nutrition Services

H. TASA 88th Legislative Session Final Bill Report 2023 (Information) 897
Dr. Jeannie Meza-Chavez, Superintendent

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 with legal counsel regarding certain contract issues
Mr. Steve Blanco, Legal Counsel, and Dr. Jeannie Meza-Chavez, Superintendent

C. Discussion with Legal Counsel regarding lawsuit filed by various school districts to contest TEA A-F rating system and process
Mr. Steve Blanco, Legal Counsel, and Dr. Jeannie Meza-Chavez, Superintendent

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

A. Discussion and possible action regarding lawsuit contesting TEA A-F rating system initiated by other Texas school districts in *Kingsville ISD, et al v. Mike Morath*, 419th District Court of Travis County; D-1-GN-23-004675
Mr. Steve Blanco, Legal Counsel, and Dr. Jeannie Meza-Chavez, Superintendent

9. **NEXT MEETING DATE:**
Regular Board Meeting: Wednesday, October 11, 2023, 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.

Texas Education Agency
Commissioner Mike Morath
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Purple Star Campus Designation

2023-24 Award Letter

Date: September 5, 2023
Subject: Purple Star Campus Designation Award SY 2023-2024

Dear DR. JEANNIE MEZA-CHAVEZ
The Texas Education Agency is pleased to announce that ANN M GARCIA-ENRIQUEZ MIDDLE SCHOOL has fulfilled the criteria for earning the Purple Star Campus Designation for the 2023-2024 school year. This special designation, created by the 86th Texas Legislature through SB 1557, recognizes campuses for demonstrating support and commitment to meeting the unique needs of military-connected students and their families. The designation is effective for the 2023-24 and 2024-25 school years.

Applicants must have met the following eligibility criteria:

1. Designate a campus-based military liaison;
2. Create and maintain an easily accessible web page that includes information on military-connected students and their families;
3. Must have a campus transition program; and
4. Offer at least one of the following initiatives:
    - A resolution showing support for military-connected students and families;
    - Participation in Month of the Military Child or Military Family Month; or
    - Partnership with a school liaison officer to encourage and provide opportunities for active-duty military members.

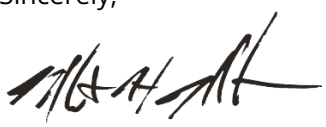
Recipients of the award receive the following:

- Purple Star recognition to display (See the attached documents).
- Purple Star designations will be featured on the TxSchools.gov web page.

To see the Purple Star Campus Designation rule in its entirety visit: 19 TAC, Chapter 61. School Districts, Subchapter FF. Commissioner's Rules Concerning Veterans and Military Dependents. Division 2, Military-Connected Students, § 61.1063.

For questions regarding the Purple Star Campus Designation, please contact Dr. Jimmy Bowser, Highly Mobile State Coordinator, in the Highly Mobile and At-Risk Student Programs Division at militaryconnectedstudents@tea.texas.gov.

Sincerely,



Mike Morath
Commissioner of Education

Texas Education Agency
Commissioner Mike Morath
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Purple Star Campus Designation

2023-24 Award Letter

Date: September 5, 2023
Subject: Purple Star Campus Designation Award SY 2023-2024

Dear DR. JEANNIE MEZA-CHAVEZ
The Texas Education Agency is pleased to announce that L G ALARCON ELEMENTARY SCHOOL has fulfilled the criteria for earning the Purple Star Campus Designation for the 2023-2024 school year. This special designation, created by the 86th Texas Legislature through SB 1557, recognizes campuses for demonstrating support and commitment to meeting the unique needs of military-connected students and their families. The designation is effective for the 2023-24 and 2024-25 school years.

Applicants must have met the following eligibility criteria:

1. Designate a campus-based military liaison;
2. Create and maintain an easily accessible web page that includes information on military-connected students and their families;
3. Must have a campus transition program; and
4. Offer at least one of the following initiatives:
    - A resolution showing support for military-connected students and families;
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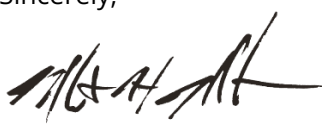
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For questions regarding the Purple Star Campus Designation, please contact Dr. Jimmy Bowser, Highly Mobile State Coordinator, in the Highly Mobile and At-Risk Student Programs Division at militaryconnectedstudents@tea.texas.gov.

Sincerely,



Mike Morath
Commissioner of Education

San Elizario High School

2023 – 2024
#SEISDPeoplePassionPurpose

Progress Monitoring

Reading

English I		
	STAAR 2023	4 Week Assessment [# 1]
Approaches	66%	91%
Meets	39%	66%
Masters	4%	12%

English 2		
	STAAR 2023	4 Week Assessment [# 1]
Approaches	67%	78%
Meets	38%	57%
Masters	4%	4%

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?
1. 14% of the EB population Did Not Approach or Meet 2. 64% of the SPED population Did Not Meet	1. Requiring improved intervention that tiers 14% of EBs that did not meet	1. Evident that first instruction is reaching roughly ¾ of the entire student population 2. Important to review instructional impact daily sot that student gaps for EBs and SPED students do not go unaddressed for several weeks.	1. Develop instructional vision for EB instruction 2. Train and follow up on implementation of effective EB strategies 3. In the lead up to assessments communicate to the 16% of EBs and 64% of SPED the practice that can be done at home to improve performance 4. Ensure instructional staff knows who these students are and their top two critical gaps at a granular level

Math

Algebra I		
	STAAR 2023	4 Week Assessment [# 1]
Approaches	75%	42%
Meets	22%	24%
Masters	4%	8%

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
1. EB and SPED students that are displaying ability to meet or master	1. Intervention must be targeted and specific to a student's gap 2. Reviewing teacher models during PLC to ensure there is clarity	1. Evident that the rigor of instruction is increasing Approaches and Meets levels 2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages	1. Review the effectiveness of First by ensuring instruction has been vetted by AP and IS prior to delivery 2. Train and implement collaborative structures within each lesson 3. Ensure teachers are aware of all demographics that make up of each of their classrooms 4. Consistent implementation of the teacher coaching cycle: timely and specific feedback	1. Come engage with teachers in the planning process for our PLCs

CCMR High School

CCMR [Current Status]	
Class	**Total students and Percentage**
Current Seniors	55 students out of 242 enrolled already have the CCMR point, or 22.7%.
Current Juniors	82 students out of 331 enrolled already have the CCMR point, or 24.8%.
Sophomores	48 students out of 304 enrolled already have the CCMR point, or 15.8%.
Freshman	4 students our of 293 enrolled already have the CCMR point, or 1.4%.

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	How can the Board help?
1. Upon reviewing final testing files determine which most recurring impediment to acquiring the CCMR point	1. Effective AP instructional coaching 2. Targeted and Specified intervention that is consistently executed	1. Conduct analysis of the current 189 students (9-12) that hold the CCMR point to identify most consistent trend	1. Identify number of students needed to reach 95% of Senior class receiving CCMR point 2. Establish framework for AP and Counseling team to review CCMR pathway for each individual student 3. Target instructional performance of all AP courses to be managed directly by principal 4. Increasing testing percentage for TSIA Math	1. Consider when advocating to the TEA the importance of accountability metrics being clear and not altered mid-year 2. Consider adopting board amendment requiring CCMR point for walking at graduation; beginning with the class of 2028

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board help?
1. Campus currently holds a total of 22 students that have exceeded 10,15, and 20 absences respectively	1. Conduct quarter 1 analysis to identify main trends and determine assistance that building can lend to families to improve attendance	1. Campus has built urgency around the 4-day work week and the relevance of daily instruction	1. Conduct outbound calls to students that have accrued two plus absences over a 30-, 60-, or 90-day period 2. Campus will hold parent meetings that provide overall student achievement and attendance impact for all students exceeding 6 absences for the year.	1. Create a shareable video that explains the relevance of attendance that we can share through our channels and during student meetings

Attendance

2022-2023	2023-2024 Current
90.3%	93.67%

2023-2024 Grade Level Attendance	
9	94.35
10	94.05
11	92.12
12	94.14

San Elizario High School

2023 – 2024
#SEISDPeoplePassionPurpose

SEHS Highlights Fall



San Elizario High School

2023 – 2024
#SEISDPeoplePassionPurpose

Questions

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: Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2022-2023 Rating
Date: September 20, 2023

HISTORY: Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state's new Financial Accountability System.
B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner's rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

RATIONALE: The determination of the rating is as follows:

Determination of Rating		2022-23 Rating	2021-22 Rating
A.	Did the school district fail any of the critical indicators 1, 2, 3 or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A= Superior Achievement	90 – 100	90 – 100
	B = Above Standard Achievement	80 – 89	80 – 89
	C = Meets Standard Achievement	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The District's 2022-23 rating based on school year 2021-22 data was an 'A = Superior Achievement' with a score of 100 out of 100.

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

A comparison of ratings from prior year for the districts within El Paso County is as follows:

CDN	School District	2022-23 Score	2021-22 Score
071901	Clint ISD	98	98
071902	El Paso ISD	94	94
071903	Fabens ISD	100	100
071904	San Elizario ISD	100	100
071905	Ysleta ISD	92	90
071906	Anthony ISD	98	86
071907	Canutillo ISD	96	98
071908	Tornillo ISD	96	94
071909	Socorro ISD	96	96

In the attachment included, you will find the following:

- The report received from TEA
- A comparison of the indicators with the previous year
- The required disclosures
    1. A copy of the Superintendent's current employment contract
    2. A summary schedule for the fiscal year of expenditures paid on behalf of the Superintendent and each Board member and total reimbursements received by the Superintendent and each Board member
    3. A summary schedule for the fiscal year of the total dollar amount of compensation and fees received by the Superintendent from any outside entity in exchange for professional consulting or other personal services
    4. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of $250 more received by the executive officers and Board members
    5. A summary schedule for the fiscal year of the dollar amount received by Board members for the total amount of business transactions with the school district

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

RATING YEAR 2022-2023 DISTRICT NUMBER district # Select An Option Help Home

FIRST

Financial Integrity Rating System of Texas

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: SAN ELIZARIO ISD(071904)	**Publication Level 1:** 8/4/2023 12:02:16 PM
Status: Passed	**Publication Level 2:** 8/7/2023 3:01:39 PM
Rating: A = Superior Achievement	**Last Updated:** 8/7/2023 3:01:39 PM
District Score: 100	**Passing Score:** 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	7/13/2023 6:18:59 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	7/13/2023 6:18:59 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	7/13/2023 6:18:59 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	7/13/2023 6:18:59 PM	Yes Ceiling Passed
5	This indicator is not being evaluated.		
			1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	7/13/2023 6:18:59 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	7/13/2023 6:18:59 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	7/13/2023 6:18:59 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	7/13/2023 6:18:59 PM	10
10	This indicator is not being evaluated.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	7/13/2023 6:18:59 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	7/13/2023 6:18:59 PM	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	7/13/2023 6:18:59 PM	10
14	This indicator is not being evaluated.		10
15	This indicator is not being evaluated.		5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	7/13/2023 6:18:59 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	7/13/2023 6:18:59 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local,	7/13/2023	10

	state, or federal funds? (The AICPA defines material noncompliance.)	6:18:59 PM	
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	7/13/2023 6:18:59 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	7/13/2023 6:18:59 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement

Comparison of the Indicators with the Previous Year

#	Indicators	2022-23 Score	2021-22 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies?	Yes	Yes
5	This indicator is not being evaluated.	N/A	N/A
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
7	Was the number of days on cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	This indicator is not being evaluated.	N/A	N/A

Comparison of the Indicators with the Previous Year

#	**Indicators**	**2022-23 Score**	**2021-22 Score**
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments?	10	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	10	10
14	This indicator is not being evaluated.	N/A	10
15	This indicator is not being evaluated.	N/A	N/A
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Ceiling Passed	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10
19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed

Required Disclosures

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2023. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months. Link: https://www.seisd.net/Page/473

2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2022

Description of Reimbursements	Dr. Jeannie Meza-Chavez	Martin Chavarria	Eduardo Chavez	Michelle Garcia	Myrna Hernandez	Sandra Licon	Axel Lopez	Fernie Madrid
Lodging	$2,264.59	$0.00	$1,314.03	$1,184.67	$1,184.67	$1,184.67	$1,184.67	$717.06
Meals	$14.00	$0.00	$342.25	$332.25	$314.00	$314.00	$328.00	$164.00
Transportation	$1,392.65	$0.00	$813.04	$897.05	$948.04	$938.03	$970.04	$572.64
Other - Registration Fees	$1,599.83	$0.00	$625.00	$625.00	$625.00	$625.00	$625.00	$425.00
Total	$5,271.07	$0.00	$3,094.32	$3,038.97	$3,071.71	$3,061.70	$3,107.71	$1,878.70

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2022, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include: **Lodging** - Hotel charges. **Meals** – Meals consumed off the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings). **Transportation** - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls. **Other** - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended June 30, 2022	Name(s) of Entity(ies)	Summary Amount
Superintendent – Dr. Jeannie Meza-Chavez	N/A	$0.00

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any)

For the Twelve-Month Period Ended June 30, 2022	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	$0.00
Board Member	Martin Chavarria	$0.00
Board Member	Eduardo Chavez	$0.00
Board Member	Michelle Garcia	$0.00
Board Member	Myrna Hernandez	$0.00
Board Member	Sandra Licon	$0.00
Board Member	Axel Lopez	$0.00
Board Member	Fernie Madrid	$0.00

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

5. Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended June 30, 2022	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	$0.00
Board Member	Martin Chavarria	$0.00
Board Member	Eduardo Chavez	$0.00
Board Member	Michelle Garcia	$0.00
Board Member	Myrna Hernandez	$0.00
Board Member	Sandra Licon	$0.00
Board Member	Axel Lopez	$0.00
Board Member	Fernie Madrid	$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2022-2023 Rating

September 20, 2023

School FIRST

HISTORY: Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state's new Financial Accountability System.
B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner's rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

Determination of Rating

Determination of Rating		2022-23 Rating	2021-22 Rating
A.	Did the school district fail any of the critical indicators 1, 2, 3 or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A= Superior Achievement	90 – 100	90 – 100
	B = Above Standard Achievement	80 – 89	80 – 89
	C = Meets Standard Achievement	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The District's 2022-23 rating based on school year 2021-22 data was an 'A = Superior Achievement' with a score of 100 out of 100.

Rating Comparison

CDN	School District	2022-23 Score	2021-22 Score
071901	Clint ISD	98	98
071902	El Paso ISD	94	94
071903	Fabens ISD	100	100
071904	San Elizario ISD	100	100
071905	Ysleta ISD	92	90
071906	Anthony ISD	98	86
071907	Canutillo ISD	96	98
071908	Tornillo ISD	96	94
071909	Socorro ISD	96	96

Report from TEA

FIRST

Financial Integrity Rating System of Texas

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: SAN ELIZARIO ISD(071904)	**Publication Level 1:** 8/4/2023 12:02:16 PM
Status: Passed	**Publication Level 2:** 8/7/2023 3:01:39 PM
Rating: A = Superior Achievement	**Last Updated:** 8/7/2023 3:01:39 PM
District Score: 100	**Passing Score:** 70

Indicators

#	Indicators	2022-23 Score	2021-22 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies?	Yes	Yes
5	This indicator is not being evaluated.	N/A	N/A

Indicators continued

#	Indicators	2022-23 Score	2021-22 Score
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
7	Was the number of days on cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	This indicator is not being evaluated.	N/A	N/A

Indicators continued

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Indicators continued

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Board Member	Myrna Hernandez	$0.00
Board Member	Sandra Licon	$0.00
Board Member	Axel Lopez	$0.00
Board Member	Fernie Madrid	$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

Questions and Public Input

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: Consider and possible Board action to approve additional funds for the Fernie Madrid Eagle Park
Date: September 20, 2023

HISTORY: The Alarcon ballpark was designated to be named in honor of Fernie Madrid at the March 8, 2023 regular Board meeting and $350,000 worth of funds were committed for renovations at the April 17, 2023 regular Board meeting.

RATIONALE: The purpose of this agenda item is to present a recap of those initial renovations and to discuss additional renovation options available for the Fernie Madrid Eagle Park.

BUDGET IMPACT: The budget impact will depend on the improvement and renovation options selected, if any.

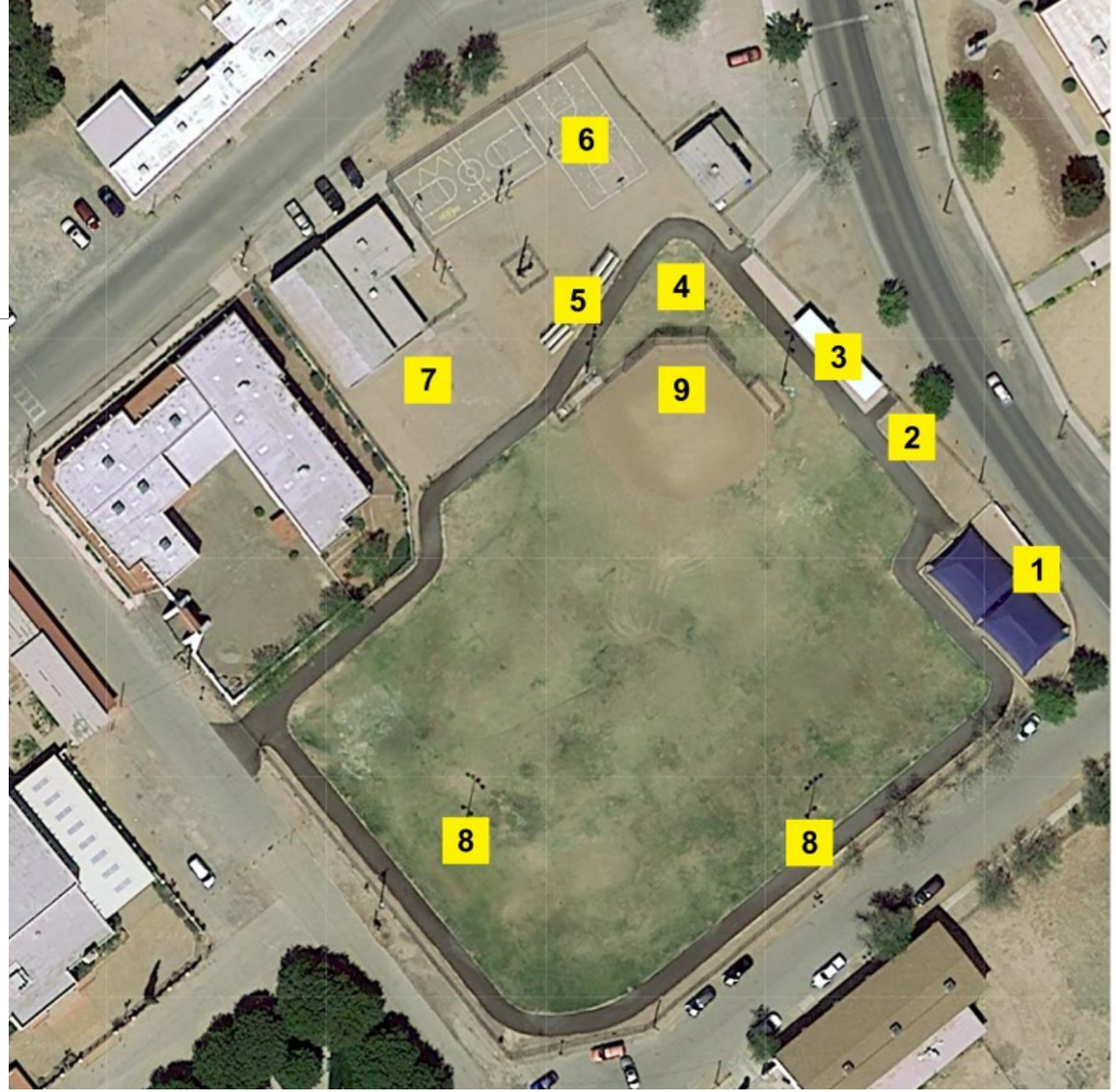
ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the options presented.

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

Fernie Madrid Eagle Park

Phase 2

Phase 1 Recap



Coming Soon:

FERNIE MADRID EAGLE PARK

Planned Improvements:

1. New playground equipment
2. Park name signage
3. Benches for canopy area
4. Dedication monument
5. Concrete pads for bleachers
6. Basketball court renovation
7. Outdoor fitness area
8. Banners for light fixtures
9. New backstop fence

1. New playground equipment

PENDING: On consent agenda for approval





2. Park name signage

IN PROGRESS: Purchase order already approved, pending permit approval from El Paso Mission Trail Historical Area Zoning Committee



3. Benches for canopy area



PENDING: Pending to quote, proposed bench shown below matches proposed playground equipment. Remaining budgeted funds allows for two benches under the canopy area shown and two benches around the playground area.



4. Dedication Monument

IN PROGRESS: pending installation of plaque





5. Concrete pads for bleachers

IN PROGRESS: pending repair of bleachers





6. Basketball court renovation



COMPLETED



6. Basketball court renovation



COMPLETED



7. Outdoor fitness area

COMPLETED





7. Outdoor fitness area

PENDING: On consent agenda for approval





8. Banners for light fixtures

COMPLETED





9. New backstop fence

COMPLETED





10. Fence cup logo & lettering

COMPLETED



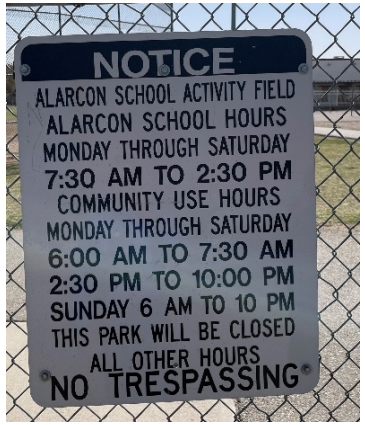


11. Miscellaneous items





COMPLETED



COMPLETED





PENDING: patch rock wall cost included with new playground equipment PO



PENDING: removal of water fountain, distance striping for trail, painting of poles



Tentative Timeline

ORIGINAL

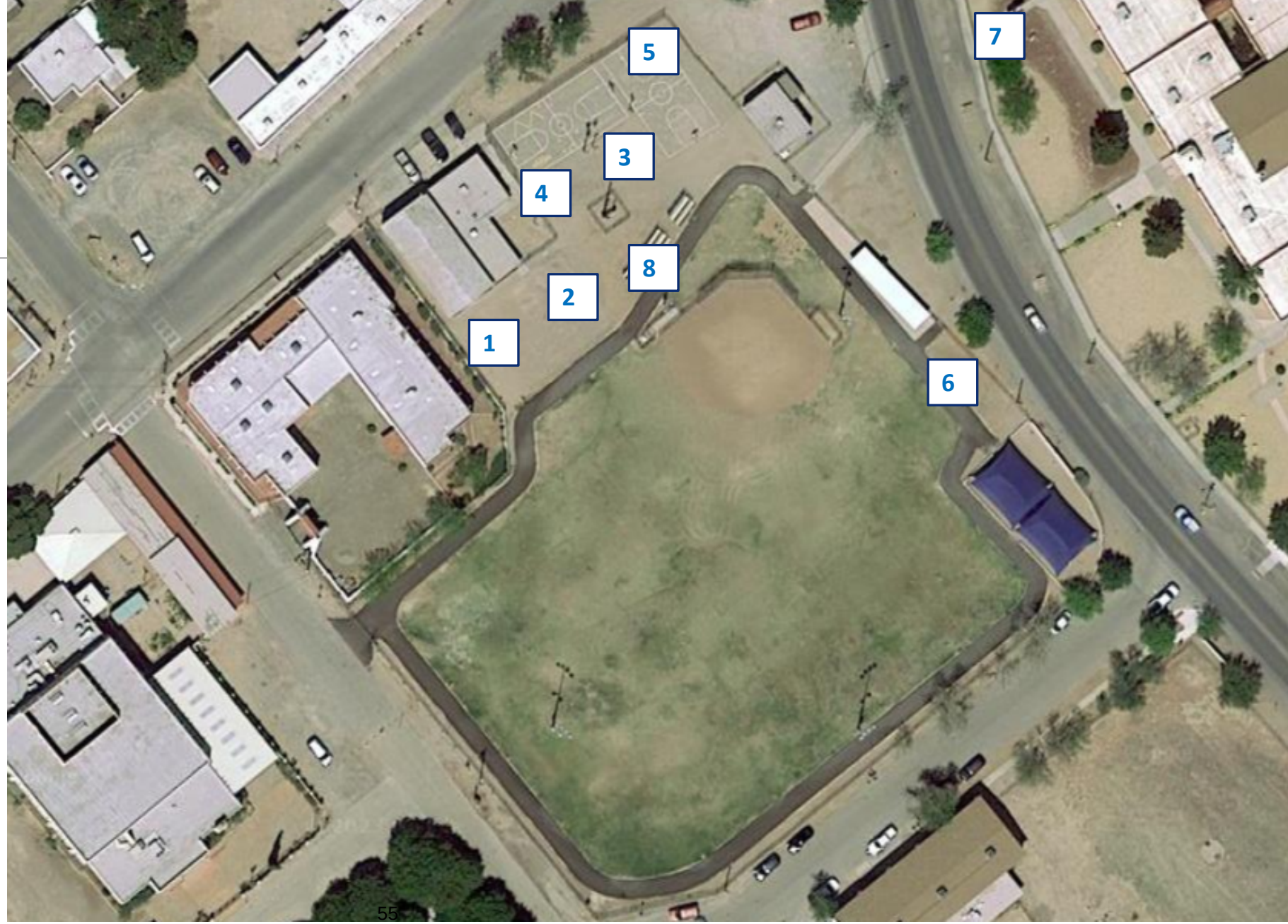
- Ordering of banners for placement around park (April 2023)
- Scheduling of soft ground breaking ceremony (April or May of 2023 as determined by Board of Trustees)
- Approval of purchase orders and RFPs if necessary (May and June Board meetings)
- Completion of all items: by end of summer 2024
- $350,000 budgeted

UPDATE

- *Estimated completion date for installation of park name signage: pending permit approval*
- *Estimated completion date for installation of plaque for dedication monument: early October 2024*
- *Estimated completion date for installation of playground and fitness court if approved: February 2024*
- *Estimated completed cost: $350,000*

Phase 2 Options

1. Perimeter rock wall
2. Canopy addition
3. Landscape
4. Windscreens
5. Fencing upgrade
6. Artificial grass & fence modification
7. Security camera
8. Relocation of bleachers



1. Perimeter rock wall for fitness court

Addition of a rock wall around the perimeter of the fitness court. Estimated cost: $12,000





2. Canopy addition for fitness court

Addition of a canopy for the fitness court. Estimated cost: $56,000



3. Landscape

Landscaping of areas in between basketball courts, fitness court and walking path. Estimated cost: $29,000





4. Windscreens

Addition of privacy windscreens around electrical box fence and around the Organizacion Progresiva fence.
Estimated cost: $2,000





5. Fencing upgrade

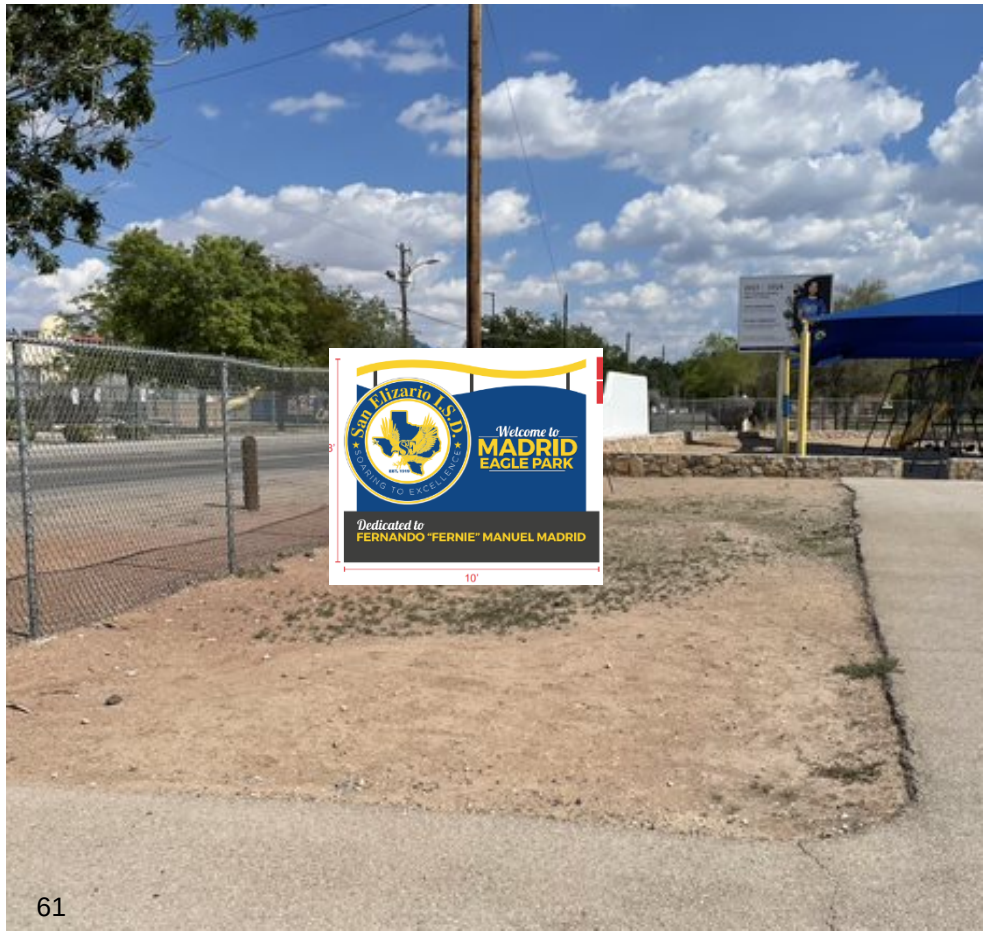
Remove and replacement of fence from the Organizacion Progresiva building to the end of the basketball courts.
Estimated cost: $22,000





6. Artificial grass and fence modification

Addition of artificial grass around the park sign area and modification of existing fence so that the park sign is more visible from the street.
Estimated cost: $17,000



7. Security camera

Addition of a security camera at the Alarcon ES perimeter which will point to the Fernie Madrid Eagle Park
Estimated cost: $10,000



8. Relocation of bleachers

IN PROGRESS: pending repair of bleachers



ANOTHER OPTION: relocation of existing HS bleachers



These would fit on the new concrete pad at the Fernie Madrid Eagle Park, cost to relocate is estimated at $12K, but an actual quote has not yet been requested

Estimated Costs Summary Phase 2

#	Description	Est. Cost
1	Perimeter rock wall	$12,000
2	Canopy addition	$56,000
3	Landscape	$29,000
4	Windscreens	$2,000
5	Fencing upgrade	$22,000
6	Artificial grass & fence modification	$17,000
7	Security camera	$10,000
8	Relocation of bleachers	$12,000
	Estimated total cost	$160,000

Or individual items can be selected for a different total cost.



Questions and discussion

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: September 20, 2023

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 13, 2022 regular Board meeting for a total rate of $1.0530. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was $0.9033 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1497.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2022 tax year which is based on the levy billed on October 1, 2022.

BUDGET IMPACT: Collections as of July 31, 2023 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,961,335	$490,769	$3,452,104	
Current Year Collections	$2,751,965	$456,071	$3,208,036	$3,208,036
Current Year Levy Outstanding	$209,370	$34,698	$244,068	
Prior Year Collections				$179,172
Penalty & Interest Collections				$105,525
Total Collections				$3,492,733

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2022 through 7/31/2023

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR ($) COLLECTED	CURRENT TAX YEAR ($) CUMULATIVE	PRIOR YEARS ($) COLLECTED	PRIOR YEARS ($) CUMULATIVE	ALL YEARS ($) COLLECTED	ALL YEARS ($) CUMULATIVE	%	COLLECTION FEE ($) COLLECTED	COLLECTION FEE ($) CUMULATIVE
Sep 2022	-	-	18,559.57	18,559.57	18,559.57	18,559.57	0.54%	3,476.25	3,476.25
Oct 2022	75,815.85	75,815.85	40,754.51	59,314.08	116,570.36	135,129.93	3.91%	7,275.98	10,752.23
Nov 2022	208,556.99	284,372.84	23,866.75	83,180.83	232,423.74	367,553.67	10.65%	4,556.47	15,308.70
Dec 2022	1,139,155.11	1,423,527.95	14,180.16	97,360.99	1,153,335.27	1,520,888.94	44.06%	2,874.20	18,182.90
Jan 2023	1,196,169.73	2,619,697.68	27,938.18	125,299.17	1,224,107.91	2,744,996.85	79.52%	4,835.65	23,018.55
Feb 2023	303,349.50	2,923,047.18	12,465.29	137,764.46	315,814.79	3,060,811.64	88.67%	3,263.32	26,281.87
Mar 2023	122,350.95	3,045,398.13	23,550.04	161,314.50	145,900.99	3,206,712.63	92.89%	4,858.39	31,140.26
Apr 2023	57,688.41	3,103,086.54	18,144.59	179,459.09	75,833.00	3,282,545.63	95.09%	4,648.12	35,788.38
May 2023	65,431.85	3,168,518.39	40,868.89	220,327.98	106,300.74	3,388,846.37	98.17%	9,515.64	45,304.02
Jun 2023	44,443.33	3,212,961.72	12,745.63	233,073.61	57,188.96	3,446,035.33	99.82%	2,721.87	48,025.89
Jul 2023	34,339.92	3,247,301.64	12,357.82	245,431.43	46,697.74	3,492,733.07	101.18%	4,385.19	52,411.08
Aug 2023									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2022	-	N/A	N/A
Levy-Billed	10/1/2022	3,537,539.80	611,036.43	4,148,576.23
Adjusted Levy YTD		3,452,104.40	573,158.20	4,025,262.60
Increase/Decrease		(85,435.40)	(37,878.23)	(123,313.63)
Levy Outstanding		244,068.28	393,986.34	638,054.62

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	3,208,036.12	179,171.86	3,387,207.98
Total Penalty & Interest	39,265.52	66,259.57	105,525.09
Total Levy + P&I	3,247,301.64	245,431.43	3,492,733.07
Taxes as percent of levy	92.93%	5.19%	98.12%
P&I as percent of levy	1.14%	1.92%	3.06%
Total as percent of levy	94.07%	7.11%	101.18%
Collection Fee	7,707.92	44,703.16	52,411.08
Total Collected YTD	3,255,009.56	290,134.59	3,545,144.15

printed 8/3/2023

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: September 20, 2023

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 July 31, 2023 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

EXHIBIT G-1

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2023

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 4,020,927	$ 4,020,927	$ 103,078	$ (3,917,849)
5800	State Program Revenues	31,261,292	31,261,292	135,423	(31,125,869)
5900	Federal Program Revenues	6,295,000	6,295,000	71,595	(6,223,405)
5020	Total Revenues	41,577,219	41,577,219	310,096	(41,267,123)
	EXPENDITURES:				
	Current:				
0011	Instruction	18,108,055	18,108,055	918,667	17,189,388
0012	Instructional Resources and Media Services	138,227	138,227	2,556	135,671
0013	Curriculum and Instructional Staff Development	212,323	212,323	12,660	199,663
0021	Instructional Leadership	795,327	795,327	55,694	739,633
0023	School Leadership	1,659,864	1,659,864	91,205	1,568,659
0031	Guidance, Counseling and Evaluation Services	1,238,095	1,238,095	76,539	1,161,556
0032	Social Work Services	62,375	62,375	5,218	57,157
0033	Health Services	378,076	378,076	20,442	357,634
0034	Student (Pupil) Transportation	1,941,006	1,941,006	78,272	1,862,734
0035	Food Services	4,060,000	4,060,000	176,688	3,883,312
0036	Extracurricular Activities	1,327,471	1,327,471	50,832	1,276,639
0041	General Administration	1,813,788	1,813,788	111,637	1,702,151
0051	Facilities Maintenance and Operations	6,347,081	6,347,081	290,573	6,056,508
0052	Security and Monitoring Services	1,259,021	1,259,021	52,315	1,206,706
0053	Data Processing Services	1,304,130	1,304,130	63,279	1,240,851
0061	Community Services	36,845	36,845	242	36,603
	Debt Service:				
0071	Debt Service	795,738	795,738	139,650	656,088
	Capital Outlay:				
0081	Facilities Acquisition and Construction	2,154,297	2,154,297	171,962	1,982,335
	Intergovernmental:				
0099	Other Intergovernmental Charges	52,500	52,500	-	52,500
6030	Total Expenditures	43,684,219	43,684,219	2,318,431	41,365,788
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(2,107,000)	(2,107,000)	(2,008,335)	98,665
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	25,000	25,000	-	(25,000)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	-	(25,000)
1200	Net Changes in Fund Balances	(2,082,000)	(2,082,000)	(2,008,335)	73,665
0100	Fund Balance - July 1 (Beginning)	-	17,048,901	17,048,901	-
3000	Fund Balance - June 30 (Ending)	$ (2,082,000)	$ 14,966,901	$ 15,040,566	$ 73,665

EXHIBIT J-3

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2023

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 627,898	$ 627,898	$ 8,227	$ (619,671)
5800	State Program Revenues	1,063,966	1,063,966	-	(1,063,966)
5020	Total Revenues	1,691,864	1,691,864	8,227	(1,683,637)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,624,413	1,624,413	-	1,624,413
6030	Total Expenditures	1,624,413	1,624,413	-	1,624,413
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	67,451	67,451	8,227	(59,224)
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	67,451	67,451	8,227	(59,224)
0100	Fund Balance - July 1 (Beginning)	-	317,816	317,816	-
3000	Fund Balance - June 30 (Ending)	$ 67,451	$ 385,267	$ 326,043	$ (59,224)

EXHIBIT C-1

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF JULY 31, 2023

Data Control Codes		General Fund	Other Funds	Total Governmental Funds
	ASSETS			
1110	Cash and Cash Equivalents	$ 12,545,381	$ 794,587	$ 13,339,968
1220	Property Taxes - Delinquent	605,232	70,481	675,713
1230	Allowance for Uncollectible Taxes (Credit)	(55,505)	(6,181)	(61,686)
1240	Receivables from Other Governments	350,130	4,271,369	4,621,499
1250	Accrued Interest	170	-	170
1260	Due from Other Funds	5,091,890	320,219	5,412,109
1290	Other Receivables	4,278		4,278
1300	Inventories	212,096	-	212,096
1410	Prepayments	-	-	-
1000	Total Assets	18,753,672	5,450,475	24,204,147
	LIABILITIES			
2110	Accounts Payable	569,150	31,825	600,976
2150	Payroll Deductions and Withholdings Payable	330,059	-	330,059
2160	Accrued Wages Payable	706,620	230,760	937,380
2170	Due to Other Funds	1,419,688	4,016,196	5,435,884
2180	Due to Other Governments	-	75,986	75,986
2200	Accrued Expenditures	82,914	-	82,914
2300	Unearned Revenues	54,947	32,756	87,703
2000	Total Liabilities	3,163,378	4,387,523	7,550,902
	DEFERRED INFLOWS OF RESOURCES			
2601	Unavailable Revenue - Property Taxes	549,727	64,300	614,027
2600	Total Deferred Inflows of Resources	549,727	64,300	614,027
	FUND BALANCES			
	Nonspendable Fund Balance:			
3410	Inventories	157,149	-	157,149
	Restricted Fund Balance:			
3450	Federal or State Funds Grant Restriction	1,001,668	147,311	1,148,980
3470	Capital Acquisition and Contractual Obligation	-	375,560	375,560
3480	Retirement of Long-Term Debt	-	326,043	326,043
3490	Other Restricted Fund Balance	-	149,740	149,740
3510	Committed Fund Balance - Construction	305,196	-	305,196
3545	Committed Fund Balance - Other	2,800,000	-	2,800,000
3600	Unassigned Fund Balance	10,776,550	-	10,776,550
3000	Total Fund Balances	15,040,564	998,654	16,039,217
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 18,753,672	$ 5,450,475	$ 24,204,147

EXHIBIT C-3

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2023

Data Control Codes		General Fund	Other Funds	Total Governmental Funds
	REVENUES:			
5700	Total Local and Intermediate Sources	$ 103,078	$ 9,986	$ 113,064
5800	State Program Revenues	135,423	215	135,638
5900	Federal Program Revenues	71,595	433,853	505,448
5020	Total Revenues	310,096	444,054	754,150
	EXPENDITURES:			
	Current:			
0011	Instruction	918,667	179,120	1,097,787
0012	Instructional Resources and Media Services	2,556	21,425	23,981
0013	Curriculum Instructional Staff Development	12,660	96,040	108,700
0021	Instructional Leadership	55,694	8,690	64,384
0023	School Leadership	91,205	62,813	154,018
0031	Guidance, Counseling and Evaluation Services	76,539	22,003	98,542
0032	Social Work Services	5,218	11,673	16,891
0033	Health Services	20,442	7,695	28,137
0034	Student (Pupil) Transportation	78,272	367	78,639
0035	Food Services	176,688	383	177,071
0036	Extracurricular Activities	50,832	3,739	54,571
0041	General Administration	111,637	-	111,637
0051	Facilities Maintenance and Operations	290,573	-	290,573
0052	Security and Monitoring Services	52,315	2,610	54,925
0053	Data Processing Services	63,279	11,052	74,331
0061	Community Services	242	12,517	12,759
	Debt Service:			
0071	Debt Service	139,650	1,653	141,303
	Capital Outlay:			
0081	Facilities Acquisition and Construction	171,962	-	171,962
	Intergovernmental:			
0099	Other Intergovernmental Charges	-	-	-
6030	Total Expenditures	2,318,431	441,780	2,760,211
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(2,008,335)	2,274	(2,006,061)
	OTHER FINANCING SOURCES (USES)			
7912	Sale of Real and Personal Property	-	-	-
7915	Transfers In	-	-	-
8911	Transfers Out (Use)	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-
1200	Net Change in Fund Balances	(2,008,335)	2,274	(2,006,061)
0100	Fund Balance - July 1 (Beginning)	17,048,901	996,379	18,045,280
1300	Prior Period Adjustment	-	-	-
3000	Fund Balance - June 30 (Ending)	$ 15,040,566	$ 998,653	$ 16,039,219

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2023

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 357,551	$ 12,221	$ 369,772
Total Operating Revenues	357,551	12,221	369,772
OPERATING EXPENSES:			
Professional and Contracted Services	418,028	7,298	425,326
Other Operating Costs	92,727	-	92,727
Total Operating Expenses	510,755	7,298	518,053
Operating Income (Loss)	(153,204)	4,923	(148,281)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	73	5,459	5,532
Total Nonoperating Revenues (Expenses)	73	5,459	5,532
Income (Loss) Before Transfers	(153,131)	10,382	(142,749)
Transfer In	-	-	-
Change in Net Position	(153,131)	10,382	(142,749)
Total Net Position - July 1 (Beginning)	(240,359)	972,287	731,928
Total Net Position - June 30 (Ending)	$ (393,490)	$ 982,669	$ 589,179

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: September 20, 2023

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 July 2023.

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 I.S.D.
Statement of Interest Earned
For The One Month Ending July 31, 2023

General Fund	**$**	**54,492.68**
Interest & Sinking (Debt Service) Fund	**$**	**1,763.68**
Capital Projects Fund	**$**	**1,625.42**
Health Insurance Fund	**$**	**72.65**
Workers Compensation Fund	**$**	**5,459.40**
Total	**$**	**63,413.83**

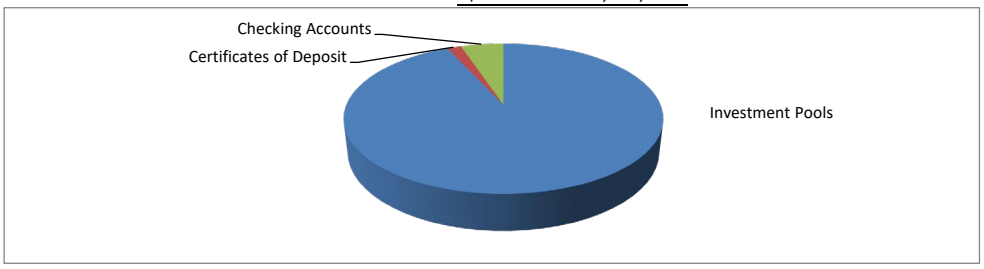
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Norberto Rivas — **September 7, 2023**

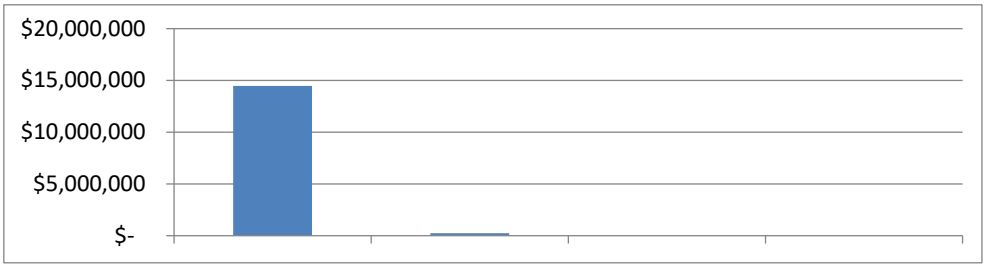
Chief Financial Officer — **Date**

Portfolio Diversification

By Investment Type	**Current Market Value**	**Portfolio %**
Investment Pools	$ 13,716,597	93.14%
Certificates of Deposit	$ 250,000	1.70%
Checking Accounts	$ 760,777	5.17%
	$ 14,727,373	



By Investment Maturity	**Current Market Value**	**Portfolio %**
Overnight	$ 14,477,373	98.30%
0 - 1 Year	$ 250,000	1.70%
1 - 2 Years	$ -	0.00%
2 + years	$ -	0.00%
	$ 14,727,373	



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Earnings Allowance*		*Net Earnings Allowance*
01-Jul-23	31-Jul-23	Overnight	$	649,456.02	1.65%	$	933.11
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Net Earnings Allowance:	**$**	**933.11**

Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Earnings Allowance*		*Net Earnings Allowance*
01-Jul-23	31-Jul-23	Overnight	$	26,501.35	0.00%	$	-
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Net Earnings Allowance:	**$**	**-**

This bank balance is combined with the general operating account for the purpose of the earning allowance.

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	4,189,259.96	5.37%	$	21,019.72
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**21,019.72**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	494,622.42	5.31%	$	2,220.52
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**2,220.52**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	3,719,012.57	5.12%	$	16,018.37
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**16,018.37**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	3,339,233.84	5.32%	$	15,064.21
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**15,064.21**

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

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	250,000.00	0.80%	$	169.86
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**169.86**
					Total General Fund Interest Earned	**$**	**54,492.68**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	259,349.66	5.37%	$	1,176.33
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**1,176.33**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	138,613.06	5.12%	$	587.35
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**587.35**

Total Debt Service Fund Interest Earned	**$**	**1,763.68**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	375,560.02	5.12%	$	1,625.42
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**1,625.42**

Total Capital Projects Fund Interest Earned	**$**	**1,625.42**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	9,511.35	1.01%	$	72.65
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**72.65**

Total Health Insurance Fund Interest Earned **$ 72.65**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	75,307.93	1.02%	$	67.96
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**67.96**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-23	31-Jul-23	Overnight	$	1,200,945.31	5.31%	$	5,391.44
01-Aug-23	31-Aug-23	Overnight	$	-	0.00%	$	-
01-Sep-23	30-Sep-23	Overnight	$	-	0.00%	$	-
01-Oct-23	31-Oct-23	Overnight	$	-	0.00%	$	-
01-Nov-23	30-Nov-23	Overnight	$	-	0.00%	$	-
01-Dec-23	31-Dec-23	Overnight	$	-	0.00%	$	-
01-Jan-24	31-Jan-24	Overnight	$	-	0.00%	$	-
01-Feb-24	28-Feb-24	Overnight	$	-	0.00%	$	-
01-Mar-24	31-Mar-24	Overnight	$	-	0.00%	$	-
01-Apr-24	30-Apr-24	Overnight	$	-	0.00%	$	-
01-May-24	31-May-24	Overnight	$	-	0.00%	$	-
01-Jun-24	30-Jun-24	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**5,391.44**

Total Worker's Compensation Fund Interest Earned : **$ 5,459.40**

Lone★Star™
Investment Pool

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Austin, Texas 78759
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Fund Performance Update

July 31, 2023

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The U.S. Treasury market was relatively stable in July as there were few surprises from the Federal Reserve (Fed) or economic data. Probably the biggest surprise was a stronger-than-expected second-quarter GDP number of 2.4%, which eased recession concerns. U.S. equity markets showed continued strength as the S&P 500 Index gained over 3% in July. Year to date, the index increased over 19%. As expected, the Fed raised its target rate by 25 basis points at the July 26 Federal Open Market Committee (FOMC) meeting to a range of 5.25% - 5.50%. Chair Jerome Powell reiterated the Fed's data-dependent course in a press conference. He also indicated that it is unlikely that the Fed will cut rates before the second half of 2024, at the earliest. The next FOMC will be September 20. At the end of July, the federal funds futures market was pricing in just a 20% probability of a rate hike at this meeting.

Active Participants This Month

Schools and Colleges	584
Other Governmental Entities	83
Total	*667*

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.

Lone★Star™
Investment Pool



Government Overnight Fund

Return Information

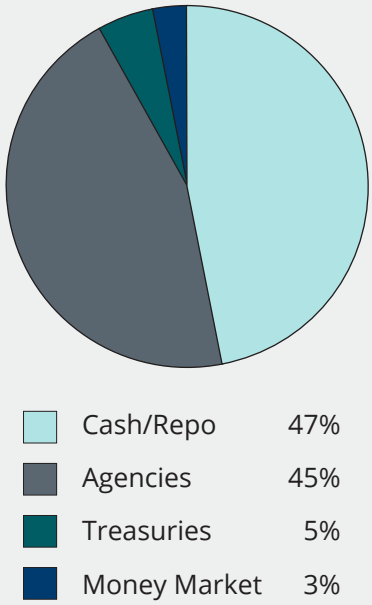
July 31, 2023

Average Monthly Return (a)	5.12%
SEC 7-day Fund Yield (b)	5.23%
Weighted Average Maturity One (c)	19 days
Weighted Average Maturity Two (c)	94 days
Portfolio Maturing beyond One Year	10%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,500,838,686.49	2,500,838,686.49
US Treasuries	254,204,773.50	254,184,185.00
Agencies	2,401,801,414.67	2,401,801,053.60
Money Market Funds	139,373,080.19	139,373,080.19
Total Assets	*5,296,217,954.85*	*5,296,197,005.28*

Investment Distribution



(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.

Lone★Star™
Investment Pool



Corporate Overnight Fund

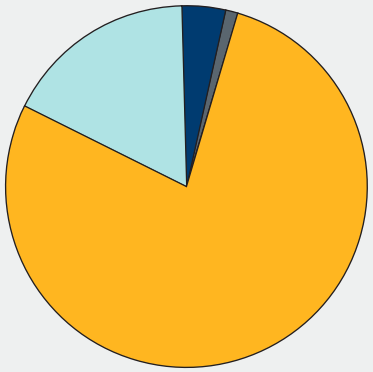
Return Information
July 31, 2023

Average Monthly Return (a)	5.31%
SEC 7-day Fund Yield (b)	5.39%
Weighted Average Maturity One (c)	24 days
Weighted Average Maturity Two (c)	55 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

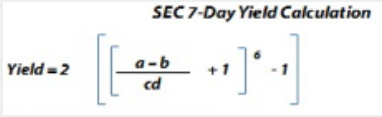
	Book Value	Market Value
Cash/Repo	657,125,761.02	657,125,761.02
US Treasuries	-	-
Agencies	19,866,111.11	19,858,900.00
Commercial Paper	3,111,282,700.22	3,111,033,196.78
Money Market Funds	173,167,583.98	173,160,084.08
Total Assets	*3,961,442,156.33*	3,961,177,941.88

Investment Distribution



Commercial Paper	78%
Cash/Repo	17%
Money Market	4%
Agencies	1%

(b)



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

Lone★Star™
Investment Pool



Corporate Overnight Plus Fund

Return Information

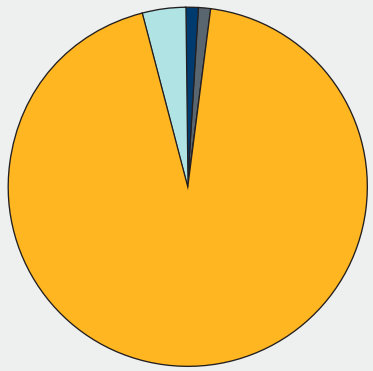
July 31, 2023

Average Monthly Return (a)	5.37%
SEC 7-day Fund Yield (b)	5.43%
Weighted Average Maturity One (c)	32 days
Weighted Average Maturity Two (c)	73 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	463,255,989.18	463,255,989.18
US Treasuries	-	-
Agencies	49,665,277.78	49,647,250.00
Commercial Paper	9,366,491,736.20	9,365,650,435.62
Money Market Funds	132,229,506.33	132,228,482.86
Total Assets	*10,011,642,509.49*	*10,010,782,157.66*

Investment Distribution



(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
07/01/2023	0.000000000	5.3015%
07/02/2023	0.000000000	5.3015%
07/03/2023	0.000290686	5.3050%
07/04/2023	0.000000000	5.3050%
07/05/2023	0.000145290	5.3031%
07/06/2023	0.000145046	5.2942%
07/07/2023	0.000435180	5.2941%
07/08/2023	0.000000000	5.2947%
07/09/2023	0.000000000	5.2947%
07/10/2023	0.000145116	5.2967%
07/11/2023	0.000145266	5.3022%
07/12/2023	0.000145373	5.3061%
07/13/2023	0.000145439	5.3085%
07/14/2023	0.000436401	5.3095%
07/15/2023	0.000000000	5.3096%
07/16/2023	0.000000000	5.3096%
07/17/2023	0.000145373	5.3066%
07/18/2023	0.000145474	5.3098%
07/19/2023	0.000145527	5.3118%
07/20/2023	0.000145563	5.3131%
07/21/2023	0.000437193	5.3192%
07/22/2023	0.000000000	5.3192%
07/23/2023	0.000000000	5.3192%
07/24/2023	0.000145672	5.3171%
07/25/2023	0.000145709	5.3184%
07/26/2023	0.000145792	5.3214%
07/27/2023	0.000146848	5.3600%
07/28/2023	0.000445701	5.4227%
07/29/2023	0.000000000	5.4227%
07/30/2023	0.000000000	5.4227%
07/31/2023	0.000149014	5.4391%

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.**

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Budget Amendment
Date: September 20, 2023

HISTORY: The District's 2023-2024 budget was officially approved at the June 21, 2023 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 expenditures in various areas for the purposes of GASB 96 dealing with subscription based information technology arrangements (SBITAs) which are required to be recorded under function 71, for aligning funding for one time projects and aligning funding based on revised payroll projections.

BUDGET IMPACT: The budget impact for this amendment 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

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
GENERAL FUND

		2023-2024 Fund 101	2023-2024 Fund 199	2023-2024 Adopted	**8/9/2023** Safety & Security	**9/20/2023** Various Areas	2023-2024 Amended
	REVENUES						**REVENUES**
5700	Local and Intermediate Sources	$ 150,000	$ 3,870,927	$ 4,020,927			$ 4,020,927
5800	State Sources	$ 15,000	$ 31,246,292	$ 31,261,292			$ 31,261,292
5900	Federal Programs	$ 3,835,000	$ 2,460,000	$ 6,295,000			$ 6,295,000
	Total Revenues	$ 4,000,000	$ 37,577,219	$ 41,577,219			$ 41,577,219
	EXPENDITURES						**EXPENDITURES**
11	Instruction	$ -	$ 18,108,055	18,108,055			$ 18,108,055
12	Instructional Resources and Media Services	$ -	$ 138,227	138,227			$ 138,227
13	Curriculum and Instructional Staff Development	$ -	$ 212,323	212,323			$ 212,323
21	Instructional Leadership	$ -	$ 795,327	795,327		$ 25,000	$ 795,327
23	School Leadership	$ -	$ 1,659,864	1,659,864		$ (75,000)	$ 1,659,864
31	Guidance, Counseling and Evaluation Services	$ -	$ 1,238,095	1,238,095			$ 1,238,095
32	Social Work Services	$ -	$ 62,375	62,375			$ 62,375
33	Health Services	$ -	$ 378,076	378,076		$ 10,000	$ 378,076
34	Student (Pupil) Transportation	$ -	$ 1,941,006	1,941,006		$ (80,000)	$ 1,941,006
35	Food Services	$ 4,000,000	$ 60,000	4,060,000			$ 4,060,000
36	Cocurricular/Extracurricular Activities	$ -	$ 1,327,471	1,327,471		$ 30,000	$ 1,327,471
41	General Administration	$ -	$ 1,813,788	1,813,788			$ 1,813,788
51	Facilities Maintenance and Operations	$ -	$ 6,347,081	6,347,081			$ 6,347,081
52	Security and Monitoring Services	$ -	$ 1,259,021	1,259,021	$ 238,400	$ (30,000)	$ 1,497,421
53	Data Processing Services	$ -	$ 1,304,130	1,304,130		$ (100,000)	$ 1,304,130
61	Community Services	$ -	$ 36,845	36,845			$ 36,845
71	Debt Service - Principal on Long Term Debt	$ -	$ 795,738	795,738		$ 100,000	$ 795,738
81	Facilities Acquisition and Construction	$ -	$ 2,154,297	2,154,297		$ 120,000	$ 2,154,297
99	Other Intergovernmental Charges	$ -	$ 52,500	52,500			$ 52,500
	Total Expenditures	$ 4,000,000	$ 39,684,219	$ 43,684,219	$ 238,400	$ -	$ 43,922,619
	REVENUES OVER(UNDER) EXPENDITURES	$ -	$ (2,107,000)	$ (2,107,000)			$ (2,345,401)
	OTHER FINANCING SOURCES (USES)						
7912	Sale of Real and Personal Property	$ -	$ 25,000	$ 25,000			$ 25,000
7915	Operating Transfer In	$ -	$ -	$ -			$ -
8911	Operating Transfer Out	$ -	$ -	$ -			$ -
	Total Other Financing Sources(Uses)	$ -	$ 25,000	$ 25,000			$ 25,000
	FUND BALANCE						
	Net Change in Fund Balance	$ -	$ (2,082,000)	$ (2,082,000)			$ (2,320,401)
3000	Total Fund Balance - July 1 (Projected Beginning)	$ 1,157,998	$ 15,890,903	$ 17,048,901			$ 17,048,901
3000	Total Fund Balance - June 30 (Projected Ending)	$ 1,157,998	$ 13,808,903	$ 14,966,901			$ 14,728,500

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: Ernesto Seigel, Principal at Josefa L. Sambrano Elementary
Subject: Approval of PO #49053 – Demco Inc
Date: September 20, 2023

HISTORY: Josefa L. Sambrano Elementary has been in existence approximately 30 years without the library going through a remodel. Currently, our library is not aesthetically inviting to our age group of students.

RATIONALE: Due to the great need for social emotional and closing the learning cap, remodeling the library at Josefa L. Sambrano would benefit the needs of our kindergarten through second grade students. The remodel efforts will certainly be an attraction for our students as it is currently proposed, thus encouraging them and their parents to check out books, instill the love of reading and become lifelong learners at an early age. When they start early, they develop general knowledge, oral vocabulary comprehension and become fluent readers. Self- confidence, discipline and maturity are also skills that are developed in a library.

BUDGET: The funds for this project have been allocated from General Funds.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for Demco Inc.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

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

PURCHASE ORDER NUMBER
49053

Date: 09/05/2023

VENDOR: 529

TO: Demco Inc
PO Box 88623
MILWAUKEE, WI 53288-8623

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

ATTN:
VENDOR PHONE: 800-279-1586
VENDOR FAX: 800-245-1329
VENDOR EMAIL:

REC. LOC: Sambrano Elementary School
REC. GRP: Josefa L. Sambrano Elementary

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	2.00000	EA	W13813270 paragon corner radius 29"x72"x30"	1218.99	0.00	2437.98
2	1.00000	EA	W13813350 PARAGON BOOK RETURN MODULE 29"X40"X30" LAMINATE COLOR: burnt strand (400) EDGE AND ACCENT COLOR: navy	851.89	0.00	851.89
3	1.00000	EA	W13813390 PARAGON CIRCULATION DEPOSIT BOOKCART W/3"CASTERS color: Studio Teak	1162.99	0.00	1162.99
4	1.00000	EA	W13813170 PARAGON DESK SHELL 29"X72"X30" laminate top color: burnt strand Edge and accent color: Navy	1344.99	0.00	1344.99
5	36.00000	EA	W13814250 DEMCO FLEXPLORE ARROW DESK 22-34"H X 36"W X 24"D LAMINATE COLOR: magnolia EDGE BAND COLOR: lime green	179.99	0.00	6479.64
6	23.00000	EA	W13814690 DEMCO CASTERS FRO FLEXPLORE PLATINUM 4/SET 3" DIAMETER	34.99	0.00	804.77
7	43.00000	EA	W13597280 LIBRACRAFT WOOD DF SHELVING ADD-ON 42"X36"X 23-3/4" WOOD FINISH: fusion oak LAMINATE TOP COLOR: woolamai brush (wilsonARt #4746-60)	849.99	0.00	36549.57

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.

Roberto Reina

San Elizario Independent School District

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

PURCHASE ORDER NUMBER
49053

Date: 09/05/2023

VENDOR: 529

TO: Demco Inc
PO Box 88623
MILWAUKEE, WI 53288-8623

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

ATTN:
VENDOR PHONE: 800-279-1586
VENDOR FAX: 800-245-1329
VENDOR EMAIL:

REC. LOC: Sambrano Elementary School
REC. GRP: Josefa L. Sambrano Elementary

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
8		12.00000	EA	W13597270	989.99	0.00	11879.88
	LIBRACRAFT WOOD SHELVING STARTER 42"X37"X23 3/4" WOOD FINISH: fusion oak LAMINATE TOP COLOR:woolamai brush (WilsonArt #4746-60)						
9		2.00000	EA	W12232430	1673.99	0.00	3347.98
	ACCOMPANY CURVE LOVESEAT WIDE BACK GRADE 1 VINLY COLOR: Dillon Sage						
10		2.00000	EA	W12232410	1673.99	0.00	3347.98
	ACCOMPANY CURVE LOVESEAT WIDE FRONT GRADE 1 VINLY COLOR: Dillon sage						
11		1.00000	EA	W13832450	892.99	0.00	892.99
	iTeach spider flat panel cart, Manual height adjustment						
12		1.00000	EA	w12185760	919.99	0.00	919.99
	Dottie carpet 13'2"W x 10'9"D COLOR: blue (saphire)						
13		1.00000	EA	W14985180	249.99	0.00	249.99
	MooreCo Valu-Tak corkboard 4'H x 6'W Aluminum frame						

INSTRUCTIONS TO VENDORS

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2. Ship prepaid
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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.

Norberto Reinas

San Elizario Independent School District

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

PURCHASE ORDER NUMBER
49053

Date: 09/05/2023

VENDOR: 529

TO: Demco Inc
PO Box 88623
MILWAUKEE, WI 53288-8623

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

ATTN:
VENDOR PHONE: 800-279-1586
VENDOR FAX: 800-245-1329
VENDOR EMAIL:

REC. LOC: Sambrano Elementary School
REC. GRP: Josefa L. Sambrano Elementary

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
14	2.00000	EA	W14927860	194.99	0.00	389.98

Boss Exec Chair 42-46"H x 27"W x 27"D Black Leather

TASB BUYBOARD 667-22
QUOTE#: G3142030

PO TO SAMBRANO
REQUESTOR: LIBRARY
ALL FURNITURE WILL BE INSTALLED IN LIBRARY

Freight 2832.28
TOTAL 73492.90

P.O. Source	Account Number	Amount
Budget Requisition	199.12.6398.82.103.99	71,429.93
Budget Requisition	199.12.6399.82.103.99	2,062.97

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
6. POs are cancelled if not shipped complete within 90 days.
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THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

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, Executive Director of Support Services
Subject: Purchase Order 49055 - AREDi Enterprises, LLC.
Date: September 20, 2023

HISTORY: During a walkthrough and through conversations with Sambrano Elementary Administration, revitalizing and upgrading the school library was identified.

RATIONALE: To upgrade the existing library and revitalize the area, we identified the following work: removal of existing carpet, remove and dispose of all bookshelves, cabinets, faux chimney, prepare floor to receive new vinyl composite tile (VCT), install new VCT and 4'' covebase, prepare walls to receive new paint, prepare and paint seven doors and doorframes, and prepare and paint ten storefront window frames. Once this work is accomplished, new bookshelves and furniture will be brought in. We selected a vendor that is part of the YISD purchasing Co-Op No. 223000RFP.

BUDGET: The funds to cover the purchase have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for AREDi Enterprises, LLC.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

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

PURCHASE ORDER NUMBER
49055

Date: 09/05/2023

VENDOR: 10791

TO: AREDI Enterprises
1002 West Missouri
EL PASO, TX 79902

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

ATTN:
VENDOR PHONE: 915-346-1181
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			42425.38		42425.38

(1) Sambrano Library Upgrades @ $42,425.38

Inclusive of all materials, labor, equipment needed to demo carpet flooring, remove and dispose of cabinets, remove chimney, prep floor and install new VCT. Prep and paint walls, doors and frames.

Ysleta/CTPA 23000RFP
Sambrano Library

TOTAL 42425.38

P.O. Source	Account Number	Amount
Project Requisition	199.51.6249.82.103.99	42,425.38

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
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.

Norberto Reinas

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, Executive Director of Support Services
Subject: Purchase Order # 49056 – Light Weight, LLC
Date: September 20, 2023

HISTORY: During the special Board meeting held on Monday April 17, 2023, certain improvements and renovations to the district park (Fernie Madrid Eagle Park) across from Alarcon Elementary on Socorro Rd., were approved.

RATIONALE: The construction of a fitness court was one of the items that was Board approved and is part of the improvements and renovations to the newly named Fernie Madrid Eagle Park. We selected a vendor that is part of the YISD/CTPA Purchasing Cooperative #221016RFP.

A 3D rendering of the fitness court along with hyperlinked sample videos is attached to this memo. Please note that the default surface in the renderings is engineered wood chips, but the fitness court will be installed on the newly painted asphalt.

BUDGET: The funds to cover this work have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for Light Weight LLC.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
49056

Date: 09/05/2023

VENDOR: 10928

TO: Light Weight LLC
11160 Rojas
EL PASO, TX 79935

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

ATTN:
VENDOR PHONE: 915-433-2553
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: Finance - R. Hermosillo
REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			109446.16		109446.16

Fernie Madrid Eagle Park
Fitness Court
Equipment, Labor, Install, and Freight
Quote 07 13 23
Ysleta ISD/CTPA - 221016RFP-Informal

TOTAL 109446.16

P.O. Source	Account Number	Amount
Project Requisition	199.81.6399.23.862.99	1,693.26
Project Requisition	199.81.6639.23.862.99	107,752.9

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
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.

Roberto Reinas

Light Weight LLC
11160 Rojas Dr
El Paso, TX 79935
915.433.2553

ELEV8 CONSULTING AND EQUIPMENT

QUOTE

Inv#

Contract: **YISD Contract Reference: 221016RFP-Informal**

Vendor #

Submitted 7/13/23



Project
San Eli ISD Fit Play Park

Link	Item Code	Product Code	Description	Qty	Unit price	Discount	Total price
Equipment			**General Fitness Equipment Video**				
		CARDIO					
https://youtu.be	80501001	FAZ50101	City Bike with Touchscreen (IP65 certified) - Light Blue	1	$14,044.80	-$1,203.84	$12,840.96
https://youtu.be	80501001	*FAZ52101*	*Cross Trainer with Touchscreen (IP65 certified)- Light Blue*	1	$18,872.70	-$1,617.66	$17,255.04
	80501001	FAZ51100	Arm Bike NO SCREEN - ADA - Light Blue	1	$10,800.00	-$932.16	$9,867.84
		STRENGTH					
	80501001	FAZ605	Horizontal Row - Light Blue	1	$13,575.98	-$1,163.66	$12,412.32
	80501001	FAZ601	Chest Press - Light Blue	1	$14,184.45	-$1,215.81	$12,968.64
	80501001	FAZ108	Magnetic Kettlebells - Compact - Light Blue	1	$13,097.18	-$1,122.62	$11,974.56
	80501001	FSW102	Combi 2 - Light Blue	1	$5,909.00	-$236.36	$5,672.64
	80501001	FSW221	POD Jump / Step Set - 3 Heights - Black	1	$1,426.43	-$122.27	$1,304.16
			P&P Bond	1	$2,300.00		$2,300.00
					Equipment Costs		**$86,596.16**
Labor & Install							
			Install • Heavy Machinery requirements • Concrete footers • Rubber Fall Pads around Combi 2 Equipment				$15,000.00
			Freight				$7,850.00
					Equipment Install & Freight		**$22,850.00**

Net Total	$109,446.16
Taxes	N/A
Total	**$109,446.16**

WARRANTY

We have industry-leading warranties



LIFETIME* warranty

- Hot-Dip galvanized parts
- Stainless steel parts
- EcoCore™ and other high-density polyethylene (HDPE) parts



15-year warranty

- High-pressure laminate (HPL) parts
- Aluminum parts



10-year warranty

- TexMade™ posts
- Pre-galvanized posts with painted top layer
- Painted surface on galvanized or aluminum metal parts
- Electrogalvanized metal parts
- Molded PP decks
- Solid plastic parts
- Hollow plastic parts
- Transparent Poly Carbonate (PC) parts
- Wood-plastic composite (WPC) parts
- Robinia, ash, pine, and other wood types
- Stainless Steel Slides
- Rope and net constructions



5-year warranty

- Resin coated plywood parts
- Springs and ball bearing assemblies
- Graphic print on transparent PC panels
- Concrete parts
- Galaxy Connection Balls



2-year warranty

- Moveable plastic & metal parts
- Rubber membranes
- Screens and electronic parts
- Sunshades & sail solutions

* KOMPAN's LIFETIME warranty is in effect for the lifetime of the product until the product is uninstalled and/or taken out of use. In addition, KOMPAN's general terms and delivery conditions apply and supplement this warranty.

WARRANTY COVERAGE

This warranty applies to KOMPAN's products for the time periods described for each product type above and with the limitations described in this warranty. The warranty period applies from the date of purchase by the first customer. This warranty covers only defects in materials. KOMPAN's liability under this warranty is limited to repair or replacement of defective products, without charge, at KOMPAN's discretion. Defective electronic components will be delivered and changed by a KOMPAN ICON Professional installer free of charge.

PROPER INSTALLATION AND MAINTENANCE

The warranty only applies if KOMPAN's products have been installed according to the instructions provided by KOMPAN and maintained correctly according to the KOMPAN Maintenance Manual. All warranty claims shall be accompanied by full documentation for proper installation and maintenance. The warranty for the ICON electrical components is dependent on those products being installed by an ICON-trained and approved installer.

WARRANTY EXCLUSIONS

This warranty does not cover any damage caused by accident, improper care, negligence, normal wear and tear, surface corrosion on metal parts, discolored surfaces and other cosmetic issues or failures due to misuse or vandalism. Natural changes in wood over time are considered cosmetic issues and are not covered.

NEAR WATER INSTALLATIONS

Products installed in direct contact with chlorinated water or saltwater (waterparks), or products installed within 650 feet from the shore are not covered by the KOMPAN warranty for any defects caused by corrosion. Specially designed products (handled via department for customized products), provided they have been upgraded to corrosion class C4 prior to delivery, installed within 650 feet from the shore (and not in direct contact with saltwater/spray of saltwater or chlorinated water(e.g. waterparks)) shall, subject to the applicable warranty period for each product type set out in the general warranty, be covered only againststructural failure caused by corrosion (excluding moving parts) and under no circumstances for any period longer than 5 years.

THIRD-PARTY SUPPLIED PRODUCTS & SERVICES

KOMPAN provides non-KOMPAN branded products and installation services performed by certified third-party suppliers. This general KOMPAN warranty does not apply to such non-KOMPAN branded products and installation services, which may carry their own warranties. KOMPAN will pass on information on such warranties where possible.

FREIGHT AND WAREHOUSING

Global transport and logistics arranged by Kompan appointed forwarder. Products/items are not to be stored outside waiting for installation and must be kept dry at all times.

Cardio Fitness

KOMPAN can offer Outdoor Cardio Equipment which is equally functional and effective as the Cardio Equipment used in Commercial Fitness Centers.



Self-powered motor and gear providing a virtual flywheel to give real road experience. The users change the resistance in steps (26 – 750 Watts)

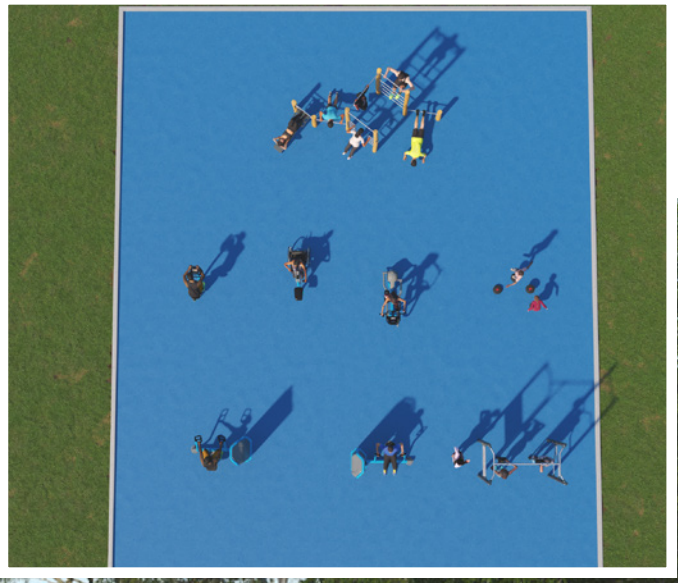


The 7'' touchscreen allows the user to change the resistance and gives instant feedback on speed, distance, time, cadence, watts, burned calories.



FITNESS ZONE

SAN ELIZARIO ISD



ARIAL VIEW


KOMPAN


KOMPAN









STATIONARY BIKE with TOUCHSCREEN



CROSS TRAINER with TOUCHSCREEN



ARM BIKE



SELECTORIZED CHEST PRESS



SELECTORIZED ROW



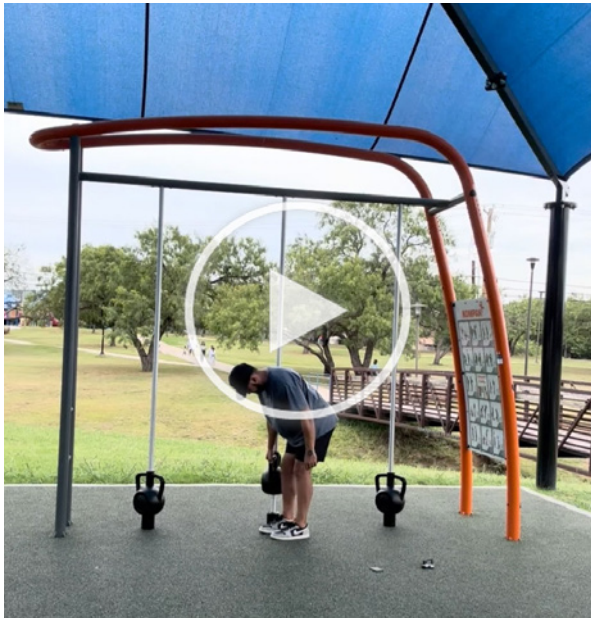
MAGNETIC WEIGHTED KETTLEBELLS



BODYWEIGHT COMBINATION GYM



POD JUMP / STEPS



KETTLEBELL SAMPLE VIDEO



FULLY ENCLOSED SELECTORIZED DEMO



OUTDOOR STRENGTH DEMO



TOUCH SCREEN TURN-ON DEMO



TOUCH SCREEN ADJUSTMENT DEMO

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, Executive Director of Support Services
Subject: Purchase Order # 49057 – Light Weight, LLC
Date: September 20, 2023

HISTORY: During the special Board meeting held on Monday April 17, 2023, certain improvements and renovations to the district park (Fernie Madrid Eagle Park) across from Alarcon Elementary on Socorro Rd., were approved.

RATIONALE: The replacement of the playground equipment was one of the items that was Board approved and is part of the improvements and renovations to the newly named Fernie Madrid Eagle Park. We selected a vendor that is part of the YISD/CTPA Purchasing Cooperative #221016RFP.

A 3D rendering of the playground is attached to this memo.

BUDGET: The funds to cover this work have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for Light Weight LLC.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
49057

Date: 09/05/2023

VENDOR: 10928

TO: Light Weight LLC
11160 Rojas
EL PASO, TX 79935

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

ATTN:
VENDOR PHONE: 915-433-2553
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: Finance - R. Hermosillo
REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			93265.40		93265.40

Fernie Madrid Eagle Park
Playground Equipment, Labor, Install, Equipment Removal, and Freight
Quote 08 22 23
Ysleta ISD/CTPA - 221016RFP-Informal

TOTAL **93265.40**

P.O. Source	Account Number	Amount
Project Requisition	199.81.6399.23.862.99	6,798.06
Project Requisition	199.81.6619.23.862.99	7,976.91
Project Requisition	199.81.6639.23.862.99	78,490.43

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
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.

Light Weight LLC
11160 Rojas Dr
El Paso, TX 79935
915.433.2553

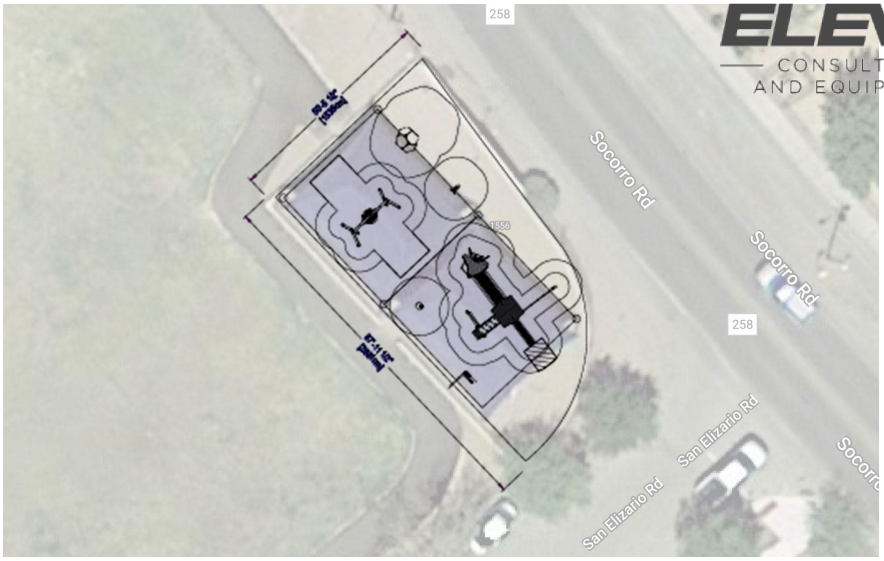
QUOTE

Inv#

Contract: YISD Contract Reference: 221016RFP-Informal

Vendor #

Submitted 8/22/23



Project
San Eli ISD Fit Play Park

Video	Item Code	Product Code	Description	Qty	Unit price	Discount	Total price
Equipment			**General Fitness Equipment Video**				
https://youtu.t	80501001	BLX4101	Bloqx - 1 bloqx	1	$10,626.00	-$1,720.40	$8,905.60
https://youtu.t	80501001	NRO2009-100	Double tower w spider net - Robinia w/ painted accents	1	$41,853.00	-$5,553.00	$36,300.00
https://youtu.t	80501001	ELE400024	Spinnerbowl	1	$1,533.00	-$248.20	$1,284.80
https://youtu.t	80501001	NRO911	Birds Nest Swing - Robinia	1	$6,678.00	-$1,081.20	$5,596.80
https://youtu.t	80501001	NRO112	Forest Bug Springer	1	$3,717.00	-$601.80	$3,115.20
			Ramp	1	$900.00		$900.00
			P&P Bond	1	$1,800.00		$1,800.00
			Playground Engineered Wood Fiber cu yd	87	$49.00		$4,263.00
						Equipment Costs	**$62,165.40**
Labor & Install							
			Installation and Equipment Removal • Including Sand Removal • Current Equipment Removal • Heavy Machinery requirements • Patch Rock Wall • Ground Prep • Wood Fiber install	1	$21,500.00		$21,500.00
						Equipment & Install	**$83,665.40**
						Freight	$9,600.00
						Net Total	$93,265.40
						Taxes	N/A
						Total	**$93,265.40**

Robinia wood

AUTHORIZED DEALER ELEV8 GYM DESIGN AND EQUIPMENT KOMPAN Let's play

Compared to non-organic materials, Robinia wood provides an explorative experience, and opens the gate to an imaginary world where children discover and learn from the organic variation in wooden species and natural elements.

The KOMPAN approach to manufacturing and delivery of our "Born Green" Robinia playgrounds are second to none:

- KOMPAN use only the best 4% of the Robinia tree for play equipment, and the KOMPAN manufacturing process ensures products that are built to last
- KOMPAN has a factory exclusively dedicated to products made of Robinia wood, ensuring we always work with the best materials, in the right environment and with full control over production to deliver the highest quality to our customers
- We remove the outer layer of bark and the sap wood of the raw Robinia tree to prevent rotting, to ensure the timber is structurally sound, and to make any painting or staining easier and longer lasting
- Our Robinia wood is rested for 2 years in the timberyard to allow the product to dry and the wood is reviewed for quality. Should any cracks develop, the product is deemed unsuitable for use
- Our Robinia supplies come from countries in Europe from plantations and from natural forest under responsible sustainable forest management. We also offer other types of wood from FSC® Certified (FSC® C004450) sources
- According to the EU Standard for the durabilty of wood (BS EN 350-2) the density of the timber and its resistance to decay is classified on a scale of 1-5. Robinia is categorised as Class 1 and therefore seen as the most robust available





WARRANTY

We have industry-leading warranties



LIFETIME* warranty

- Hot-Dip galvanized parts
- Stainless steel parts
- EcoCore™ and other high-density polyethylene (HDPE) parts



15-year warranty

- High-pressure laminate (HPL) parts
- Aluminum parts



10-year warranty

- TexMade™ posts
- Pre-galvanized posts with painted top layer
- Painted surface on galvanized or aluminum metal parts
- Electrogalvanized metal parts
- Molded PP decks
- Solid plastic parts
- Hollow plastic parts
- Transparent Poly Carbonate (PC) parts
- Wood-plastic composite (WPC) parts
- Robinia, ash, pine, and other wood types
- Stainless Steel Slides
- Rope and net constructions



5-year warranty

- Resin coated plywood parts
- Springs and ball bearing assemblies
- Graphic print on transparent PC panels
- Concrete parts
- Galaxy Connection Balls



2-year warranty

- Moveable plastic & metal parts
- Rubber membranes
- Screens and electronic parts
- Sunshades & sail solutions

* KOMPAN's LIFETIME warranty is in effect for the lifetime of the product until the product is uninstalled and/or taken out of use. In addition, KOMPAN's general terms and delivery conditions apply and supplement this warranty.

WARRANTY COVERAGE

This warranty applies to KOMPAN's products for the time periods described for each product type above and with the limitations described in this warranty. The warranty period applies from the date of purchase by the first customer. This warranty covers only defects in materials. KOMPAN's liability under this warranty is limited to repair or replacement of defective products, without charge, at KOMPAN's discretion. Defective electronic components will be delivered and changed by a KOMPAN ICON Professional installer free of charge.

PROPER INSTALLATION AND MAINTENANCE

The warranty only applies if KOMPAN's products have been installed according to the instructions provided by KOMPAN and maintained correctly according to the KOMPAN Maintenance Manual. All warranty claims shall be accompanied by full documentation for proper installation and maintenance. The warranty for the ICON electrical components is dependent on those products being installed by an ICON-trained and approved installer.

WARRANTY EXCLUSIONS

This warranty does not cover any damage caused by accident, improper care, negligence, normal wear and tear, surface corrosion on metal parts, discolored surfaces and other cosmetic issues or failures due to misuse or vandalism. Natural changes in wood over time are considered cosmetic issues and are not covered.

NEAR WATER INSTALLATIONS

Products installed in direct contact with chlorinated water or saltwater (waterparks), or products installed within 650 feet from the shore are not covered by the KOMPAN warranty for any defects caused by corrosion. Specially designed products (handled via department for customized products), provided they have been upgraded to corrosion class C4 prior to delivery, installed within 650 feet from the shore (and not in direct contact with saltwater/spray of saltwater or chlorinated water(e.g. waterparks)) shall, subject to the applicable warranty period for each product type set out in the general warranty, be covered only againststructural failure caused by corrosion (excluding moving parts) and under no circumstances for any period longer than 5 years.

THIRD-PARTY SUPPLIED PRODUCTS & SERVICES

KOMPAN provides non-KOMPAN branded products and installation services performed by certified third-party suppliers. This general KOMPAN warranty does not apply to such non-KOMPAN branded products and installation services, which may carry their own warranties. KOMPAN will pass on information on such warranties where possible.

FREIGHT AND WAREHOUSING

Global transport and logistics arranged by Kompan appointed forwarder. Products/items are not to be stored outside waiting for installation and must be kept dry at all times.

HIGHEST QUALITY MATERIALS

Engineered to last

Nothing lasts forever. All playgrounds face the trials of weather, use and abuse, and will eventually succumb to the ravages of time. That day can be postponed by using the finest of materials and the cleverest of designs. Quality costs, but quality also lasts. A simple equation that in the fullness of time, pays dividends.



PLAY PANELS

The 18mm EcoCore™ panels are a highly durable, eco-friendly material, which is not only recyclable after use, but also consists of a black core produced from 100% recycled post-consumer material from food packaging waste.
The new dark teal EcoCore™ panels, used in KOMPAN GreenLine products, are made of 100% recycled post-consumer ocean waste.



POSTS

MAIN POSTS are available in four different materials.

1. Impregnated pine wood with in-ground steel footing.
2. Galvanized steel with powder-coated top finish.
3. Color-anodized lead-free aluminium, made from low-carbon aluminium.
4. TexMade™ posts made from 100% post-consumer recycled textile and plastic waste.



DECKS

All decks are supported by uniquely designed low-carbon aluminium profiles with multiple attachment options. The gray-colored molded decks are made of 75% post-consumer ocean waste PP material with a non-skid pattern and texture surface.



GALVANIZED STEEL

Our STEEL surfaces and steel frames consist of a hot-dip galvanized inside and outside with lead-free zinc according to global safety standards for playground equipment. The galvanization has excellent corrosion resistance in outside environments and is maintenance free.



ROPE

Ropes come with galvanized six-stranded steel wires and a steel core and are impossible to wear through. Each strand is tightly wrapped with PES yarn, which is melted onto each individual strand, making the ropes highly wear and vandalism-resistant.



ROBINIA WOOD

Robinia wood is a very strong and long-lasting material with very high levels of natural oils. Thus, Robinia wood makes very durable playgrounds which are close to maintenance-free and able to last for many years.

WARRANTY

We have industry-leading warranties



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- Stainless steel parts
- EcoCore™ and other high-density polyethylene (HDPE) parts



15-Year Warranty

- High-pressure laminate (HPL) parts
- Aluminum parts



10-Year Warranty

- TexMade™ posts
- Pre-galvanized posts with painted top layer
- Painted surface on galvanized or aluminum metal parts
- Electrogalvanized metal parts
- Molded PP decks
- Solid plastic parts
- Hollow plastic parts
- Transparent Poly Carbonate (PC) parts
- Wood-plastic composite (WPC) parts
- Robinia, Siberian larch, pine, and other wood types
- Stainless Steel Slides
- Rope and net constructions



5-Year Warranty

- Resin coated plywood parts
- Springs and ball bearing assemblies
- Graphic print on transparent PC panels
- Concrete parts
- Galaxy Connection Balls



2-Year Warranty

- Moveable plastic & metal parts
- Rubber membranes
- Screens and electronic parts
- Sunshades & sail solutions

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FREIGHT AND WAREHOUSING
Global transport and logistics arranged by KOMPAN appointed forwarder. Products/items are not to be stored outside waiting for installation and must be kept dry at all times.

SAFETY STANDARDS
In the interest of playground safety, the International Play Equipment Manufacturers Association (IPEMA) provides a Third Party Certification Service whereby a designated independent laboratory, TÜV SÜD America Inc. (TÜV), validates an equipment manufacturer's certification of conformance to the ASTM F1487 Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, except sections 7.1.1, 10, 13.1.1, 13.1.2, 13.2, and 13.3 to CAN/CSA Z614 Children's Playspaces and Equipment, except clauses 10 and 11, or both. A list of current validated products and components may be viewed at www.ipema.org.

Click logos or visit www.IPEMA.org to check if products are IPEMA-certified.

PLAY ZONE
SAN ELIZARIO ISD

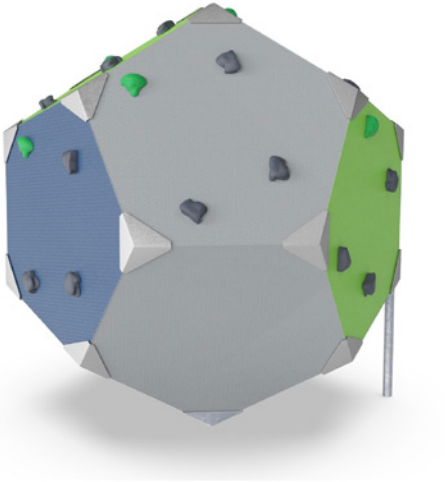


ARIAL VIEW


KOMPAN


KOMPAN





CLIMBING BLOQX



SPINNER SEAT



SPRINGER



BIRD'S NEST SWING



DOUBLE TOWER with SPIDER NET

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# 49068 – TASB Risk Management
Date: September 20, 2023

HISTORY: The current contract for commercial insurance coverage was approved by the Board of Trustees on September 8, 2021 for the three-year period of October 1, 2021 through September 30, 2024 and was awarded to the Texas Association of School Boards (TASB).

RATIONALE: TASB has submitted the renewal quote for the 2023-24 period which is the third year of the contract.

BUDGET IMPACT: The renewal quote for the 2023-24 period is $305,768.00 and will be paid from the general fund.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order.

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

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
49068

Date: 09/06/2023

VENDOR: 4542

TO: Tasb Risk Management Fund
Po Box 975111
Dallas, TX 75397-5111

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

ATTN:
VENDOR PHONE: 800-480-8272
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: Finance - R. Hermosillo
REC. GRP: Finance - R. Hermosillo

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			305768.00		305768.00

Insurance and Bonding Costs for the period of October 1, 2023 through September 30, 2024 to include property, school liability, privacy & information security, and automobile coverage.

TOTAL 305768.00

P.O. Source	Account Number	Amount
Project Requisition	199.34.6429.00.834.99	29,250
Project Requisition	199.41.6429.00.702.99	15,513
Project Requisition	199.51.6429.00.890.99	255,505
Project Requisition	199.53.6429.00.886.99	5,500

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
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.

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: Ms. Agueda Reyes, Executive Director Child Nutrition Services
Subject: Purchase Order # 49147 – SEISD Catering
Date: September 20, 2023

HISTORY: Due to the extended school day, a snack will be provided to students daily.

RATIONALE: Child Nutrition Services cannot claim federal reimbursement for snacks served before the end of the school day due to program guidelines. Unfortunately, Child Nutrition Services cannot utilize the excess fund balance to cover the cost of snacks.

Child Nutrition Services will order, package, and distribute snacks daily. SEISD will reimburse Child Nutrition Services for snack costs.

BUDGET: The estimated cost to serve approximately 269,000 snacks for the year is $250,000 and will be paid from the general fund.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve funding to cover snack costs to reimburse Child Nutrition Services.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
49147

Date: 09/13/2023

VENDOR: 5037

TO: Seisd-Catering

San Elizario, TX 79849

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

ATTN:
VENDOR PHONE:
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: CNS - V. Ibarra
REC. GRP: CNS - V. Ibarra

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			250000.00		250000.00

For the purchase of student snacks to be served during the school day for fiscal year 2023-2024

TOTAL **250000.00**

P.O. Source	Account Number	Amount
Project Requisition	199.11.6497.00.801.11	250,000

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
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3. Tax Exempt No. 74 6002231
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THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

San Elizario ISD
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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, Executive Director- Support Services
Subject: Consider and possible Board action to approve final payment to ESA Construction Inc., for the construction of the front entrance metal shade canopies at Borrego -PO# 45175
Date: September 20, 2023

HISTORY: ESA Construction, Inc. has completed all construction work regarding the design, fabrication and construction of the main entrance metal shade canopy and two ancillary side canopies.

RATIONALE: The purpose of this agenda item is to seek Board acceptance of the work and to approve the release of the remaining balance for the aforementioned project in accordance with CV (LOCAL).

BUDGET: The remaining amount of $15,936.23 which includes any retainage owed to the contractor, will be paid from the allocated funds that were committed for this project.

ADMINISTRATIVE RECOMMENDATION: The recommendation is for the Board of Trustees to approve the final payment as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

ESA Construction Inc
120 Paragon Ln Ste 103
El Paso, TX 79912
915-845-4577 Fax: 915-845-5786

INVOICE #: 221502.05F
INVOICE DATE: 8/31/2023
DUE DATE: 9/30/2023
OWNER PO#: 45175

Bill To: San Elizario Ind School Dist
1050 Chicken Ranch Rd
San Elizaro, TX 79849

221502 San Elizario Independent School
Borrego ES Canopy

ORIGINAL CONTRACT SUM	126,706.00
CHANGE ORDERS TO DATE	6,255.53
CONTRACT SUM TO DATE	132,961.53
WORK COMPLETED _STORED TO DATE	132,961.53
RETAINAGE TO DATE	0.00
TOTAL EARNED LESS RETAINAGE	132,961.53
LESS PREVIOUSLY BILLED	117,025.30
CURRENT PAYMENT DUE	15,936.23
SALES TAX (if applicable)	0.00
CURRENT PAYMENT DUE WITH TAX	15,936.23

The Undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work coverd by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: ESA CONSTRUCTION INC

By: _____

CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the above application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the Amount Certified.

OWNER/ARCH.: _____

Date: _____

OWNER/ARCH.: _____

Date: _____

AIA Type Document
Application and Certification for Payment

TO (OWNER): SEISD

PROJECT: Borrego ES Canopy

APPLICATION NO: 5
PERIOD TO: 8/31/2023

DISTRIBUTION TO:
_ OWNER
_ ARCHITECT
_ CONTRACTOR

FROM (CONTRACTOR): ESA Construction Inc
3435 Girard Blvd NE
Albuquerque, NM 87107-1939

VIA (ARCHITECT):

ARCHITECT'S PROJECT NO:

CONTRACT FOR:

CONTRACT DATE:

ITEM	DESCRIPTION	SCHEDULE VALUE	PREVIOUS APPLICATIONS	COMPLETED THIS PERIOD	STORED MATERIAL	COMPLETED STORED	%	BALANCE	RETAINAGE
1	General Conditions	14,168.00	11,334.40	2,833.60 ✓	0.00	14,168.00	100.00	0.00	0.00
2	Bond Premiums	3,260.00	3,260.00	0.00	0.00	3,260.00	100.00	0.00	0.00
3	Permit & Insurance	1,122.00	1,122.00	0.00	0.00	1,122.00	100.00	0.00	0.00
4	Design	6,732.00	6,732.00	0.00	0.00	6,732.00	100.00	0.00	0.00
5	Footings & Concrete Patch	6,275.00	6,275.00	0.00	0.00	6,275.00	100.00	0.00	0.00
6	Steel Materials	69,692.00	66,207.40	3,484.60 ✓	0.00	69,692.00	100.00	0.00	0.00
7	Steel Erection	23,415.00	21,073.50	2,341.50 ✓	0.00	23,415.00	100.00	0.00	0.00
8	Painting	2,042.00	1,021.00	1,021.00 ✓	0.00	2,042.00	100.00	0.00	0.00
9	Change Order #1	6,255.53	0.00	6,255.53 ✓	0.00	6,255.53	100.00	0.00	0.00
	REPORT TOTALS	$132,961.53	$117,025.30	$15,936.23 ✓	$0.00	$132,961.53	100.00 ✓	$0.00	$0.00

San Elizario ISD
P.O. Box 920
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Fax 915.872.3903

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: September 20, 2023

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 School because the Special Education student group missed targets in reading, math, and student achievement domain scores (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. Schools with at least one underperforming student group are identified for Targeted Support and Improvement Identification (TSI). Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administration recommends 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 ☒Attachment

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 ** Only necessary if the DCSI is NOT the Principal supervisor.*	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 2022 and 2023, and any relevant student achievement data from 2023-2024, 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 5.1: Special Education population will increase the meets by 2% in the areas of math and reading. Math meets 18% and Readding meets 12%
	What changes in student group and subject performance are included in these goals?	We want to show growth in our SPED population in the meets performance level.
	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.	4 - Partial 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.	4 - Partial 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.	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	**5.1**	**5.1**	
Rationale	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.		
How will the campus build capacity in this area? Who will you partner with?	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 Lead4ward, Region 19, district Planning and Instruction department and the district SPED department to help identify and model researched based teaching practices.		
Barriers to Address throughout this year	A possible barrier to address is not using research based practices to address the students diverse needs. Retention of SPED teachers.		
How will you communicate these priorities to your stakeholders? How will you create buy-in?	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.		
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.		
District Commitment Theory of Action	If the district supports training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.		

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 2019and 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										
							2022 Results	2023 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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	59%	63%	MAPS	60%	25.40%	MAPS	61%		MAPS	62%		63%
		3rd	All	Reading	Meets	STAAR	21%	29%	MAPS	22%	11.30%	MAPS	23%		MAPS	24%		25%
		3rd	All	Reading	Masters	STAAR	13%	11%	MAPS	14%	8.50%	MAPS	15%		MAPS	16%		17%
		4th	All	Reading	Approaches	STAAR	67%	59%	MAPS	68%	36.20%	MAPS	69%		MAPS	70%		71%
		4th	All	Reading	Meets	STAAR	43%	25%	MAPS	44%	15.50%	MAPS	45%		MAPS	46%		47%
		4th	All	Reading	Masters	STAAR	23%	6%	MAPS	24%	5.20%	MAPS	25%		MAPS	26%		27%
		5th	All	Reading	Approaches	STAAR	81%	70%	MAPS	82%	29.70%	MAPS	83%		MAPS	84%		85%
		5th	All	Reading	Meets	STAAR	50%	42%	MAPS	51%	20.90%	MAPS	52%		MAPS	53%		54%
		5th	All	Reading	Masters	STAAR	22%	18%	MAPS	23%	8.80%	MAPS	24%		MAPS	25%		26%
		6th	All	Reading	Approaches	STAAR	54%	73%	MAPS	55%	44.70%	MAPS	56%		MAPS	57%		58%
		6th	All	Reading	Meets	STAAR	31%	41%	MAPS	32%	19.70%	MAPS	33%		MAPS	34%		35%
		6th	All	Reading	Masters	STAAR	9%	13%	MAPS	10%	3.90%	MAPS	11%		MAPS	12%		13%
		3rd	All	Mathematics	Approaches	STAAR	57%	73%	MAPS	58%	38%	MAPS	59%		MAPS	60%		61%
		3rd	All	Mathematics	Meets	STAAR	17%	20%	MAPS	18%	11.30%	MAPS	19%		MAPS	20%		21%
		3rd	All	Mathematics	Masters	STAAR	5%	6%	MAPS	6%	5.60%	MAPS	7%		MAPS	8%		9%
		4th	All	Mathematics	Approaches	STAAR	66%	69%	MAPS	67%	44.60%	MAPS	68%		MAPS	69%		70%

		4th	All	Mathematics	Meets	STAAR	28%	37%	MAPS	29%	8.40%	MAPS	30%		MAPS	31%		32%
		4th	All	Mathematics	Masters	STAAR	13%	10%	MAPS	14%	1.20%	MAPS	15%		MAPS	16%		17%
		5th	All	Mathematics	Approaches	STAAR	80%	76%	MAPS	81%	28%	MAPS	82%		MAPS	83%		84%
		5th	All	Mathematics	Meets	STAAR	41%	40%	MAPS	42%	21.50%	MAPS	43%		MAPS	44%		45%
		5th	All	Mathematics	Masters	STAAR	14%	7%	MAPS	15%	7.50%	MAPS	16%		MAPS	17%		18%
		6th	All	Mathematics	Approaches	STAAR	68%	83%	MAPS	69%	50%	MAPS	70%		MAPS	71%		72%
		6th	All	Mathematics	Meets	STAAR	20%	32%	MAPS	21%	21.10%	MAPS	22%		MAPS	23%		24%
		6th	All	Mathematics	Masters	STAAR	1%	6%	MAPS	2%	2.60%	MAPS	3%		MAPS	4%		5%
		5th	All	Science	Approaches	STAAR	60%	53%	9 Weeks Assessment	61%	77.53%	MAPS	62%		MAPS	63%		64%
		5th	All	Science	Meets	STAAR	29%	25%	9 Weeks Assessment	30%	21.35%	MAPS	31%		MAPS	32%		33%
		5th	All	Science	Masters	STAAR	8%	6%	9 Weeks Assessment	9%	5.62%	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	12%	18%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd- 6th	EB	Mathematics	Meets	STAAR	18%	28%	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	12%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Reading	Meets	STAAR	27%	24%	MAPS	28%		MAPS	29%		MAPS	30%		31%
4. Domain 3 Focus 3	ELP Component	All	Emergent Bilinguals (EBs)	TELPAS	All	TELPAS			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	5.1	5.1	
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.	0	0
Desired 90-day Outcome	Our desired outcomes for the 1st 90-day cycle is for teachers to implement guided reading and guided reading work stations aligned to STAAR.		
Barriers to Address During this Cycle	A possible barrier to address is that teachers are not implementing the framework of the curriculum and following the scope and sequence. Another barrier is teachers not understanding the differentiation of the student IEP.		
District Actions for this Cycle	The district action for this cycle is for the Planning and Instruction department to assist teachers in differentiating instruction within guided reading groups and math instruction using instructional materials specifically geared towards our special populations.		
District Commitment Theory of Action	If the district supports training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	0	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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
IEP Training	5.1	7/21/2023	Student IEP	Leadership Team	Sign in sheet, learning walks, walk throughs and lesson plans	on-going		
Guided Reading Stations aligned to STAAR by Region 19	5.1	8/10/2023		Leadership Team, Instructional Officer	Sign in sheets, learning walks, walk throughs	on-going		
PLC Process	5.1	8/2/2023- May	PLC Agenda, PLC roles, PLC schedule	Leadership Team, Instructional Officer, Teachers	Agendas, sign in sheets, lesson plans	on-going		
Guided Reading Training for grades 3-6	5.1	9/28/2023	Guided Reading books	Leadership Team	Sign in Sheets, learning walks, walk throughs			

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?	5.3- Our desired out comes 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. The desired 90 day outcome was met with significant progress. We will continue to have common assessment data meetings and MAP Assessment data review. 5.1-Our desired outcomes for the 1st 90-day cycle is for teachers to use high quality instructional materials with fidelity. The desired outcome was met with some progress. We will continue to provide training on SPED accommodations. 4.1-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.The desired outcome was met with some progress. We will continue to provide feedback and suggestions on lesson plans. We will have a formative assessment training in January 2023.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Student performance goals were not achieved in the areas of Math and Reading. This is the first time the Map Assessment has been adminstered to this group of students. The assessment was given in September and the students had only been in school for 1 month.	
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**
	4.1- The teachers to implement daily formative assessments to help guide their daily instruction.	

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	5.1	5.1	0
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.	0	0
Desired 90-day Outcome		Our desired outcomes for the 90-day cycle is for teachers to understand their students differntiated needs and to provide the necessary accomodations in their lessons.	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 addres is teachers not understanding the differentiation of the student IEP/accomodations.	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 for this cycle is for the SPED department to contiue to support 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 training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	0	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 Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Plan training of formative assessments with Instructional Officers	4.1	1/3/2023	Training prep time	Instructional Specialist, Instructional Officer	Sign in sheet, Lesson plans, walk thorughs	1/3/2023		A half-day training will be done on January 3 by our Instructional Officers and Instructional Specialist.
Provide teachers with training on accomodations and IEPs.	5.1	1/3/2023	Student IEPs	Administration	Sign in sheet, Lesson plans, walk thorughs			
Provide feedback on lesson plans with a focus on formative assessments and use of high yeild instructional strategies.	5.1	12/1/2022		Leadership Team	Lesson Plans, emails walk throughs			

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?		
	Carryover Action Steps	**New Action Steps**
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?		

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	5.1	5.1	0
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.	0	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district supports training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	0	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 Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	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	0	0	0
Desired Annual Outcome	0	0	0
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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: SB 763 Chaplains Employed at or Volunteering in Public Schools
Date: September 20, 2023

HISTORY:
As per the TASA Updated 2023 Regular Session Bill Summary Report, SB 763 — Chaplains Employed at or Volunteering in Public Schools permits a school district to employ or accept as a volunteer a chaplain to provide support, services and programs for students as assigned by the board of trustees or governing body. In addition, it establishes that under these provisions, a chaplain is not required to be certified by SBEC. However, the district must ensure that the chaplain complies with applicable requirements under the Education Code, Subchapter C, Chapter 22 (i.e, non-certified fingerprint requirements) before employment or volunteering. It prohibits a district or charter from hiring or accepting as a volunteer a chaplain who has been convicted of or placed on deferred adjudication community service for which they have been required to register as a sex offender. Makes other conforming changes regarding chaplains throughout.

RATIONALE:
SB 763 requires each board of trustees and governing body to take a record vote not later than six months after the effective date of this Act on whether to adopt a policy authorizing employment or the volunteering of a chaplain. Earliest effective date: Beginning with the 2023-2024 school year

BUDGET:
There is no impact on the budget.

ADMINISTRATIVE RECOMMENDATION:
The Administrative recommendation is for the Board of Trustees not to permit a district campus to employ or accept as a volunteer a chaplain to provide support, services, and programs for students at this time.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

Resolution of the Board to Employ or Accept as Volunteers Chaplains

WHEREAS, Section 23.001 of the Texas Education Code permits the district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the Board;

WHEREAS, Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a **record vote** between September 1, 2023, and March 1, 2024, on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of San Elizario Independent School District hereby:

> Does not permit a district campus to employ or accept as a volunteer a chaplain to provide support, services, and programs for students at this time.

Adopted this _____ (*date*) day of _____ (*month*), _____ (*year*), by the Board of Trustees.

Presiding officer's signature: _____

Secretary's signature: _____

Tex. Educ. Code § 23.001

Section 23.001 - [Effective 9/1/2023] School Chaplains

(a) A school district or open-enrollment charter school may employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the board of trustees of the district or the governing body of the school. A chaplain employed or volunteering under this chapter is not required to be certified by the State Board for Educator Certification.
(b) A school district or open-enrollment charter school that employs or accepts as a volunteer a chaplain under this chapter shall ensure that the chaplain complies with the applicable requirements under Subchapter C, Chapter 22, before the chaplain begins employment or volunteering at the district or school.
(c) A school district or open-enrollment charter school may not employ or accept as a volunteer a chaplain who has been convicted of or placed on deferred adjudication community supervision for an offense for which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure.

Tex. Educ. Code § 23.001

Added by Acts 2023, Texas Acts of the 88th Leg.- Regular Session, ch. TBD,Sec. 1, eff. 9/1/2023, app. beginning with the 2023-2024 school year.

casetext

By: Middleton S.B. No. 763

A BILL TO BE ENTITLED
AN ACT
relating to allowing school districts to employ chaplains to perform the duties of school counselors.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 33.002, Education Code, is amended by adding Subsection (d) to read as follows:

(d) Notwithstanding Subsections (b) and (c) or any other law, a school district may employ a chaplain instead of a school counselor to perform the duties required of a school counselor under this title. A chaplain employed under this subsection is not required to be certified by the State Board for Educator Certification.

SECTION 2. Section 48.115(b), Education Code, is amended to read as follows:

(b) Funds allocated under this section must be used to improve school safety and security, including costs associated with:

(1) securing school facilities, including:

(A) improvements to school infrastructure;

(B) the use or installation of physical barriers; and

(C) the purchase and maintenance of:

(i) security cameras or other security equipment; and

(ii) technology, including communications systems or devices, that facilitates communication and information sharing between students, school personnel, and first responders in an emergency;

(2) providing security for the district, including:

(A) employing school district peace officers, private security officers, and school marshals; and

(B) collaborating with local law enforcement agencies, such as entering into a memorandum of understanding for the assignment of school resource officers to schools in the district;

(3) school safety and security training and planning, including:

(A) active shooter and emergency response training;

(B) prevention and treatment programs relating to addressing adverse childhood experiences; and

(C) the prevention, identification, and management of emergencies and threats, using evidence-based, effective prevention practices and including:

(i) providing licensed counselors, social workers, chaplains, and individuals trained in restorative discipline and restorative justice practices;

(ii) providing mental health personnel and support, including chaplains;

(iii) providing behavioral health services, including hiring chaplains;

(iv) establishing threat reporting systems; and

(v) developing and implementing programs focused on restorative justice practices, culturally relevant instruction, and providing mental health support, including the utilization of chaplains; and

(4) providing programs related to suicide prevention, intervention, and postvention, including the utilization of chaplains.

SECTION 3. Each board of trustees of a school district and each governing body of an open-enrollment charter school shall take a record vote not later than six months after the effective date of this Act on whether to adopt a policy authorizing every campus of the district or school to hire a chaplain under Sections 33.002 and 48.115, Education Code, as added by this Act.

SECTION 4. This Act applies beginning with the 2023-2024 school year.

SECTION 5. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2023.

CardonaJr, Alfredo

From: CardonaJr, Alfredo
Sent: Wednesday, September 13, 2023 8:28 AM
To: CardonaJr, Alfredo
Subject: FW: Reject public school chaplain programs

From: Jennifer Hawks <jhawks@bjconline.org>
Sent: Tuesday, September 12, 2023 3:48:30 PM
To: Meza-Chavez, Jeannie <jmeza-chavez@seisd.net>
Subject: Reject public school chaplain programs

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.

To Superintendent Chavez,

I hope your 2023-2024 school year is off to a great start. I am emailing you today on behalf of BJC (Baptist Joint Committee for Religious Liberty), Interfaith Alliance, Texas Impact and more than 170 Texas chaplains who oppose the creation of public school chaplain programs as envisioned by S.B. 763.

SB 763 requires all school boards to vote on whether or not to create a chaplain program for their public schools. The law's only requirement for someone to work or volunteer as a chaplain is that they be able to pass a background check. The group backing the law successfully lobbied to keep out all other standards and accountability measures including the most basic of standards for government chaplains in other contexts such as prohibitions against proselytizing or requirements to include chaplains from a variety of faith traditions who would serve students and staff from all faith traditions and those without a faith tradition.

This letter from chaplains uses their expertise and experience to explain why chaplains oppose this public school chaplain program. The letter remains open as Texas chaplains continue signing on. If the current list of signers would be helpful when your district takes up the matter, please reach out to me so I can send you the most current version.

Texas's public school children and families deserve better than this poorly envisioned bandaid to the shortage of school counselors and concerns over school safety. We urge San Elizario Isd to vote "NO" on whether to create a public school chaplaincy program under SB 763.

Respectfully,

Rev. Jennifer Hawks

BJC
Faith. Freedom. For All.

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Take a stand against Christian nationalism, which is a distortion of the faith and a threat to our country. Learn more about this dangerous ideology here.

To: All Texas School Board Members
From: Texas Chaplains
Re: Reject public school chaplain programs
Date: September 12, 2023

We, the undersigned chaplains, write in response to the Texas Legislature's recent passage of SB 763, requiring school districts to vote on whether to create a paid or volunteer chaplain program to "provide support, services, and programs for students."

Because of our training and experience, we know that chaplains are not a replacement for school counselors or safety measures in our public schools, and we urge you to reject this flawed policy option: It is harmful to our public schools and the students and families they serve.

There is no requirement in this law that the chaplains refrain from proselytizing while at schools or that they serve students from different religious backgrounds.

The law provides for chaplain salaries to be drawn from funds designated "to improve school safety and security." Those funds are directed at – but not limited to – the roles of restorative discipline and justice practices, mental and behavioral health support, and suicide prevention, intervention, and postvention. We are deeply concerned about using chaplains in these roles to provide those services, particularly as the law does not require any specific training or qualifications.

SB 763 allows a school district to give any employee or volunteer who can pass a background check the title of "chaplain." This is simply not enough. Professional chaplains have specific education and expertise to fulfill our role in helping others engage their own religious practices and traditions. Typically, we are required to have a graduate theological degree and be supported by an approved organization connected to our spiritual tradition. In some settings, chaplains also must have one to two years of full-time experience as a religious or spiritual leader. Many of us are ordained in our faith tradition. Additionally, board certified chaplains in health care go through a rigorous certification process, pursuing hundreds of hours of extensive training and hands-on experience.

Our extensive training empowers us to follow the lead of the individuals seeking our spiritual care without imposing our own faith tradition upon them. For example, a Jewish military chaplain will advocate that a Muslim service member be able to pray the five daily prayers while deployed. A Christian hospital chaplain will help an atheist patient explain to her family her peace of mind that there is no afterlife.

As trained chaplains, we are not qualified for the duties envisioned by SB 763. We cooperate with mental health counselors – we do not compete with them. Further, professions which help children with sensitive matters, such as therapists and police investigators, typically require special training on how to interview and treat juveniles. Few chaplains have this expertise. Finally, using the school safety allotment to pay for chaplains is wholly inappropriate.

Chaplaincy programs do not train chaplains on active shooter situations or to be public safety professionals.

As trained chaplains, we strongly caution against the government assertion of authority for the spiritual development and formation of our public school children. We would never provide spiritual care to someone without their consent. And when children are involved, parental consent is necessary. Not only are chaplains serving in public schools likely to bring about conflict with the religious beliefs of parents, but chaplains serving in public schools would also amount to spiritual malpractice by the chaplains.

Government-sanctioned chaplains make sense in some settings, but not in our public schools. Many of us serve in contexts in which individuals cannot access their religious services — such as the military, a prison, or hospital — which is hardly the case for children in public school. Military members may have security or language barriers in finding a house of worship while on deployment. Incarcerated individuals are not given a "religious hall pass" to leave prison and attend the corporate worship service of their own choosing. Hospitalized patients may be too sick or far away from their congregations to engage in meaningful religious exercise.

Public school children simply do not face the barriers to religious exercise that service members, prisoners, and patients face. Parents or guardians must have the right to choose the religious leaders who will influence their children's spiritual journey. Public schools should not interfere or alter parental decisions in the realm of religious exercise or spiritual care.

We are chaplains from a diversity of faith or ethical traditions living in or educated in Texas. We proudly serve(d) in various capacities, including as hospice, hospital, military, prison, or university chaplains.

We urge you to support religious freedom and parental rights by rejecting this harmful program to have government-approved chaplains in our public schools. We believe that a strong public school system is one in which the limited funding for safety and security of students is used to hire the most skilled professionals for those roles. We believe that families, not the government, are entrusted with their children's spiritual development.

Respectfully,

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St. Edward's University, Austin Presbyterian Theological Seminary

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Cantor Sheri Allen
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Marina Yergin
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Judson ISD, North East ISD, San Antonio ISD, Alamo Heights ISD

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MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Executive Director Technology
Subject: Department of Information Resources Interlocal Agreement for Managed Security Services
Date: September 20, 2023

HISTORY:

Texas Education Agency (TEA) received funding for a Cybersecurity Initiative in order to provide immediate solutions to protect LEAs (Charter and ISD'S) from major cyber incidents. The initiative is fully funded by TEA and is delivered at no cost. Funding is available from September 1, 2023, through August 31, 2025.

RATIONALE:

San Elizario ISD needs to sign DIR's inter-local agreement to receive the in-scope services from DIR's Shared Technology Services (STS), and Managed Security Services (MSS) program.

BUDGET: There is no budget Impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the board to approve this Interlocal Agreement and allow San Elizario ISD to take full advantage of these resources for the allotted time.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

MANAGED SECURITY SERVICES TERMS AND CONDITIONS

This agreement is part of and incorporated within the Interagency/Interlocal Contract ("Contract") that has been entered into by the contracting parties. DIR Customer acknowledges and agrees that this Contract is with DIR and, therefore, DIR Customer does not have privity of contract with the SCPs.

Capitalized terms not defined herein shall have the meaning set forth in the relevant DIR Shared Services Contract.

DIR Customer agrees to the following conditions for receiving Managed Security Services:

1. Conditions for Providing Security Services

1.1 Access

DIR and/or Service Component Provider (SCP) shall use the Internet for primary access to DIR Customer's systems unless otherwise noted and agreed upon. DIR Customer shall not employ special access restrictions against DIR and/or Service Component Provider that it does not apply to the rest of the public network over the course of regular business.

1.2 Network Control

DIR Customer must inform DIR if DIR Customer does not control its network access and/or its Internet service is provided via a third party. DIR Customer is responsible for obtaining all necessary approvals. DIR Customer shall provide all necessary contact information for the third parties that control its network access, Internet service, and/or web applications. DIR Customer's emergency contact list shall include primary and secondary staff capable of administering DIR Customer computer systems specific to the type of services being requested or required.

1.3 Disclosure of Objectionable Material

In conducting the services authorized by DIR Customer, DIR may inadvertently uncover obscene, excessively violent, harassing, or otherwise objectionable material that may violate State or Federal law, including material that may infringe the intellectual property of a third party on DIR Customer devices or networks. DIR shall notify DIR Customer's Executive Director or highest level executive of the existence of all such objectionable and/or potentially illicit material so that DIR Customer may deal with the objectionable and/or potentially illicit material as it deems appropriate.

If DIR accesses child pornography, as defined in the Child Sexual Exploitation and Pornography Act, 18 U.S.C., Chapter 110, in conducting approved Services, DIR shall report such to DIR Customer's Executive Director or highest level executive and an appropriate law enforcement agency and provide the law enforcement agency access to the visual depictions of child pornography.

If DIR accesses information that they perceive as a serious threat to human life or safety in conducting the approved Services, DIR shall report such threat to an appropriate law enforcement agency and DIR Customer's Executive Director or highest-level executive.

1.4 No Warranties and Limitation of Liability

DIR makes no representation or warranty that its security services will disclose, identify, or prevent all vulnerabilities. DIR hereby disclaims all warranties, both express and implied, including without limitation, the implied warranties of merchantability and fitness for a particular purpose. In no event shall DIR be liable for damages of any kind or nature that may arise from the services provided by DIR or DIR's Service Component Provider or Service Provider.

1.5 Service Interruption

DIR will endeavor not to disrupt DIR Customer's services and to adhere to best practices for all work performed. However, tools or services may affect the serviceability of poorly configured or overextended systems or services. It is possible that control of DIR Customer's system may be lost. For any testing that DIR may be conducting, DIR endeavors to use the safest methods to compromise DIR Customer's systems; however, DIR Customer should be prepared to restore a damaged system from a recent, acceptable backup within an acceptable time as determined by DIR Customer. During any testing DIR may conduct, DIR will NOT conduct any deliberate Denial-of-Service attack. DIR Customer agrees not to hold DIR liable in the event of any service interruption(s) that may arise as a result of performance of any Services. If either party becomes aware of a service interruption, that party will notify the other party's emergency contact.

1.6 Termination of Services

If DIR Customer terminates certain Services, that it requested and approved, for convenience, DIR Customer shall pay the remaining requisite unrecovered costs that have already been incurred prior to the notice of termination, such unrecovered costs will be calculated in accordance with the relevant DIR Shared Services Contract, SMM, or other DIR Customer approved terms. DIR Customer understands that it may not be able to terminate services or receive any refund of a pre-payment after approving the relevant financial solution.

2. DIR and DIR Customer Responsibilities

2.1 DIR Customer agrees as follows to the extent assessment Services are requested or required:

a) DIR Customer responses to information requests and artifacts gathering pertinent to this security and risk assessment will be timely;

b) The artifacts data are reasonably available via interviews and documents review;

c) DIR Customer will make available the necessary Subject Matter Expert (SME) with required expertise to work with the SCP Assessment Team and will remain available thru the duration of the assessment;

d) DIR Customer SME will be available when required for interaction with the SCP Assessment Team and that all the interviews will be conducted over the number of consecutive days as established during the project planning and scheduling phase;

e) DIR Customer is responsible for the coordination and scheduling of resources and providing meeting facilities as necessary;

f) Deliverables will be complete when DIR Customer has approved in writing that the deliverable meets the acceptance criteria;

g) All document deliverables must be in formats (hard copy and/or electronic) as specified by DIR Customer. At a minimum, the formats must be in industry-accepted standards (e.g., MS Word, MS PowerPoint MS Project);

h) DIR Customer will assist with meeting coordination for meetings between DIR Customer Key Personnel and DIR and the Service Provider and other staff to gather requirements and other activities;

i) DIR may receive final copies of reports if DIR is paying for the assessment.

2.2 Penetration Testing

2.2.1 DIR Customer agrees as follows to the extent penetration testing ("PT") is requested or required:

a) SCP may conduct a passive scan to determine the number of live IPs within the Customer designated IP range.
b) DIR Customer shall not intentionally place an unsecured system or device in the test scope.
c) If DIR Customer detects SCP testing activities, DIR Customer technical staff shall follow standard operating procedures and policies.

2.3 DIR Customer Compliance

DIR Customer shall comply with all policies, procedures, and processes in the relevant SMM(s) and as provided by DIR.

INTERLOCAL CONTRACT
BETWEEN
THE DEPARTMENT OF INFORMATION RESOURCES
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
RELATING TO THE USE OF THE DIR SHARED SERVICES MASTER SERVICE AGREEMENTS

This Interlocal Contract ("ILC" or "Contract") is entered into by the governmental entities shown above as contracting parties (referred to individually as a "Party" and collectively as the "Parties") pursuant to the provisions of the Interlocal Cooperation Act, Chapter 791, Texas Government Code. This ILC is created under the authority of and to give effect to the intent and purpose of Chapters 2054 and 2059 of the Texas Government Code.

The entity receiving services under the DIR Shared Services Contracts through this ILC is hereinafter referred to as the "Receiving Entity" or the "DIR Customer."

This ILC authorizes DIR Customer to participate in the Department of Information Resources ("DIR" or "Performing Agency") Shared Services Program. The DIR Shared Services Program includes contracts that have been competitively procured by DIR. All specific services and products are purchased through the DIR Shared Services Program contracts and subject to the processes and terms therein.

DIR's Shared Services Program provides for a Multisourcing Service Integrator (MSI) service provider ("MSI SCP") and various Service Component Providers ("SCP"). The Shared Services Master Service Agreements, as amended, are defined on the Shared Services web page on the DIR website ("DIR Shared Services Contracts") and are incorporated herein. Unless otherwise referenced, the references to Exhibits and Attachments herein are references to Exhibits and Attachments of the DIR Shared Services Contracts.

DIR Customer acknowledges and agrees that this ILC is with DIR and, therefore, DIR Customer does not have privity of contract with the SCPs.

Capitalized terms not defined herein shall have the meaning set forth in the relevant DIR Shared Services Contract.

SECTION I
CONTRACTING PARTIES

DIR CUSTOMER: San Elizario Independent School District

PERFORMING AGENCY: Department of Information Resources

SECTION II
STATEMENT OF SERVICES TO BE PERFORMED

2.1 Effect of ILC and General Process

The DIR Shared Services Program offers a variety of services and related support and products. The list of such services is provided through the DIR Shared Services Catalog and the DIR Shared Services portal. Further, SCPs may work with third-party vendors to provide additional services or products within the requirements of the relevant DIR Shared Services Contract.

This ILC describes the rights and responsibilities of the Parties relating to implementation, operation, maintenance, use, payment, and other associated issues by and between DIR Customer and DIR related to the Services to be provided through the DIR Shared Services Contracts. DIR Customer shall receive the Services described in the DIR Shared Services Contracts, subject to the terms of the relevant DIR Shared Services Contracts and this ILC. DIR Customer is only subject to those specific terms to the extent DIR Customer requests services or products through those specific DIR Shared Services Contracts. Each specific DIR Shared Services program also has program-specific terms and conditions. Upon DIR Customer's approval of such terms and conditions, the program-specific terms and conditions are incorporated automatically herein.

The details of specific processes and procedures are contained in the relevant Service Management Manual ("SMM"), developed by the MSI and/or SCPs, approved by DIR, and incorporated herein. The DIR Shared Services Contracts require the MSI and SCPs to develop appropriately documented policies, processes, and procedures and to provide training to DIR Customer personnel where required to ensure effective service interfaces, before approval and adoption of the SMM.

The terms of the relevant DIR Shared Services Contracts will apply to this ILC and will remain in full force and effect except as may be expressly modified by any amendment to the specific DIR Shared Services Contract. Such amendments will automatically apply to this ILC with no further action by the Parties. DIR shall keep DIR Customer generally informed of such amendments and provide the opportunity to provide input to DIR through the Shared Services portal as well as the DIR Shared Services Program Governance structure described below.

2.2 DIR Shared Services Program Process

To obtain Services, DIR Customer shall either order services directly through the MSI Marketplace portal where certain services and pricing are established or request certain services and products through the Request for Services process. This process is detailed in the relevant SMM for each SCP. As part of the response to a Request for Service, DIR Customer will receive a proposal, including the proposed solution or service, estimated cost or other financial obligations, if any, and any other relevant program-specific terms and conditions related to the services provided for in response to the Request for Service.

DIR Customer may accept or decline those terms and services at that time. The final DIR Customer approved technical solution, financial solution, and related terms are contractually binding terms that incorporate the terms of this ILC and the relevant Shared Services Contract(s). The program-specific terms and all other service/solution related terms and conditions are incorporated herein automatically upon DIR Customer's approval of such terms and conditions. Later termination of a Service or solution after an original approval or any pre-payment, may result in additional cost to the DIR Customer and may not allow for any refund of payments already made.

2.3 Change Orders and Change Control

In accordance with the relevant SMM and Shared Services Contract requirements, DIR Customer will coordinate with the MSI and/or SCP for all change requests. Change Control processes and authority may vary between DIR Shared Services Contracts as it relates to the rights of Customers to request changes. Further, Change Control does not allow DIR Customers to alter terms and conditions of the DIR Shared Services Contracts.

SECTION III
DIR CUSTOMER PARTICIPATION

3.1 General Shared Services Governance

Governance of the DIR Shared Services Program is based on an owner-operator approach in which DIR Customers, in the role of operator, actively work with all SCPs to resolve local operational issues and participate in committees to address enterprise matters. Enterprise-level decisions, DIR Customer issues, and resolution of escalated DIR Customer-specific issues are carried out by standing governance committees, organized by subject area and comprised of representatives from DIR Customers, DIR management, SCP management, MSI management, and subject-matter experts. DIR Customers are structured into partner groups that select representatives to participate in these committees. DIR Customer shall participate within this Governance structure as described above and within the relevant SMM(s) ("Shared Services Governance").

3.2 DIR Customer and SCP Interaction and Issue Escalation

In accordance with the relevant SMM(s), DIR Customer shall interface with SCPs on the performance of "day-to-day" operations, including work practices requiring SCP and DIR Customer interaction, issues resolution, training, planning/coordination, and "sign-off." All issues are intended to be resolved at the lowest level possible. In those instances where it becomes necessary, the following escalation path is utilized. If DIR Customer is not able to resolve an issue directly with SCP staff, DIR customer escalates the issue to SCP management. If the issue cannot be resolved by SCP management, DIR Customer escalates to DIR. If the issue cannot be resolved by DIR, DIR Customer escalates to the appropriate DIR Shared Services Program Governance committee.

3.3 DIR Customer Specific Laws

Per the Compliance with Laws section of the DIR Shared Services Contracts, DIR Customer shall notify DIR, in writing, of all DIR Customer-specific laws ("DIR Customer-Specific Laws"), other than SCP Laws, that pertain to any part of DIR Customer's business that is supported by SCPs under the DIR Shared Services Contracts, and DIR will notify SCPs, in writing, of such DIR Customer-Specific Laws. The Parties intend that such DIR Customer-Specific Laws will be identified and included in the portion of the SMM specific to DIR Customer. DIR Customer shall use commercially reasonable efforts to notify DIR, in writing, of any changes to DIR Customer-Specific Laws that may, in any way, impact the performance, provision, receipt and use of Services under the DIR Shared Services Contracts. DIR shall advise SCPs of such change and require that any changes to DIR Customer-Specific Laws are identified and included in the SMM. If necessary to facilitate DIR compliance with the requirements of the DIR Shared Services Contracts, DIR Customer shall provide written interpretation to DIR of any DIR Customer-Specific Law.

3.4 DIR Customer responsibilities

Where appropriate, DIR Customer shall support the following:

(a) Software currency standards are established for the Shared Services environment through the owner operator governance model. DIR Customers will be engaged in approval of these standards and the development of technology roadmaps that employ these software currency standards. DIR Customers are expected to remediate applications in order to comply with the standards

(b) Technology standards (e.g. server naming standards, reference hardware architectures, operating system platforms) are established through Shared Services Governance. DIR Customers will adhere to these standards. Any exceptions will follow governance request processes.

(c) DIR Customer shall ensure network connectivity and sufficient bandwidth to meet DIR Customer's needs.

(d) DIR Customers will collaborate with SCPs to establish and leverage standard, regular change windows to support changes to enterprise systems. These change windows will be constructed to support varying degrees of service impact, from planned down-time to no service impact. Standard enterprise changes during these windows may affect all systems in one or more of the consolidated data centers simultaneously.

(e) DIR Customers will support the consolidation of commodity services into shared enterprise solutions that leverage common management and configuration practices delivered by the service providers. Examples of such commodity services are SMTP mail relay and DNS management.

(f) DIR Customers will support and align with standard enterprise Service Responsibilities Matrixes and associated processes for obtaining an exception or making improvements to the standard enterprise Service Responsibility Matrixes.

3.5 DIR Customer Equipment and Facilities

Any use by SCPs of DIR Customer Equipment and/or Facilities shall be limited to the purpose of fulfilling the requirements of this ILC or the DIR Shared Services Contracts.

DIR Customer will retain ownership of DIR Customer Equipment. DIR Customer shall comply with DIR refresh policies, as amended from time to time by DIR.

3.6 DIR Customer Contracts, Leases, and Software with Third Parties

DIR Customer will make available for use or use its best efforts to cause to be made available for use by DIR and/or SCPs the DIR Customer Contracts and Leases with third parties ("DIR Customer Third Party Contracts and Leases") and DIR Customer third party software ("DIR Customer-Licensed Third Party Software") that pertain to the Shared Services. Any use by DIR and/or SCPs of DIR Customer Third Party Contracts and Leases and/or DIR Customer-Licensed Third Party Software shall be limited to fulfilling the requirements of this ILC or the DIR Shared Services Contracts.

SCPs shall obtain all Required Consents in accordance with DIR Shared Services Contracts. DIR Customer will use its best efforts to assist SCPs to obtain from each Third Party Software licensor the right to use the DIR Customer-Licensed Third Party Software for Services provided under the DIR Shared Services Contracts. Except to the extent expressly provided otherwise and in accordance with the DIR Shared Services Contracts, SCPs shall pay all transfer, re-licensing, termination charges and other costs or expenses associated with obtaining any Required Consents or obtaining any licenses or agreements as to which SCPs are unable to obtain such Required Consents. If requested by DIR, DIR Customer shall cooperate with SCPs in obtaining the Required Consents by executing appropriate DIR approved written communications and other documents prepared or provided by SCPs.

3.7 Security

DIR Customer shall comply with recommended relevant security standards and relevant SCP security guides, as amended from time to time by DIR, the MSI, or the SCP. DIR Customer shall inform DIR as to any DIR Customer specific security considerations.

DIR Customer acknowledges that any failure on its part to follow recommended security standards, policies, and procedures may place its own data and operations at risk as well as those of SCP(s) and other governmental entities. DIR Customer accepts the related potential risks and liabilities that are created by DIR Customer's failure to comply with the recommendations if it is determined such recommendations would have prevented an issue. DIR accepts no responsibility for the risk or liability incurred due to a DIR

Customer's decision to not follow DIR's recommendations. SCP will not be liable for violations of security policies and procedures by DIR Customer. Additionally, failure to comply with security standards, policies, and procedures may lead to the suspension or termination of the availability of certain Applications and services. SCP will give DIR and the DIR Customer notification of non-compliance.

SECTION IV
CONTRACT AMOUNT

In accordance with terms of the DIR Shared Services Contracts, including all relevant pricing and accepted Request for Services proposals, and this ILC, DIR Customer shall be responsible for and agrees to pay DIR the applicable Charges for Services received from the SCPs and the MSI, Services DIR Customer agrees to pre-pay, the DIR recovery fees, any allocated charges, and any Pass Through Expenses incurred by DIR or SCPs on behalf of DIR Customer. The applicable fees are set out in the relevant DIR Shared Services Contracts as incorporated herein and, if applicable, specifically addressed in response to any Request for Services. Certain pricing is based upon DIR Customer's specific consumption; therefore, DIR Customer controls the amounts and duration of the contract amounts. It is understood and agreed that amounts are subject to change depending upon Services required and/or requested and approved and further dependent upon legislative direction and appropriations available for such Services.

Attachment A provides the estimated spend for services as approved by DIR Customer. DIR Customer may complete this form, as may be required by DIR Customer's own processes and procedures, and submit it to DIR. This form may be revised and updated by DIR Customer at any time as needed without a formal amendment from DIR by DIR Customer submitting to DIR an updated form. DIR Customer must adhere to its own policies and processes for authorizing an adjustment to such amounts internally. DIR Customer is solely responsible for monitoring compliance with Attachment A and to communicate any changes to Attachment A to DIR. DIR shall not be responsible for monitoring or ensuring such compliance.

SECTION V
PAYMENT FOR SERVICES

DIR shall electronically invoice DIR Customer for Services on a monthly basis. Certain Services may not require Customer payment and, thus, may not be invoiced. Each invoice shall include the applicable monthly charges for Services received from the SCPs, the DIR recovery fees, all allocated charges, and any Pass-Through Expenses incurred by DIR or SCPs on behalf of DIR Customer in accordance with the DIR Shared Services Contracts.

The DIR recovery fees shall be reviewed at least annually in accordance with the requirements for billed statewide central services as set forth in OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments (as updated, revised or restated) and other applicable statutes, rules, regulations and guidelines. DIR shall retain

documentation for the DIR recovery fees. DIR fees are also determined and reported in accordance with DIR processes and sections 2054.0345-0346 of the Texas Government Code.

Each invoice shall include sufficient detail for DIR Customer to allocate costs to all federal and state programs in accordance with the relative benefits received and to make federal claims according to the federal cost plan of DIR Customer.

In order to allow DIR to meet the statutory payment requirements in Chapter 2251, Texas Government Code, DIR Customer shall make monthly payments by check or Electronic Funds Transfer (EFT) within twenty (20) days following receipt of each invoice from DIR. For purposes of determination of the payment due date, DIR and DIR Customer shall use the date when the invoice is electronically transmitted by DIR to DIR Customer and posted on the chargeback system along with reports that substantiate the service volumes and associated charges. Although cash flow considerations require timely payments as required herein, the rights of DIR Customer and DIR to dispute charges shall be consistent with Texas law.

The MSI SCP is required to develop and maintain a chargeback system. DIR shall coordinate requirements and functionality for the chargeback system with DIR Customer needs and requirements under federal and state requirements for invoiced charges generated through the system. DIR Customer shall utilize this chargeback system to link the designated measurable activity indicators (such as applications or print jobs) with the appropriate financial coding streams. DIR Customer shall update this information monthly, or at such other intervals as are necessary, to enable the MSI SCP to generate accurate invoices reflecting the appropriate distribution of costs as designated by DIR Customer.

DIR Customer is liable for all costs and expenses associated with providing Services under the ILC to the extent such costs and expenses have been incurred by DIR and such Services have been provided to DIR Customer or DIR Customer agrees to pay for such Services prior to receiving them.

Except as allowed in Texas Government Code, Chapter 2251, DIR Customer shall have no right to set off, withhold or otherwise reduce payment on an invoice. In accordance with Texas Government Code, Section 791.015, to ensure enforceability of payment obligations, DIR Customer consents to DIR presenting this ILC and all unpaid invoices to the alternate dispute resolution process, as set forth in Chapter 2009, Texas Government Code. Provided, however, that such consent shall not constitute an agreement or stipulation that Services have been provided or that the invoices are correct. DIR Customer expressly retains all rights to which it is entitled under Texas Government Code, Chapter 2251, in the event of a disagreement with DIR as to whether Services have been provided and accepted or an invoice contains an error.

If DIR Customer disputes an invoice, it shall present the billing dispute in writing directly to the MSI through the Service Catalog within four (4) invoice cycles after the date DIR Customer receives the invoice and reports that substantiate the service volumes and

associated Charges from DIR. DIR Customer will provide to the MSI all relevant documentation to justify the billing dispute.

SECTION VI
TERM AND TERMINATION OF CONTRACT AND SERVICES

6.1 Term and Termination of ILC

The term of this ILC shall commence upon start of services or execution of this ILC, whichever shall come earlier, and shall terminate upon mutual agreement of the Parties.

This ILC is contingent on the continued appropriation of sufficient funds to pay the amounts specified in DIR Customer's Requests for Services, including the continued availability of sufficient relevant federal funds if applicable. Continuation of the ILC is also contingent on the continued statutory authority of the Parties to contract for the Services. If this ILC is terminated for any reason other than lack of sufficient funds, lack of statutory authority, or material breach by DIR, DIR Customer shall pay DIR an amount sufficient to reimburse DIR for any termination charges and any termination assistance charges incurred under the DIR Shared Services Contracts and this ILC as a result of such termination by DIR Customer. DIR Customer shall provide at least ninety (90) days' written notice to DIR prior to termination. Payment of such compensation by DIR Customer to DIR shall be a condition precedent to DIR Customer's termination.

DIR and DIR Customer acknowledge and agree that compliance with federal law and ongoing cooperation with federal authorities concerning the expenditure of federal funds in connection with the DIR Shared Services Contracts and this ILC are essential to the continued receipt of any relevant federal funds.

6.2 Termination of Services

If DIR Customer terminates certain Services, that it requested and approved, for convenience, DIR Customer shall pay the remaining requisite unrecovered costs that have already been incurred prior to the notice of termination, such unrecovered costs will be calculated in accordance with the relevant Shared Services Contract, SMM, or the approved services proposal and related terms. DIR Customer understands that it may not be able to terminate services or receive any refund of a pre-payment after approving the relevant financial solution.

SECTION VII
MISCELLANEOUS PROVISIONS

7.1 Public Information Act Requests

Under Chapter 552, Texas Government Code (the Public Information Act), information held by SCPs in connection with the DIR Shared Services Contracts is information collected, assembled, and maintained for DIR. DIR shall respond to Public Information Act requests for SCP information. If DIR Customer receives a Public Information Act request for SCP information that DIR Customer possesses, DIR Customer shall respond to the request as it relates to the information held by DIR Customer. Responses to requests for confidential information shall be handled in accordance with the provisions of the Public Information Act relating to Attorney General Decisions. Neither Party is authorized to receive or respond to Public Information Act requests on behalf of the other. If SCP or DIR receives a Public Information Act request for information or data owned by DIR Customer, DIR or SCP will refer the requestor to DIR Customer.

7.2 Inventory Control

DIR shall coordinate financial accounting and control processes between DIR Customer and SCPs and ensure inclusion of reasonable control and reporting mechanisms, including any control and reporting mechanisms specifically required by DIR Customer, in the Service Management Manual. Such procedures shall specifically recognize DIR Customer requirements for inventory control and accounting for state owned and leased equipment and facilities, including hardware, software, contracts, and other items of value that may be utilized by, or authorized for use under the direction and control of SCPs.

7.3 Confidential Information

DIR shall require SCPs to maintain the confidentiality of DIR Customer information to the same extent that DIR Customer is required to maintain the confidentiality of the information, and with the same degree of care SCPs use to protect their own confidential information. DIR acknowledges that DIR Customer may be legally prohibited from disclosing or allowing access to certain confidential data in its possession to any third party, including DIR and SCPs. The relevant SMM shall document detailed confidentiality procedures, including the process DIR Customer shall follow to identify confidential information it is legally prohibited from disclosing or allowing access to by DIR and SCPs and including confidentiality procedures required that are specific to DIR Customer. The DIR Shared Services Contracts sets forth the confidentiality obligations of SCPs.

DIR Customer shall notify DIR, in writing, (1) if DIR Customer is a covered entity subject to the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations at 45 Code of Federal Regulations Parts 160 and 164, that is required to enter into a business associate agreement with DIR or SCPs; (2) if DIR Customer receives Federal tax returns or return information; and (3) if DIR Customer is subject to any other requirements specific to the provision of Services. If DIR Customer receives federal tax returns or return information, then DIR Customer must comply with the requirement of IRS Publication 1075 and Exhibit 7 to IRS Publication 1075. In the event a DIR customer is subject to additional requirement as mentioned in this section, DIR shall require SCPs to maintain the confidentiality of DIR Customer information in accordance with language

included in Attachment B of this agreement. Such additional requirements as is included in Attachment B of this agreement shall be included in the relevant SMM.

7.4 Notification Information

Contact information for purposes of notification for each Party is set forth below.

DIR Customer's Primary Contact

Name: Vicente Rodriguez
Title: Network Administrator
Address: 1050 Chicken Ranch Road PO Box 920 San Elizario, TX 79849
Telephone: 915-872-3939 x3487
Email: vicrodriguez@seisd.net

DIR's Primary Contact

sharedservicescontractoffice@dir.texas.gov

The DIR Billing Contact is listed in the DIR Contacts section of the monthly Shared Services Payment Guidance letter, which is provided to the DIR Customer with the monthly Shared Services invoice.

7.5 Binding Effect

The Parties hereto bind themselves to the faithful performance of their respective obligations under this ILC.

7.6 Amendments

This ILC may not be amended except by written document signed by the Parties hereto or as specified within this ILC or the attachment being amended.

7.7 Conflicts between Agreements

If the terms of this Contract conflict with the terms of any other contract between the Parties, the most recent contract shall prevail. This Contract provides a general description of certain terms within the DIR Shared Services Contracts. If the terms of this Contract conflict with the terms of the DIR Shared Services Contracts, the DIR Shared Services Contracts' terms shall prevail. If the terms of this Contract conflict with the terms of an accepted proposal or solution from a Request for Services, this Contract shall prevail.

7.8 Responsibilities of the Parties

The Parties shall comply with all federal, state and local laws, statutes, ordinances, rules and regulations and with the orders and decrees of any courts or administrative bodies or tribunals in any manner affecting the performance of the ILC. The parties do not intend to create a joint venture. Each Party acknowledges it is not an agent, servant or employee of the other. Each Party is responsible for its own acts and deeds and for those of its agents, servants and employees. Notwithstanding the foregoing, DIR will cooperate with DIR Customer in all reasonable respects to resolve any issues pertaining to federal funding in connection with this ILC or the DIR Shared Services Contracts.

DIR and DIR Customer agree that Services contemplated in this ILC shall be governed by provisions in the DIR Shared Services Contracts regarding individual responsibilities of the parties, including Services provided by the SCPs. DIR Customer shall comply with all policies, procedures, and processes in the relevant SMM (s) and as provided by DIR. In the event DIR Customer actions, failure to perform certain responsibilities, or Request for Services result in financial costs to DIR, including interest accrued, those costs shall be the responsibility of DIR Customer. DIR and DIR Customer shall coordinate and plan for situations where conflicts, failure to perform or meet timely deadlines, or competition for resources may occur during the term of this contract. Unless otherwise specifically addressed, the governance process, addressed above, for the DIR Shared Services Contracts shall be used for issue resolution between DIR Customers, DIR and DIR SCPs.

7.9 Audit Rights of the State Auditor's Office

In accordance with Section 2262.154, Texas Government Code and other applicable law, the Parties acknowledge and agree that: (1) the state auditor, the Parties' internal auditors, and if applicable, the Office of Inspector General of DIR Customer or their designees may conduct audits or investigations of any entity receiving funds from the state directly under the Contract or the DIR Shared Services Contracts, or indirectly through a subcontract under the DIR Shared Services Contracts; (2) that the acceptance of funds directly through this Contract or indirectly through a subcontractor under the Contract acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, the Parties' internal auditors, and if applicable, the Office of Inspector General of DIR Customer or their designees to conduct audits or investigations in connection with those funds; and (3) that the Parties shall provide such auditors or inspectors with access to any information considered relevant by such auditors or inspectors to their investigations or audits.

7.10 General Terms

Except as expressly provided herein, no provision of this ILC will constitute or be construed as a waiver of any of the privileges, rights, defenses, remedies or immunities available to DIR Customer. The failure to enforce or any delay in the enforcement of any privileges, rights, defenses, remedies, or immunities available to DIR Customer by law will not constitute a waiver of said privileges, rights, defenses, remedies, or immunities or be considered as a basis for estoppel. Except as expressly provided herein, DIR

Customer does not waive any privileges, rights, defenses, remedies or immunities available to DIR Customer.

This Customer Agreement will be construed and governed by the laws of the State of Texas. Venue for any action relating to this Customer Agreement is in Texas state courts in Austin, Travis County, Texas, or, with respect to any matter in which the federal courts have exclusive jurisdiction, the federal courts for Travis County, Texas.

If one or more provisions of this ILC, or the application of any provision to any Party or circumstance, is held invalid, unenforceable, or illegal in any respect, the remainder of this ILC and the application of the provision to other Parties or circumstances will remain valid and in full force and effect.

Signatory Warranty

Each signatory warrants requisite authority to execute the ILC on behalf of the entity represented.

SECTION VIII
CERTIFICATIONS

The undersigned Parties hereby certify that: (1) the matters specified above are necessary and essential for activities that are properly within the statutory functions and programs of the affected agencies of State Government; (2) this ILC serves the interest of efficient and economical administration of State Government; and (3) the Services, supplies or materials in this ILC are not required by Section 21, Article 16 of the Constitution of Texas to be supplied under contract given to the lowest responsible bidder.

IN WITNESS WHEREOF, the Parties have signed this ILC effective on date of last signature below.

RECEIVING ENTITY: SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

By: _____

Printed Name: Horacio Hernandez

Title: Executive Director of IT

Date: _____

PERFORMING AGENCY: DEPARTMENT OF INFORMATION RESOURCES

By: _____

Printed Name: Dale Richardson

Title: Chief Operating Officer

Date: _____

Legal: _____

Attachments to ILC

Attachment A Estimated Spend Form – (Customer may provide Attachment A to DIR if required by their processes.)

Attachment B Additional Confidentially Requirements – (As necessary and described in Section 7.3, Confidential Information)

Attachment A
Estimated Spend Form

*This form is to be used as needed by the DIR Customer to capture spend within the Shared Services Program. This amount may be based upon the DIR Customer's biennial budget(s).

Below are the estimated spend amounts for certain DIR Shared Services received through this ILC and may change based upon DIR Customer consumption. This amount is to be managed and monitored solely by the DIR Customer. Amounts may be transferred by the DIR Customer that change this amount. Such increases or decreases are strictly within the control of the DIR Customer.

DIR Customer is required to pay for any costs incurred in accordance with this ILC and the related DIR Shared Services Contracts regardless of the estimated spend amounts reflected herein.

Updates to this form may be executed through written notice by the DIR Customer to DIR.

Costs, such as incremental network expenses, which are billed directly to or paid by the DIR Customer, are not included in these amounts.

For the period MONTH DAY, YEAR through MONTH DAY, YEAR the estimated spend is $XX,XXX as the spend applies to _____ Services.

DIR Customer acknowledges and agrees that the responsibility to manage, monitor, and change the amounts contained in this form are the sole responsibility of the DIR Customer. Further, each signatory warrants requisite authority to execute any changes to this Attachment A in accordance with the DIR Customer's applicable approval processes.

By: _____

Printed Name: _____

Title: _____

Date: _____

Attachment B
Additional Confidentiality Requirements

None.

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
CC: Dr. Jeannie Meza-Chavez, Superintendent
Norberto Rivas, Chief Financial Officer
From: Horacio Hernandez, Executive Director Technology
Subject: Consider and possible Board action to approve a 1-year agreement with Charter Communications, LLC for EPL Lines for 8 sites at a cost of $311,040.00
Date: September 20, 2023

HISTORY:
San Elizario ISD currently connects all six (6) campuses, the Administration Building, and the Support Services Operations Center back to the Network Operation Center (NOC) using EPL 10 Gbps communication lines provided by Charter Communication.

RATIONALE:
WANRack, the Erate-approved service provider, is currently working on building the district's private fiber network which should be completed by June 2024. Until the private network is completed, the district still needs the current EPL lines with the current service provider for one more year.

BUDGET:
Total cost: $311,040.00 | $25,920.00 per month for one (1) year at 10Gbps EPL to eight (8) locations.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is for our Board of Trustees to Consider and possible Board action to approve a 1-year 10 Gig EPL Communication Lines with Charter Communications Operating, LLC.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

SERVICE ORDER

THIS SERVICE ORDER ("Service Order"), is executed and effective upon the date of the signature set forth in the signature block below ("Effective Date") and is by and between Charter Communications Operating, LLC on behalf of those operating subsidiaries providing the Service(s) hereunder ("Spectrum") and Customer (as shown below) and is governed by and subject to the Spectrum Enterprise Commercial Terms of Service posted to the Spectrum Enterprise website, https://enterprise.spectrum.com/ (or successor url) or, if applicable, an existing services agreement mutually executed by the parties (each, as appropriate, a "Service Agreement"). Except as specifically modified herein, all other terms and conditions of the Service Agreement shall remain unamended and in full force and effect.

Spectrum Enterprise Contact Information
Contact: Julio Samble Telephone: 9154910250 Email: julio.c.samble@charter.com

Customer Information		
Customer Name SAN ELIZARIO INDEP SCHOOL DISTRICT		Order # 13870576
Address 1364 Fm 1110 San Elizario TX 79849		
Telephone (915) 872-3935		Email: horacioh@seisd.net
Contact Name Horacio Hernandez	Telephone (915) 872-3935	Email: horacioh@seisd.net
Billing Address 1364 Fm 1110 San Elizario TX 79849		
Billing Contact Name	Telephone	Email:

NEW AND REVISED SERVICES AT 200 Herring Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Spoke	12 Months	1	$0.00	$0.00
TOTAL*				**$1,620.00**

NEW AND REVISED SERVICES AT 200 N Herring Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Spoke	12 Months	1	$0.00	$0.00
TOTAL*				**$1,620.00**

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NEW AND REVISED SERVICES AT 13680 Socorro Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
Hub - ELINE Master	12 Months	1	$0.00	$0.00
EPL 10 Gbps	12 Months	7	$1,620.00	$11,340.00
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Hub - ELINE Master	12 Months	7	$0.00	$0.00
TOTAL*				**$12,960.00**

NEW AND REVISED SERVICES AT 12280 Socorro Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
Spoke	12 Months	1	$0.00	$0.00
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
TOTAL*				**$1,620.00**

NEW AND REVISED SERVICES AT 13300 Chicken Ranch Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Spoke	12 Months	1	$0.00	$0.00
TOTAL*				**$1,620.00**

NEW AND REVISED SERVICES AT 1050 Chicken Ranch Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Spoke	12 Months	1	$0.00	$0.00
TOTAL*				**$1,620.00**

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NEW AND REVISED SERVICES AT 13981 Socorro Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
Spoke	12 Months	1	$0.00	$0.00
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
TOTAL*				**$1,620.00**

NEW AND REVISED SERVICES AT 12501 Socorro Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
Spoke	12 Months	1	$0.00	$0.00
TOTAL*				**$1,620.00**

NEW AND REVISED SERVICES AT 13705 Socorro Rd , San Elizario TX 79849				
Service Description	**Order Term**	**Quantity**	**Monthly Recurring Charge(s)**	**Total Monthly Recurring Charge(s)**
Spoke	12 Months	1	$0.00	$0.00
EPL 10 Gbps	12 Months	1	$1,620.00	$1,620.00
TOTAL*				**$1,620.00**

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1. **TOTAL CHARGE(S). Total Monthly Recurring Charges and Total One-Time Charges are due in accordance with the monthly invoice.**
2. **TAXES**. Plus applicable taxes, fees, and surcharges as presented on the respective invoice(s).
3. **SPECIAL TERMS**.

   Spectrum hereby agrees the Service ordered hereunder is an upgrade to existing Service at the Service (Location/Address) and, in this case, will not require an extension to the initial Term. Therefore, the Term of this upgrade Order shall end on the expiration of the initial Term and shall then be subject to any renewal terms set forth herein or in the Agreement

By signing below, the signatory represents they are duly authorized to execute this Service Order.

CUSTOMER SIGNATURE

Signature: _____

Printed Name: _____

Title: _____

Date:

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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. Rogelio Segovia, Associate Superintendent
Subject: Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP – Chapter 37 of the Texas Education Code
Date: September 20, 2023

HISTORY:

The Interlocal Agreement for the Establishment and Operation of El Paso County JJAEP, Pursuant to Chapter 37 of the Texas Education Code, is a yearly agreement among the following school districts: Ysleta ISD; Socorro ISD; Fabens ISD; San Elizario ISD; Tornillo ISD, Clint ISD; Anthony ISD; El Paso ISD, and Canutillo ISD.

RATIONALE:

The Texas Government Code, Chapter 37, requires the Board to establish a Juvenile Justice Alternative Education Program (JJAEP) for El Paso County based on its population.

BUDGET:

The El Paso County Juvenile Probation Department shall fund placements only for students enrolled in the participating districts. This funding applies to students expelled from school due to conduct that mandates expulsion under Tex. Edu. Code Section 37.007(a), (d), and (e).

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is to approve the Interlocal Agreement for the Establishment and Operation of El Paso County JJAEP Pursuant to Chapter 37 of the Texas Education Code as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Memo Attachment

IN THE STATE OF TEXAS
COUNTY OF EL PASO

INTERLOCAL AGREEMENT FOR THE ESTABLISHMENT AND OPERATION OF EL PASO COUNTY JUVENILE ALTERNATIVE EDUCATION PROGRAMS PURSUANT TO CHAPTER 37 OF THE TEXAS EDUCATION CODE MEMORANDUM OF UNDERSTANDING

This Interlocal Agreement is made by and between the El Paso County Juvenile Board, hereinafter referred to as the "Board", and the Ysleta Independent School District, hereinafter referred to as "YISD", Ysleta Board of Trustees, hereinafter referred to as "YISD Board"; El Paso Independent School District, Anthony Independent School District, Canutillo Independent School District, Socorro Independent School District, Fabens Independent School District, San Elizario Independent School District, Tornillo Independent School District and Clint Independent School District hereinafter collectively referred to as "Districts" and individually as "Participating District" and are joined for purposes of establishing the respective responsibilities of the Board and the Districts. Nothing herein shall create a direct contractual relationship between the Districts and YISD in its capacity as provider agent or provider of Juvenile Justice Alternative Education Program (JJAEP) services.

The purpose of this Agreement is for the establishment by the Board of a JJAEP approved by the Texas Juvenile Justice Department and operated by the YISD, for the districts' students as permitted by § 37.011(e) of the Tex. Educ. Code. This Agreement will serve to combine into one system the operational, programmatic, and educational standards for the JJAEP required by the Tex. Educ. Code, § 37.011(e) and Title 37 of the Tex. Admin. Code, Chapter 348. (37 TAC § 348). The JJAEP shall serve, and the El Paso County Juvenile Probation Department shall be responsible for funding only placements of students enrolled at the Participating Districts who have been expelled from school for conduct for which expulsion is mandatory under Tex. Educ. Code § 37.007(a), (d) and (e). The academic mission of the program is to enable students to perform at grade level. The program shall be located at YISD-Cesar Chavez Academy, 7814 Alameda Ave, El Paso, Texas, 79915.

DUTIES OF THE JUVENILE BOARD AND JJAEP ADMINISTRATOR

For provision of JJAEP services as consideration for YISD's operation of the educational component of the JJAEP and acting provider for the JJAEP, the Juvenile Board, by and through the County of El Paso, agrees to pay YISD, the amount approved per day by the Texas Juvenile Justice Department for each YISD or other Participating District student's enrollment in the JJAEP, utilizing state-appropriated funds from the Texas Juvenile Justice Department funds for the applicable school year, and pass-through funding provided by the Participating Districts. Texas Juvenile Justice Department funds include settle up funds due to unexpended year end balances. It is understood by the YISD that the daily rate of compensation for educational services is determined by the State of Texas and is subject to change throughout the year. Said fee will be paid to the attention of YISD's Chief Financial Officer on a quarterly basis, with the first payment due December 15 of the applicable school year, with all fees paid no later than 60 days following the conclusion of the respective school year.

The Board and the JJAEP Administrator will monitor compliance and performance and will conduct an annual JJAEP Performance Review between the conclusion of the school year and prior to the next school year to determine JJAEP effectiveness. The JJAEP Administrator will also conduct an annual JJAEP Management review of the overall JJAEP operations before the beginning of the next year. The JJAEP Administrator will provide copies of both reports to the YISD School Board President, Trustees and the Superintendent within 30 days of Juvenile Board review.

DUTIES OF YISD AND THE DISTRICTS

Specifically, YISD shall provide facilities, personnel and services necessary to operate on the Board's behalf, a JJAEP approved by the Texas Juvenile Justice Department as outlined under Chapter 348 as permitted by § 37.011(e) of the Tex. Educ. Code ("JJAEP Services"). The educational components of the JJAEP shall be subject to the policies adopted by the YISD Board of Trustees. YISD shall follow the programmatic and process components of the JJAEP as outlined in the El Paso County JJAEP Policies, Procedures and Texas Administrative Code Standards under Chapter 348. Based on the current capacity under building code regulations, YISD is required to have no more than 32 students placed at JJAEP at one time; therefore, YISD shall have no obligation to enroll in JJAEP more than 32 students ("capacity").

YISD agrees to continue the provision of personnel and services necessary to operate the JJAEP and implement a Continuity of Operations Plan (C.O.O.P) for online instruction that can provide educational services in accordance with the Texas Education Code, Texas Education Agency, Texas Administrative Code (Chapter 348), the Texas Juvenile Justice Department, Department of Public Health and the Local Health Authority. Such C.O.O.P. must address any changes to the JJAEP educational components in the event of a pandemic or natural disaster. YISD agrees to provide a copy of YISD JJAEP Plan of Action that outlines instructional time (synchronous/asynchronous, traditional, hybrid, online), student and staff safety plan, transportation, meal and searches plans, attendance recording keeping plan, and other matters related to operations before the beginning of SY 2022-2023 and as the plan is revised throughout the school year in relation to JJAEP matters.

With respect to each Participating District, to include YISD, each Participating District agrees to fulfill requirements pursuant to this Agreement and as outlined in the El Paso County JJAEP Policies, Procedures and Texas Administrative Code Standards in order to facilitate a successful transition to and from the JJAEP.

TERMS OF PLACEMENT DUE TO EXPULSION

In order to be expelled for placement in the JJAEP, Participating District must: expel students pursuant to a mandatory expulsion offense listed in § 37.007(a), (d), or (e) of the Texas Education Code. A list of the applicable **MANDATORY EXPULSIONS OFFENSE CODES** is included in **(EXHIBIT "A")** attached hereto. To be accepted for placement in the JJAEP, a student must be expelled for a minimum of 75 school days. The maximum term may not exceed 180 program days, except for an expulsion involving a firearm, for which the maximum term is one calendar year. The maximum term may not exceed one calendar year unless the student has been expelled for longer than one calendar year, in accordance with law and Participating District policy.

In order to be accepted for placement in JJAEP, a student must be aged ten (10) and over and in grade 6 or higher and be expelled The Participating District will fully consider all mitigating factors, exhaust all appeals and alternative DAEP placement before determination is made to place the student in JJAEP. The Participating District is aware and agrees that such student shall be placed and will receive educational services with middle school students at Cesar Chavez Academy Middle School, placement in JJAEP will not exceed twenty (20) school days, and enrollment of the elementary school student will not require YISD to add or reassign staff to meet teacher to student ratios on secondary levels. All Participating Districts acknowledge and accept that, YISD may, but is not required to separate middle school students from high school students at JJAEP.

The Participating District must provide a copy of the expulsion notice and all information to the El Paso County Juvenile Probation Department pursuant to § 37.007 of the Texas Education Code and Sec. 52.041 of the Tex. Fam. Code no later than two (2) school days after the final appeal hearing is concluded and decision to expel is upheld. Failure to provide such written notice shall result in the child remaining in the Participating District's educational program. Expulsion packet must include the expulsion notice and parent notification containing the students name, DOB, student's ID #, the TSDS number, LEA report number, expulsion term (specific end date), and any special programs such as SPED or 504 documentation.

Upon JJAEP formal acceptance by JJAEP Administrator, the Participating District agrees to immediately provide all necessary school withdrawal and educational records, to include transcripts and any special education paperwork, to the JJAEP Campus to ensure the development of an appropriate and timely JJAEP entry educational plan within three (3) school days of JJAEP acceptance determination. Required school records are outlined in the **JJAEP SCHOOL RECORDS REQUEST FORM (EXHIBIT "B").**

The Participating District(s) and JJAEP campus agree to collaboratively facilitate the completion of the JJAEP Intake at the JJAEP campus within five (5) to seven (7) school days of JJAEP acceptance. The aim will be to minimize any delay or lapse in youth's attendance to JJAEP educational services. However, although a student may be accepted into JJAEP, enrollment in the JJAEP may be delayed due to capacity limits or other special circumstances and in those situations, the parties agree to provide at least three (3) school days advance notice prior to the scheduled intake. Any youth placed in DAEP, while on waiting list for JJAEP placement will be credited those days towards JJAEP term.

For students who are expelled and accepted into the JJAEP but do not enroll under the JJAEP due to parents withdrawing the student, the student will remain eligible for JJAEP expulsion upon enrolling back into a formal school district. The expelling district would need to hold another expulsion hearing and provide a new expulsion term along with the required expulsion packet.

A Participating District may expel a student for conduct as provided in TEC Sec. 37.007 (b)(1), specifically terroristic threat under section 22.07 (c-1), (d), or (e) Penal Code. Participating Districts shall adhere to the guidelines established under Texas Education Code 37.302-.303, 37.304, 37.305, 37.306, 37.309-.310, 37.311 with regard to students placed in a JJAEP due to an offense which

requires them to register as a sex offender. Participating Districts must adhere to expulsion term established guidelines aforementioned on this agreement.

In the event that JJAEP enrollment is at 90% of capacity, a waiting list shall be established for acceptance into JJAEP. Pending acceptance, Participating Districts may place expelled students in their own district's DAEP. Students shall be accepted into JJAEP in the order placed on the waiting list; provided, however, that a student will be accepted only if there are a minimum of 45 days remaining in the term of expulsion. A student whose expulsion involved violence, a terroristic threat, or a firearm will have priority on the waiting list and will be accepted for placement in JJAEP up to the 100% capacity limit.

SPECIAL CIRCUMSTANCES AFFECTING LENGTH OF PLACEMENT

YISD agrees to provide capacity for 32 students. However, the Parties agree that special circumstances arise in the event that JJAEP enrollment is at 90% of capacity, or if any one Participating District has more than 67% of the students enrolled in JJAEP. In such case, the Parties agree that YISD, may limit the length of a student's placement at JJAEP to a maximum of 100 school days, and the "75-day placement review" may occur at any earlier date acceptable to the Participating District. Such limitation shall not apply to a student with an expulsion involving a firearm or who is determined by the Participating District with the concurrence of the JJAEP Administrator to present an ongoing threat to the safety of other students or to district employees.

In the event a student enrolled in the JJAEP commits an infraction that violates the YISD or JJAEP Student Code of Conduct, YISD may take disciplinary action as per the JJAEP Student Code of Conduct. Such action may extend the student's term of expulsion and JJAEP placement.

TERMS OF EXIT

A JJAEP student must be removed from the JJAEP program upon completion of the earliest of the following: completion of the court ordered supervision or deferred prosecution terms and conditions, completion of the expulsion term which was the basis of the JJAEP placement, Participating District decision to remove the JJAEP student from JJAEP placement due to 75 day (or earlier if special circumstances exist) placement review hearing decision; decline or dismissal of the JJAEP felony charge by Court or Prosecutor, withdrawal from JJAEP by student's parent, or withdrawal from JJAEP due to "Inactive" Status of 30 consecutive school days. Except in cases where a parent, guardian, or custodian withdraws a student, the JJAEP must notify the student's parent, guardian, or custodian in writing of the student's withdrawal from the JJAEP prior to the withdrawal date unless the date is not known prior to the withdrawal. The JJAEP must maintain this documentation.

Participating District agrees to attend and cooperate with YISD in the JJAEP Exit Transition Meeting to jointly develop an appropriate written exit plan from the JJAEP and transition plan to the home school. An academic review will be provided to include a review of courses attended, credits earned, credits pending, discipline and behavior progress or follow up areas, state assessment and/or IOWA

skills test scores (Pre and Post), and attendance records for JJAEP term. As part of the JJAEP Exit transition meeting, Participating District agrees to initiate the development of the student's return schedule, outline strategies that will be implemented upon the students return to home school and link the student to the CIS (if applicable), the graduation coach, the at-risk coordinator or designated Participating District staff charged with support and reentry services. In order to promote successful transition and long-term success, said exit transition meeting will occur prior to a youth's withdrawal from the JJAEP and will include the home school (returning) campus administrator or designee, YISD Campus administrator, assigned probation officer or JPD representative, the student and the student's parent or guardian.

For a student expelled and placed in a JJAEP for a term of 75 school days or more, Participating Districts agree to attend a review upon a student's 75th school day in a JJAEP placement to consider early removal from the JJAEP Program based on youth's progress and/or other factors that may compel an early release from the JJAEP. On a case-by-case basis, upon the commencement of the school year, the JJAEP will hold, and participating districts will attend a placement review for returning JJAEP students that carried over from prior school year, have met the 75th day placement day in JJAEP and are recommended for early release based on progress and/or other factors. The JJAEP agrees to facilitate placement review hearings and coordinate with the student's home district/ campus.

CURRICULUM AND ATTENDANCE

YISD shall provide a JJAEP which will serve the YISD and Participating Districts' students, complies with all applicable requirements under Chapter 37, Tex. Education Code, the State Board of Education, Texas Administrative Code (Chapter 348) and the Texas Juvenile Justice Department, including, but not limited to, a curriculum in English Language Arts, Mathematics, Science, Social Studies, Self-Discipline, and a high school equivalency program that meets requirements under 348.206 (b3) and administration of assessment instruments under Subchapter B Chapter 39 (State Assessment). All students enrolled in the JJAEP must take the statewide assessment as required under Section 39.023, Education Code. YISD and participating districts agree to the use of the online version of the Iowa Test of Basic Skills (ITBS) a nationally standardized achievement test and development of an academic plan to best meet a student's educational needs based, in part, on the data gathered from the ITBS. Each student serving a minimum of seventy five (75) school days shall be pre-tested no more than 10 school days after the student is enrolled into the JJAEP and each student serving a minimum of 65 school days in the JJAEP will be post-tested prior to exit from the JJAEP.

YISD shall work with student and parents to review the student's academic progress at least twice during JJAEP Placement and establish a specific graduation plan for the student (as applicable for high school students). At a minimum, an educational review will occur at the JJAEP intake and at the JJAEP exit transition meeting.

The Program shall operate at least seven hours a day for 180 school calendar days equaling 75,600 minutes of school. These minutes include lunch and passing times; the amount does not include early release, bad weather, or waiver days. A JJAEP student is noted as present if the student attends

instructional time for a minimum of 4hrs. per day. Attendance days are verified using sign in sheets and attendance records for each enrolled JJAEP student. If a JJAEP student is detained, absent for a minimum of 10 consecutive school days, documented as a runaway, has an extended illness or medical reason, admitted on an inpatient basis into services, the student will be noted as inactive status; the total for the report period and account for each day each student is maintained as enrolled and not counted as absent or present from the JJAEP. A student that is maintained on inactive status for 30 consecutive school days shall be withdrawn on the 31st day.

The JJAEP must provide the juvenile probation department with monthly attendance records of juvenile probationers enrolled in the JJAEP. YISD agrees to complete the **JJAEP MONTHLY ACTIVITY REPORT (MAR) (EXHIBIT "C")** on a monthly basis on or before the third calendar day of each month. If the third calendar day of a month falls on a weekend or holiday, the report is due the next business day. YISD agrees that subsequent payments pursuant to this Agreement shall be paid based upon the information reported on the JJAEP Attendance records and Monthly Activity Report (MAR).

YISD agrees to serve youth up to the compulsory school attendance age, which has been raised to the age of the student's 19th birthday and utilize attendance procedures that encourage campus staff to reach out to families and determine the root causes of failure to attend school. Parents should immediately be notified of any unexplained absence, followed by other interventions such as phone calls and/or home visits to find what the issue behind repeated unexcused absences is. If an issue is identified as preventing a student from attending school, the JJAEP Campus Administrator or designee should determine whether there is any Truancy Prevention Measures (TPM) and adhere, to the extent possible to the El Paso County Truancy Prevention Plan to address the underlying risk factors that lead to truancy. TPM may include a plan to target the specific behavior contributing to the truancy; counseling; mediation; or in school or out-of-school suspension. If truancy measures as outlined in the El Paso County Truancy Prevention Plan fail, the YISD shall refer students to the District Attorney's Office or Truancy Court authorities in accordance with the timelines for JJAEP youth, which is within two school days. YISD must have written policies and procedures that specify which staff member is responsible for reporting absences by email transmission to the sending school and frequency. JJAEP Administrator must be copied on said e-mail transmission.

YISD agrees to provide written notification of school matters to a JJAEP student who is 18 years or older and acknowledges notification is not required to be given to a parent unless 1. Student has provided written consent, 2. Student has a disability and has provided consent as outlined under Chapter 1357, Estates Code, or 3. Student is a dependent student as defined in Section 152 of Internal Revenue Code, and notification is received under the Individuals with Disabilities Education Act before the student reached 18 years of age.

PLACEMENT OF STUDENTS WITH DISABILITIES/ ADMISSIONS, REVIEW AND DISMISSAL

YISD shall provide educational services to those students eligible under the Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973 and English as a Second Language (ESL). The placement of a student with a disability who receives special education services

into the JJAEP must be made in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). Special Education services must continue to provide any and all related services as outlined in the student's Individualized Education Plan (IEP).

Participating school districts may expel a student for a mandatory expulsion offense(s) involving weapons, illegal drugs, controlled substances, or inflicting serious bodily injury on another person at school, on school premises, or at a school function (20 USC Sec 1415(k); 34 CFR Sec. 300.520) who has been identified as a qualified disabled student under the Individuals with Disabilities Education Act (IDEA) or §504 of the Rehabilitation Act of 1973 (§504) only after a duly constituted Admission Review and Dismissal (ARD) or §504 committee is held. If the ARD or 504 committee determines that the alleged misconduct is not a manifestation of the student's disabilities, the student may be expelled for a minimum of 75 school days, but only **up to 45 days** if the alleged misconduct ***is*** a manifest of the student's disabilities.

Participating Districts agree to invite a representative of the JJAEP Campus to an incoming JJAEP student's ARD committee meeting as a non-consensus member. The Participating District shall provide reasonable notice of the ARD committee meeting to the administrator of the JJAEP and the JJAEP Administrator. As such, the administrator of the JJAEP or designee, agrees to attend the incoming JJAEP student's ARD committee meeting. Attendance of said meeting is essential in preparation of the incoming students' special education service needs.

If student is enrolled in special education services, the Participating District must provide a copy of the Admission, Review, and Dismissal report (ARD). The ARD committee documentation must be maintained for each special education eligible student to include, the most recent full and complete ARD meeting documentation, the manifestation determination ARD meeting documentation, and the most recent evaluation of eligibility for special education services.

If the JJAEP suspects that a student who has not been previously qualified as a student with disabilities under IDEA may be eligible for services under IDEA in the future, it shall refer the student to his or her school district of residence for possible referral and evaluation in accordance with applicable statutes and regulations.

The JJAEP, in collaboration with the sending participating school district, must ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address his or her needs, as determined by a language proficiency assessment committee (LPAC) and determinations must be documented.

TRANSPORTATION SERVICES

Transportation of students attending the JJAEP will be the responsibility of the student's sending District. Neither the JJAEP, nor the Educational Fiscal Agent is responsible for transportation of students sent by other Districts attending the JJAEP, including students with disabilities who require transportation as a related service. Before making the decision to place an expelled student at JJAEP, the Participating District shall determine the student's access to transportation to JJAEP and put a transportation plan in place. If a transportation issue is identified after placement at the JJAEP, an

emergency meeting with all involved parties, to include invitation to parent(s), will be held. Should transportation be an ongoing barrier to attendance, the student may be exited from JJAEP and returned to the sending school district.

POLICY AND PROCEDURES AND STUDENT CODE OF CONDUCT

YISD shall follow the programmatic and process components of the JJAEP as outlined in the **EL PASO COUNTY JJAEP POLICIES, PROCEDURES AND STANDARDS**, attached hereto as **(EXHIBIT "D").** References in Exhibit D to "JJAEP Campus" shall refer to YISD's JJAEP Campus and its operations and staff unless the context clearly indicates otherwise. YISD shall establish and enforce the **EL PASO COUNTY JJAEP STUDENT CODE OF CONDUCT (EXHIBIT "E")** that will supplement, but not replace the YISD Student Code of Conduct in accordance with Tex. Educ. Code § 37.001 and as required by Tex. Educ. Code § 37.011(c).

YISD, JJAEP Campus, and the JJAEP Administrator agree to engage in collaborative activities and attend quarterly meetings to educate, discuss and problem solve on any areas of concern and update on policy revisions or legislative updates that may impact JJAEP campus operations and services. Said meetings and activities shall be used to enhance or make changes to the El Paso County JJAEP Policies and Procedures, the El Paso County JJAEP Student Code of Conduct, and the El Paso County JJAEP Memorandum of Understanding. Documents must be approved by the El Paso County Juvenile Board, YISD School Board, and Participating District School Board and must be submitted to the Texas Juvenile Justice Department.

JJAEP EDUCATIONAL STAFF

JJAEP educational staff members shall be employees of YISD and shall be subject to the personnel policies of the YISD and their respective Employee Code of Conduct. YISD shall ensure that all JJAEP staff members, including temporary, seasonal or substitute employees or volunteers have completed and passed a background check **prior to having "direct, unsupervised" contact with JJAEP students**. YISD agrees for all JJAEP employees (including substitutes that will work within a JJAEP for six weeks or more) operating under the JJAEP to attend the JJAEP New Employee Orientation and the JJAEP Annual Refresher as applicable.

YISD agrees to complete the **JJAEP HR RECORDS AND CERTIFICATION FORM (EXHIBIT "F")** for each employee assigned by YISD to work with JJAEP students. YISD will provide verification that any required certifications are current and that the individual has completed all training required by this chapter. YISD shall certify through the signature of the authorized Human Resource representative that their employee meets the required qualification for the position held. For carry-over YISD employees, the **JJAEP HR RECORDS AND CERTIFICATION FORM (EXHIBIT "F")** shall be re-certified yearly and submitted to JPD/County no later than October 15th for each year.

YISD agrees to comply with 348.200(4d) in accordance with Chapter 341, and oversee that all JJAEP employees (including substitutes that will work within a JJAEP for six weeks or more) that do not meet the "professional" (certified teachers/ student aides/ paraprofessionals, nurse, physicians, commissioned law enforcement officers, etc) designation remain current through YISD training on Crisis Prevention Intervention, CPR and First Aid training and meet all requirements for certification as a Community Activities Officer as per TJJD established timelines.

Pursuant to Texas Administrative Code 350.100, the JJAEP is considered a Juvenile Justice Program and thus any YISD employees must adhere to the standards outlined under Chapter 358 (Identifying, Reporting, and Investigating Abuse, Neglect, Exploitation, Death and Serious Incidents) for students served under the JJAEP. YISD must assure that its employees and JJAEP Campus Administrators are familiar and adhere to the Texas Administrative Code § *358, Identifying, Reporting, Investigating Abuse, Neglect, Exploitation, Death and Serious Incidents; and required timelines; and Prison Rape Elimination Act.* These statutory provisions require individuals to report physical, sexual and/or mental health child abuse, neglect and exploitation within specific timelines; and require that all JJAEP campus personnel emphasize a zero-tolerance policy and campus environment regarding any forms of sexual and physical abuse.

In such event, YISD shall also complete the **TJJD INCIDENT REPORT FORM (EXHIBIT"G")** and the **TJJD INTERNAL INVESTIGATION REPORT FORM (EXHIBIT "G-1")** and transmit this form along with any applicable documentation via e-mail and phone call to: 1.877.786.7263 and abuseneglect@tjjd.texas.gov and to JPD/County. YISD also agrees to report incident to law enforcement as required by Texas Administrative Code Chapters 348, and/or 358 and will also forward report to JJAEP Administrator via email by next workday.

RECORDS AND RETENTION

YISD shall maintain and make available for inspection, audit or reproduction, by an authorized representative of El Paso County or the State of Texas, or Federal government, books, documents and other evidence pertaining to the cost and expenses of the operation of the JJAEP under this Agreement, hereinafter called the "Records. YISD shall maintain Records and documents for a minimum of seven years after the end of the contract period. If any litigation, claim, or audit involving these Records commences before the seven-year period expires, the YISD contractor must keep Records and documents for not less than seven years or until all litigation, claims or audit findings are resolved; whichever is later.

SUPPLEMENTARY PROGRAM FUNDING

Each Participating District agrees to allow YISD to submit a grant for eligible JJAEP funds from the State and to reasonably cooperate in submission of such application. Priority of funds obtained from the State will be utilized to off-set educational expenses of Participating District, including YISD, and remaining funds may be used for expansion and improvement of the JJAEP.

EFFECTIVE DATE

This Agreement shall become effective on August 1, 2022, regardless of the date of execution by the parties. The parties agree that the authorized signature of any other Participating District who may join by counterpart creates a binding offer of such Participating District to participate in the

establishment and operation of the JJAEP and shall be effective as to all signatories at such time as it is signed by YISD.

TERMINATION

This Agreement shall be in effect until July 31, 2023. The "Board" or "YISD" may give 30 days' written notice of termination. Notice of termination by any Participating District received by the YISD shall constitute effective notice of termination as to such party only and shall be effective at the end of the then current contract year. The interlocal may be automatically renewed for subsequent one-year terms for a minimum of two (2) years upon written agreement by the YISD and the El Paso County Juvenile Board.

YISD, Participating Districts, and the Juvenile Board agree that changes to the JJAEP Policy and Procedures, JJAEP Student Code of Conduct and JJAEP MOU may be approved with written agreement by YISD and the El Paso County Juvenile Board.

NOTICE

Notice to parties under this Agreement shall be sent by certified mail, return receipt requested, to those persons identified below in this agreement attached hereto and incorporated herein for all purposes and such persons as may be identified for purposes of notice by Districts which have joined in the Agreement by counterpart and maybe represented in this agreement. (See attached listing of contacts and address information)
Severability

If any part of this Agreement is held to be illegal, such part shall be deemed severable and the remaining parts shall nevertheless be binding.

ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties and any prior understandings, written or oral agreements between them are merged into the Agreement.

INSPECTION OF RECORDS

Upon request by a party, all records of YISD made and kept pursuant to this Agreement are available for inspection at any time mutually convenient to YISD and the party, subject to the requirements of the Family Educational and Privacy Rights Act, 20 U.S.C.A. § 1232g and V.T.C.A., Government Code Chapter 552, Public Information Act. Any cost of such inspection or copying shall be borne by the party requesting said services.

EXECUTION

This Agreement may be executed jointly or in counterpart and the authorized signature upon a counterpart of any Participating District whether or not named above creates the same binding commitment between the parties as if the Participating District had jointly executed this document, provided this Agreement is executed by YISD.

EQUAL EMPLOYMENT POLICIES

YISD affirms that it is an equal opportunity employer and does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services, programs or activities

FAILURE TO PAY

In the event the Board fails to make payments to YISD under the terms and conditions of this Agreement within the times set forth herein, YISD may terminate this Agreement, but only if the Board has failed to make such payments following thirty (30) days' written notice to cure from YISD. YISD may not terminate this Agreement after giving such notice unless YISD has first made itself available to meet with the Board to attempt in good faith to resolve the matter.

IMMUNITY

Nothing herein shall waive or reduce the sovereign immunity of the parties hereto or broaden the limited waiver of immunity provided by the Texas Tort Claims Act and the Tex. Educ. Code, § 37.011(o).

CHANGE OF CAMPUS LOCATION

Notice of a change of campus location shall be given 30 days in advance of any intended change or as soon thereafter as is possible and may be given pursuant to section Curriculum and Attendance herein instead of requiring an amendment to the terms of this agreement.

CONFLICT RELATED DOCUMENTS

In the event of a conflict or inconsistency that relates to the subject matter hereof between any of the terms of the following documents, the following order of precedence shall control: The El Paso County Juvenile Probation Department Policies and Procedures for Juvenile Justice Alternative Education Program and exhibits hereto.

YISD INTERLOCAL SY 2022-2023
CONTACTS AND ADDRESS INFORMATION

School District	Address
Clint Independent School District Arleen Parada, Board President	14521 Horizon Boulevard El Paso, TX 79928
Fabens Independent School District Ben Morales, Board President	821 NE "G" Avenue Fabens, TX 79838
San Elizario Independent School District Sandra Licon, Board President	1050 Chicken Ranch Road San Elizario, TX 79849
Socorro Independent School District David O. Morales, Board President	12440 Rojas Drive El Paso, TX 79928
Tornillo Independent School District Marlene Bullard, Board President	19200 Cobb Avenue Tornillo, TX 79835
Ysleta Independent School District Cruz A. Ochoa, Board President	9600 Sims Drive El Paso, TX 79925
El Paso Independent School District Alfonso V. "Al" Valverde, Board President	6531 Boeing El Paso, Tx. 79925
Anthony Independent School District Angel J. Cuellar, Board President	840 6th St Anthony, Tx. 79821
Canutillo Independent School District Sergio Coronado, Board President	7965 Artcraft, El Paso Tx. 79932 PO Box 100, Canutillo, Tx. 79835
El Paso Juvenile Probation Dept. Rosie Medina, Chief Juvenile Probation Officer	6400 Delta Drive El Paso, Texas 79905
El Paso County Juvenile Board Honorable Yahara Lisa Gutierrez, Chairperson	500 E. San Antonio El Paso, Texas 79901

JJAEP SY 2022-2023 INTERLOCAL EXHIBIT LISTING

EXHIBIT A- MANDATORY EXPULSIONS OFFENSE CODES

EXHIBIT B- JJAEP SCHOOL RECORDS REQUEST FORM

EXHIBIT C- JJAEP MONTHLY ACTIVITY REPORT (MAR)

EXHIBIT D- EL PASO COUNTY JJAEP POLICIES, PROCEDURES AND STANDARDS

EXHIBIT E- EL PASO COUNTY JJAEP STUDENT CODE OF CONDUCT (SCC)

EXHIBIT F- JJAEP HR RECORDS AND CERTIFICATION FORM

EXHIBIT G-TJJD INCIDENT REPORT FORM

EXHIBIT G-1 TJJD INTERNAL INVESTIGATION REPORT FORM

IN WITNESS WHEREOF, THE PARTIES EXECUTE THIS AGREEMENT:

ATTEST:

EL PASO COUNTY JUVENILE BOARD

By: _____
Honorable Judge Yahara Lisa Gutierrez
65th District Court

Date: 7-27-2022

APPROVED AS TO CONTENT:

_____
Chief Juvenile Probation Officer, Rosie Medina

7/27/2022
Date

_____
Assistant County Attorney

_____
Date

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: Ms. Sandra Sanchez, CTE Administrator, and Dr. Rogelio Segovia, Associate Superintendent
Subject: Texas Higher Education Coordinating Board Agreement
Date: September 20, 2023

HISTORY:

The Texas Higher Education Coordinating Board (THECB) is trying to establish an agreement to provide funds to San Elizario ISD (SEISD) as a part of the Texas Oncourse Fellowship. This fellowship is a team comprised of a district-level administrator and to in-school educators that directly support students on college and career readiness success. The total amount will not exceed $2,500.

RATIONALE:

The funds will enable the SEISD to provide college, career, and readiness assistance. A possible example of using these funds is to promote college, career, and military options to elementary students by purchasing the Careers are Everywhere activity books.

BUDGET:

The SEISD would receive a total amount of $2500 to support students in college and career readiness.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that this agreement between SEISD and THECB be approved as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Memo Attachment

THECB Contract No.: 29638

SERVICE CONTRACT
$10,000 or Under

Section 1. Parties

This agreement (Contract) is entered into by and between the TEXAS HIGHER EDUCATION COORDINATING BOARD, a Texas state agency, hereinafter designated "THECB" and SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT hereinafter designated "Contractor" or "Contracted Party." At times, THECB and Contractor are referred to singularly as "Party" and collectively as "Parties."

Receiving Agency: Texas Higher Education Coordinating Board
1801 N. Congress Avenue, Suite 12.200
Austin, Texas 78752

Contractor: San Elizario Independent School District
P.O. Box 920
San Elizario, Texas 79849

Section 2. Term of Contract

THECB shall pay Contractor for the reasonable and approved costs incurred by Contractor in connection with this Contract during the period beginning upon execution and ending on December 31, 2023, unless extended or terminated as otherwise provided for in this Contract (Contract Term). Subject to proper approvals, the Parties may amend this Contract to extend the Contract Term, provided both Parties agree in writing to do so, prior to the expiration date. Any extensions shall have the same terms and conditions, plus any approved changes.

Section 3. Purpose and Statement of Services to be Performed

3.1 Purpose

The purpose of this Contract is for THECB to provide funds to Contractor, as a part of the Texas Oncourse Fellowship, to enable Contractor to provide college career and readiness assistance. The Texas OnCourse Fellowship is a district-level program, supporting holistic transformation in college and career readiness success. The program aims to increase college, career, and military readiness outcomes with the utilization of Texas OnCourse resources in the fellow district.

3.2 Statement of Work

The Texas OnCourse Fellowship team is comprised of a district-level administrator and two in-school educators (one from middle school and one from high school) directly supporting students on college and career readiness success. Fellowship teams

collaborate to create data-driven college and career readiness goals and strategies. They utilize Texas OnCourse resources for support. Through this Contract, Contractor will receive funds from THECB to enable Contractor to provide assistance relating to college and career readiness goals and strategies.

Section 4. THECB Maximum Liability Under this Contract and Payment

4.1 Contract Amount

THECB's total liability under this Contract shall not exceed the sum of $2,500.00 (Contract Amount). This maximum liability includes, any pre-authorized expenses incurred. Any changes to the maximum liability are subject to proper approvals.

4.2 Invoices

Contractor shall provide invoices to THECB for services performed. No payment shall be made under this Contract without the prior submission of detailed, correct invoices, accepted by THECB. All payments due to Contractor will be made pursuant to the Texas Prompt Payment Law, Texas Government Code §§ 2251.001-.055. The form of any invoice must comply with the specifications of THECB and must be submitted in the manner and with the documentation THECB may require. All invoices (which are to include reimbursement claims for expenses if authorized under this Contract) shall be submitted to THECB Contact, or their successor, who is listed in this Contract. Payments under this Contract are subject to the availability of appropriated funds. Submission of an invoice shall constitute Contractor's certification that services and other obligations under the Contract have been performed in accordance with this Contract.

4.3 Payment Instructions

To receive payment, Contractor must submit an invoice to accountspayable@highered.texas.gov and the designated THECB Contact. The invoice must include the following minimum information:

1. Contractor's mailing and e-mail (if applicable) address;
2. Contractor's telephone number;
3. The name and telephone number of a person designated by Contractor to answer questions regarding the invoice;
4. THECB's name, agency number (781), and delivery address;
5. The THECB purchase order number, if applicable;
6. The contract number or other reference number, if applicable;
7. A valid Texas identification number (TIN) issued by the comptroller;

8. A description of the goods or services, in sufficient detail to identify the order which relates to the invoice, including beginning and end dates of services;
9. The unit numbers corresponding to the amount of the invoice, if applicable;
10. If submitting an invoice after receiving an assignment of a contract, the TIN of the original contractor and the TIN of the successor vendor; and
11. Other relevant information supporting and explaining the payment requested.

4.4 Direct Deposit

The Texas Comptroller of Public Accounts uses an electronic funds transfer system to make payments to vendors who choose to receive payment through the electronic funds transfer system, rather than by state warrant. If not already established to receive direct deposit payments from the state of Texas, vendors who choose to receive payment by electronic funds transfer should complete and submit the Vendor Direct Deposit Authorization located on the Comptroller's website.

Section 5. General and Special Provisions of Contract, Certain Certifications

5.1 Contractor further certifies the following:

5.1.1 *Former Agency Employees*

Contractor represents and warrants that none of its employees including, but not limited to, those authorized to provide services under this Contract, were former employees of THECB during the twelve (12) month period immediately prior to the date of execution of this Contract.

5.1.2 *Prior Disaster Relief Contract Violation*

"Under Section 2155.006, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2155.006.

"Under Section 21261.053, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2261.053.

5.1.3 *Disclosure of Potential Conflicts of Interest*

Pursuant to Texas Government Code § 2261.252(b), "[a] state agency may not enter into a contract for the purchase of goods or services with a private

vendor with whom any of the following agency employees or officials have a financial interest: (1) a member of the agency's governing body; (2) the governing official, executive director, general counsel, chief procurement officer, or procurement director of the agency; or (3) a family member related to an employee or official described [above in] (1) or (2) within the second degree of affinity or consanguinity."

5.1.4 *Executive Head of a State Agency*

In accordance with Texas Government Code § 669.003, relating to contracting with the executive head of a state agency, Contractor certifies that it is not (a) the executive head of THECB, (b) a person who at any time during the four years before the date of the contract was the executive head of THECB, or (c) a person who employs a current or former executive head of THECB.

5.1.5 *Disclosure of Interested Parties*

Pursuant to Texas Government Code § 2252.908, Contractor agrees to submit a disclosure of interested parties to THECB at the time Contractor submits the signed Contract to THECB. This section applies only to a contract of a governmental entity or state agency that either (a) requires an action or vote by the governing body of the entity or agency before the contract may be signed or (b) has a value of at least $1 million.

5.1.6 *Felony Criminal Convictions*

Contractor represents and warrants that Contractor has not and Contractor's employees who will be involved in the Contract Project have not been convicted of a felony criminal offense, or that, if such a conviction has occurred, Contractor has fully advised THECB as to the facts and circumstances surrounding the conviction(s) and has received THECB's prior written consent to proceed.

5.1.7 *Certification Concerning Restricted Employment for Former State Officers or Employees*

Pursuant to Texas Government Code § 572.069, Contractor certifies that is has not employed and will not employ a former THECB employee or state officer who participated in a procurement or contract negotiation for THECB involving Contractor within two years of the date this Contract is signed or the procurement is terminated or withdrawn.

5.1.8 *Franchise Tax Certification*

Contractor certifies that it is exempt or not delinquent in the payment of any franchise taxes owed the state of Texas under Texas Tax Code §§ 171.0001-.909. If Contractor is a qualifying business entity type per Texas Comptroller

of Public Accounts guidelines and is not set up in the Texas Franchise system, Contractor must do so prior to contracting with the state of Texas.

5.1.9 *Certification Concerning Dealing with Public Servants*

Contractor has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with this Contract.

5.1.10 *Certification Concerning Financial Participation*

Texas Government Code § 2155.004 prohibits a person or entity from receiving a state contract if that person or entity received compensation for participating in preparing the solicitation or specification for the contract. "Under Section 2155.004, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2155.004.

5.1.11 *COVID-19 Vaccine Passport Prohibition*

Contractor certifies that it does not require its customers to provide any documentation certifying the customer's COVID-19 vaccination or post-transmission recovery on entry to, to gain access to, or to receive service from the Contractor's business. Contractor acknowledges that such a vaccine or recovery requirement would make Contractor ineligible for a state-funded contract.

5.1.12 *Critical Infrastructure Affirmation*

Pursuant to Texas Government Code § 2274.0102, Contractor certifies that neither it nor its parent company, nor any affiliate of Contractor or its parent company, is: (1) majority owned or controlled by citizens or governmental entities of China, Iran, North Korea, Russia, or any other country designated by the Governor under Texas Government Code § 2274.0103, or (2) headquartered in any of those countries.

5.1.13 *Cloud Computing Services*

To the extent applicable and pursuant to Texas Government Code § 2054.0593, Contractor represents and warrants that it complies with the requirements of the state risk and authorization management program, Department of Information Resources' Texas Risk and Authorization Management Program (TX-RAMP). Contractor agrees to maintain program compliance and certifications throughout the term of this Contract.

5.1.14 *Signature Authority*

Contractor represents and warrants that the individual submitting this document, and any other documents made part of this Contract, is authorized to sign such documents on behalf of the Contractor and to bind Contractor under this Contract.

Section 6. Terms and Conditions

6.1 Termination

Notwithstanding the termination or expiration of this Contract, the provisions of this Contract regarding confidentiality, indemnification, transition, records, right to audit and independent audit, property rights, dispute resolution, invoice and fee verification, and default shall survive the termination or expiration dates of this Contract.

6.1.1 *Convenience of the State*

THECB, in its sole discretion, may terminate this Contract upon one (1) calendar day's written notice to Contractor. Such notice will be provided in accordance with section 6.25 of this Contract. In the event of such termination, Contractor shall, unless otherwise mutually agreed upon in writing, cease all work immediately upon the effective date of termination. THECB will be liable only for payments for any goods and/or services ordered from Contractor before the termination date.

6.1.2 *Termination for Cause*

THECB may, by written notice to Contractor, immediately terminate this Contract for cause if: (a) THECB is not reasonably satisfied with Contractor's services; (b) default or abandonment by Contractor occurs; or (c) Contractor fails to comply fully with any term or condition of this Contract, through no material fault of THECB. If THECB deems it appropriate under the circumstances, THECB will provide a three (3) business day advance written notice of intent to terminate to Contractor, and THECB will provide Contractor with an opportunity for consultation with THECB prior to termination during that three (3) business day period.

If Contractor fails or refuses to perform its obligations under this Contract, THECB may exercise any rights available to it by law or in equity. In the event THECB exercises its right to terminate for cause, Contractor is responsible for paying damages to THECB including but not limited to re-procurement costs (if applicable), and any other consequential damages to the state of Texas and THECB resulting from Contractor's non-performance.

6.1.3 *Abandonment or Default*

If Contractor abandons or defaults on this Contract, THECB reserves the right to terminate this Contract without notice and either re-solicit or re-award the Contract to the next best responsive and responsible contractor. The defaulting Contractor will not be considered in the re-solicitation and may not be considered in future solicitations for the same type of work unless the specification or scope of work significantly changed. The period of suspension will be determined by THECB based on the seriousness of the default.

6.1.4 *Applicable Law and Conforming Amendments*

THECB may terminate this Contract immediately upon notice to Contractor in the event federal or state law is enacted, amended, or judicially interpreted so as to render continued fulfillment of this Contract, on the part of THECB, wholly unreasonable or impossible. THECB reserves the right, at its sole discretion, to unilaterally amend this Contract throughout the Contract Term to incorporate any modifications necessary for THECB's compliance, as a Texas state agency, with all applicable state and federal laws, rules, regulations, requirements, and guidelines.

6.1.5 *Excess Obligations (Non-Appropriation)*

This Contract is subject to termination or cancellation, without penalty to THECB, either in whole or in part, subject to the availability of state funds.

6.1.6 *Effect of Termination*

Upon any termination, all indemnities, including without limitation those set forth in this Contract, as well as Contract provisions regarding confidentiality, records retention, right to audit, ownership, and dispute resolution, shall survive the termination of this Contract for any reason whatsoever and shall remain in full force and effect. In the event of any termination, Contractor shall, unless otherwise mutually agreed upon in writing, cease all services immediately upon the effective date of termination, except such services that THECB deems are necessary to wind-up in a cost-effective manner. For any termination by THECB other than termination for non-appropriation, THECB shall be liable to Contractor for only that portion of the services authorized by THECB and which have been completed prior to the effective date of termination, provided that THECB shall not be liable for any work performed that is not acceptable to THECB and/or does not meet Contract requirements, plus any necessary work deemed appropriate by THECB to cost-effectively wind-up.

6.1.7 *Transfer of Duties*

In the event of termination, Contractor will provide reasonable cooperation to transfer its duties under this Contract to another entity without disruption.

6.2 Amendment

This Contract may be modified only by written amendment executed by the Parties hereto; however, any amendment of this Contract that conflicts with Texas state laws shall be void ab initio.

6.3 Indemnification, Acts or Omissions

CONTRACTOR SHALL DEFEND, INDEMNIFY, AND HOLD HARMLESS THE STATE OF TEXAS AND THECB, AND/OR THEIR OFFICERS, AGENTS, EMPLOYEES, REPRESENTATIVES, CONTRACTORS, ASSIGNEES, AND/OR DESIGNEES FROM ANY AND ALL LIABILITY, ACTIONS, CLAIMS, DEMANDS, OR SUITS, AND ALL RELATED COSTS, ATTORNEY FEES, AND EXPENSES ARISING OUT OF, OR RESULTING FROM ANY ACTS OR OMISSIONS OF CONTRACTOR OR ITS AGENTS, EMPLOYEES, SUBCONTRACTORS, ORDER FULFILLERS, OR SUPPLIERS OF SUBCONTRACTORS IN EXECUTION OR PERFORMANCE OF THIS CONTRACT AND ANY PURCHASE ORDERS ISSUED UNDER THIS CONTRACT. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS WHEN TEXAS STATE AGENCIES ARE NAMED DEFENDANTS IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM.

6.4 Sovereign Immunity

The Parties stipulate and agree that no provision of, or any part of this Contract between THECB and Contractor, or any subsequent amendment shall be construed: (a) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and Texas state laws; (b) to extend liability to THECB beyond such liability provided for in the Texas Constitution and Texas state laws; or (c) as a waiver of any immunity provided by the Eleventh Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the state of Texas and the United States. The state of Texas and THECB do not waive sovereign immunity by entering this Contract and specifically retain such immunity and all defenses available to them under Texas state laws or common law.

6.5 Assignment

Contractor shall not assign its rights under this Contract or delegate the performance of its duties under this Contract without prior written approval from THECB. Any attempted assignment in violation of this provision is void and without effect.

6.6 Delegation or Subcontracting

Unless as otherwise provided for in this Contract, no contractual rights, interest, or obligation shall be delegated or subcontracted by Contractor without prior written approval of THECB. No delegation or subcontract approved by THECB shall relieve Contractor of any obligation or responsibility under this Contract. It is the Parties' intent that to the extent subcontracting is approved by THECB, Contractor shall make a good faith effort to subcontract with Historically Underutilized Businesses (HUB) as defined in Texas Government Code § 2161.001(2) during the performance of this Contract. The goal of the HUB program is to promote full and equal business opportunities for all businesses contracting with the state of Texas.

6.7 Right to Audit; Records Retention

Contractor understands that acceptance of funds under this Contract, or indirectly through a subcontract under this Contract, acts as acceptance of the authority of the State Auditor's Office, THECB or any successor agency, as well as any external auditors selected by the State Auditor's Office, THECB or, in contracts involving federal funds, any auditors selected by the United States, including, but not limited to the cognizant federal agencies and/or federal Offices of the Inspector General (collectively referred to as "Audit Entities"), to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the Audit Entities in the conduct of an audit or investigation, including promptly providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.

6.7.1 *Records and Accounts*

Contractor shall maintain its records and accounts in a manner which assures a full accounting for all funds received and expended by Contractor in connection with the Contract Project. These records and accounts (which includes all receipts of expenses incurred by Contractor) shall be retained by Contractor and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by others authorized by law or regulation to do so for a period of not less than seven (7) years from the date of completion of the Contract Project or the date of THECB's receipt of Contractor's final claim for payment or final expenditure report or until any litigation/billing issues are resolved, whichever is later. If an audit has been

announced, the records shall be retained until such audit has been completed. Contractor shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the services provided in this Contract. Contractor and any subcontractors shall provide any Audit Entities with any information such entity deems relevant to any monitoring, investigation, evaluation, or audit.

6.7.2 *Failure to Comply*

Contractor's failure to comply with this subsection (Right to Audit; Records Retention) shall constitute a material breach of this Contract and shall authorize THECB and the state of Texas to immediately assess appropriate damages for such failure. THECB reserves the right to require the reimbursement of any overpayments determined as a result of any audit or inspection of records on work performed under this Contract. Contractor shall reimburse THECB for any overpayments within thirty (30) calendar days of receipt of THECB's written notice.

6.7.3 *State Auditor's Right to Audit*

The state auditor may conduct an audit or investigation of any entity receiving funds from the state directly under this Contract or indirectly through a subcontract under this Contract. The acceptance of funds directly under the contract or indirectly through a subcontract under this Contract acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, to conduct an audit or investigation in connection with those funds. Under the direction of the legislative audit committee, an entity that is the subject of an audit or investigation by the state auditor must provide the state auditor with access to any information the state auditor considers relevant to the investigation or audit.

6.8 Child Support Obligation Family Code Applicability

"Under Section 231.006, Family Code, the vendor or applicant certifies that the individual or business entity named in this contract, bid, or application is not ineligible to receive the specified grant, loan, or payment and acknowledges that this contract may be terminated and payment may be withheld if this certification is inaccurate." Tex. Fam. Code § 231.006(d). If this certification is shown to be false, Contractor is liable to THECB for attorneys' fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages provided by law or contract.

6.9 Dispute Resolution

If THECB determines that any work product is not acceptable, THECB shall notify Contractor of the specific deficiencies in writing. Contractor shall then undertake all steps necessary to correct any deficiencies at no additional cost to THECB. In the event any issues cannot be resolved, the dispute resolution process provided for in Texas Government Code §§ 2260.001-.108 must be used by THECB and Contractor to attempt to resolve any dispute arising under this Contract.

6.10 Public Disclosure

Contractor understands and agrees that no public disclosures or news releases pertaining to this Contract, including any results, findings or reports conducted to fulfill requirements of this Contract, shall be made without prior written approval of THECB.

6.11 Confidentiality, Public Information Act, and Family Educational Rights and Privacy Act

Notwithstanding any provisions of this Contract to the contrary, Contractor understands that, as a Texas state agency, THECB is subject to and will comply with the Texas Public Information Act, Texas Government Code §§ 552.001-.376, as interpreted by judicial rulings and opinions of the Attorney General of Texas. Contractor will cooperate with THECB in the production of documents responsive to any such requests under the Public Information Act at no additional charge to THECB.

6.11.1 *Public Information Act*

THECB will determine whether to submit a request for a ruling seeking to withhold information from a Public Information Act requestor to the Open Records Division of the Office of the Attorney General of Texas. This Contract and all data and other information generated or otherwise obtained in its performance may be subject to the Texas Public Information Act. Contractor will notify THECB's contact within twenty-four (24) hours of receipt of any third-party requests for information it receives relating to this Contract. In accordance with Texas Government Code § 2252.907, Contractor is required to make any information created or exchanged with THECB pursuant to this Contract, and not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to THECB and shall cooperate with THECB in doing so. Contractor agrees to maintain the confidentiality of information received from THECB and the state of Texas during the performance of this Contract, including information which discloses confidential personal information particularly, but not limited to, social security numbers. Contractor will not disclose any information to which it is privy under this Contract without the

prior written consent of THECB. Contractor will indemnify and hold harmless the state of Texas, its officers, and its employees and THECB, its officers, and its employees for any claims for damages that arise from the disclosure by Contractor of information also held by the state of Texas or THECB to which Contractor is privy under this Contract.

6.11.2 *Family Educational Rights and Privacy Act*

Contractor agrees to comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and the implementing federal regulations, 34 C.F.R. Part 99, the Children's Online Privacy Protection Act (COPPA); and Individuals with Disabilities Education Act (IDEA).

6.11.3 *Protection of Confidential Data (Covered Data and Information)*

Covered Data and Information (CDI) means education records containing personally identifiable information (PII), which are subject to limitations on disclosure set forth in the Family Educational Rights and Privacy Act (34 C.F.R. § 99.33(a)(2)) and with the terms set forth below in 6.11.4–6.11.9.

No CDI will be shared with Contractor. If access to CDI become necessary for Contractor to perform the services described in Section 3.0 above, no CDI will be shared with Contractor until a Data Sharing Agreement is executed by Contractor.

6.11.4 *Acknowledgment of Prohibited Access to Covered Data and Information (CDI)*

Contractor acknowledges that this Contract does not allow Contractor access to CDI. THECB agrees not to knowingly provide Contractor with access to such information. Contractor agrees it will not knowingly view, access, acquire, transfer, copy, or otherwise reproduce any student level or other FERPA confidential data.

6.11.5 *Prohibition on Unauthorized Use or Disclosure of CDI*

While this Contract does not allow Contractor access to CDI, in the event Contractor should in any way acquire CDI, Contractor agrees to hold CDI in strict confidence. Contractor shall not use or disclose CDI received from or on behalf of THECB except as permitted or required by this Contract, as required by law, or as otherwise authorized in writing by THECB. Contractor agrees not to use CDI for any purpose other than the purpose for which the disclosure was made.

6.11.6 *Return or Destruction of CDI*

Upon termination, cancellation, expiration or other conclusion of this Contract, Contractor shall return all CDI to THECB or, if return is not feasible,

destroy all CDI. If Contractor destroys the information, Contractor shall provide THECB with a certificate confirming the date the data was destroyed.

6.11.7 *Breach*

Any violation of these FERPA provisions by Contractor shall be deemed a material breach of this Contract.

6.11.8 *Maintenance of the Security of Electronic Information*

Contractor shall develop, implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically maintained or transmitted CDI received from, or on behalf of THECB. These measures will be extended by contract to all subcontractors used by Contractor. Contractor warrants it has a sound data security program that, at a minimum, meets industry standards, that protects both data at rest and data in transmission. Contractor shall ensure that proper information security controls are in place and shall comply with all requirements and security protocols found in Title 1 Texas Administrative Code chapter 202, Texas Cybersecurity Framework Standards, and other applicable laws, including FERPA.

6.11.9 *Security Controls for Agency Data*

Pursuant to Texas Government Code § 2054.138, to the extent that Contractor is authorized to access, transmit, use, or store THECB data, Contractor certifies that it will comply with the security controls that THECB determines are proportionate with THECB's risk under this Contract based on the sensitivity of the THECB data. Contractor must periodically provide THECB with evidence that it meets the security controls required under this Contract.

6.11.10 *Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information*

Contractor shall, within one hour of discovery, report to THECB any use or disclosure of CDI not authorized by this Contract or in writing by THECB. Contractor's report shall identify: (a) the nature of the unauthorized use or disclosure, (b) the CDI used or disclosed, (c) who made the unauthorized use and who received the unauthorized disclosure, (d) what Contractor has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (e) what corrective action Contractor has taken or shall take to prevent future similar unauthorized use or disclosure. Contractor shall provide such other information, including a written report, as requested by THECB. Contractor shall be responsible for any data breach notifications and

damages to affected individuals that are required by state or federal law, and Contractor shall coordinate such notification with THECB.

6.12 Infringements

CONTRACTOR SHALL DEFEND, INDEMNIFY, AND HOLD HARMLESS THE STATE OF TEXAS, THECB, AND THEIR EMPLOYEES, AGENTS, REPRESENTATIVES, OTHER CONTRACTORS, ASSIGNEES, OFFICERS, AND DESIGNEES FROM AND AGAINST ALL CLAIMS, VIOLATIONS, MISAPPROPRIATIONS OR INFRINGEMENT OF ANY PATENT, COPYRIGHT, TRADEMARK, SERVICE MARK, TRADE SECRET OR OTHER INTELLECTUAL PROPERTY RIGHTS AND/OR OTHER INTANGIBLE PROPERTY, PUBLICITY OR PRIVACY RIGHTS, AND/OR IN CONNECTION WITH OR ARISING FROM: (1) THE PERFORMANCES OR ACTIONS OF CONTRACTOR PURSUANT TO THIS CONTRACT; (2) ANY DELIVERABLE, WORK PRODUCT, CONFIGURED SERVICE, OR OTHER SERVICE PROVIDED HEREUNDER; AND/OR (3) THECB'S AND/OR CONTRACTOR'S USE OF OR ACQUISITION OF ANY REQUESTED SERVICES OR OTHER ITEMS PROVIDED TO THECB BY CONTRACTOR OR OTHERWISE TO WHICH THECB HAS ACCESS AS A RESULT OF CONTRACTOR'S PERFORMANCE UNDER THIS CONTRACT. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM. CONTRACTOR SHALL BE LIABLE TO PAY ALL COSTS OF DEFENSE INCLUDING ATTORNEYS' FEES. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS WHEN TEXAS STATE AGENCIES ARE NAMED DEFENDANTS IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS. IN ADDITION, CONTRACTOR WILL REIMBURSE THECB AND THE STATE OF TEXAS FOR ANY CLAIMS, DAMAGES, COSTS, EXPENSES, OR OTHER AMOUNTS, INCLUDING, BUT NOT LIMITED TO, ATTORNEYS' FEES AND COURT COSTS, ARISING FROM ANY SUCH CLAIM. IF THECB DETERMINES THAT A CONFLICT EXISTS BETWEEN ITS INTERESTS AND THOSE OF CONTRACTOR OR IF THECB IS REQUIRED BY APPLICABLE LAW TO SELECT SEPARATE COUNSEL, THECB WILL BE PERMITTED TO SELECT SEPARATE COUNSEL AND CONTRACTOR WILL PAY ALL REASONABLE COSTS OF THECB'S COUNSEL.

Contractor shall have no liability under this section if the alleged infringement is caused in whole or in significant part by: (a) THECB's use of the product or service for a purpose or in a manner for which the product or service was not designed, (b) any modification made to the product by THECB without Contractor's approval, (c) any modifications made to the product by Contractor pursuant to THECB's specific instructions, (d) any intellectual property right owned by or licensed to THECB by a person or entity other than Contractor, or (e) any use of the product or service by THECB that is not in substantial conformity with the terms of any applicable license agreement.

If Contractor becomes aware of an actual or potential claim, or THECB provides Contractor with notice of an actual or potential claim, Contractor may (or in the case of an injunction against THECB, shall), at Contractor's sole option and expense: (a) procure for THECB the right to continue to use the affected portion of the product or service, or (b) modify or replace the affected portion of the product or service with functionally equivalent or superior product or service so that THECB's use is non-infringing.

6.13 Governing Law and Venue

This Contract shall be governed by and construed in accordance with Texas state laws, without regard to the conflicts of law provisions. The venue of any suit arising under this Contract is fixed in any court of competent jurisdiction of Travis County, Texas, unless the specific venue is otherwise identified in a statute which directly names or otherwise identifies its applicability to THECB.

6.14 Additional Contractor Responsibilities

Contractor shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations and the orders and decrees of any court, administrative body, or tribunal in any matter affecting the performance of this Contract, including applicable workers' compensation laws, compensation statutes and regulations, and licensing laws and regulations. Upon THECB's request, Contractor shall furnish THECB with satisfactory proof of its compliance. Contractor shall be responsible for damage to THECB's equipment, and/or the workplace and its contents by Contractor's or its subcontractors' work, negligence in work, personnel, and equipment. Contractor shall be responsible and liable for the safety and health of its employees and contractors while they are performing work for THECB under this Contract. Contractor shall provide all labor and equipment necessary to furnish the goods or perform the services. All employees of Contractor shall be a minimum of eighteen (18) years of age and experienced in the type of work to be performed. Contractor shall permit no visitors or relatives of Contractor's employees and contractors on THECB's property unless they also are bona fide employees or subcontractors of Contractor.

6.15 Conflict of Interest

Contractor represents and warrants that Contractor, its principals, employees, or subcontractors have no actual or potential conflict of interest in providing services to THECB under this Contract, and that the provision of services under this Contract does not create an appearance of impropriety. Failure to disclose a conflict of interest, at any time during the duration of this Contract, shall be cause for termination of this Contract. Contractor represents and warrants that the provision of goods and services or other performance under this Contract will not constitute an actual or potential conflict of interest or reasonably create an appearance of impropriety.

6.16 Financial Interests; Gifts

Contractor represents and warrants that neither Contractor nor any person or entity that will participate financially in this Contract has received compensation from THECB or any Texas state agency for participation in preparation of specifications for this Contract.

6.17 Antitrust

The undersigned affirms under penalty of perjury of Texas state laws that: "(1) in connection with this Contract, neither I nor any representative of the Contracted Party have violated any provision of the Texas Free Enterprise and Antitrust Act, Texas Business and Commerce Code §§ 15.01-.52; (2) in connection with this Contract, neither I nor any representative of the Contracted Party have violated any federal antitrust law; and (3) neither I nor any representative of the Contracted Party have directly or indirectly communicated any of the contents of this Contract to a competitor of the Contracted Party or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Contracted Party."

6.18 Equal Opportunity

Contractor represents and warrants that it shall not discriminate against any person on the basis of race, color, national origin, religion, political belief, sex, age, or disability in the performance of this Contract.

6.19 Independent Contractor

Contractor shall be an independent contractor in all matters relating to this Contract. Contractor and its employees, agents, and subcontractors shall not be deemed or construed to be the employees or agents of THECB for any purposes whatsoever. Contractor agrees and acknowledges that Contractor, its employees and agents, and Contractor's subcontractors are independent contractors of THECB and/or the state of Texas and are not employees of THECB or the state of Texas, and Contractor agrees that it shall have complete responsibility in the area of employment law and relations regarding its employees, contractors, and agents, including but not limited to: wrongful discharge lawsuits, unemployment issues, workers' compensation, employment taxes, any other benefits and reimbursement due to losses in these areas. Consistent therewith, Contractor agrees that it shall provide its employees with all necessary employee benefits, including unemployment and workers' compensation benefits, and THECB is in no way a party to such arrangements. Regarding its employees, Contractor shall have the sole authority to hire, fire, transfer, train, evaluate, discipline, pay, and assign work.

Contractor agrees and acknowledges that Contractor and Contractor's employees or assistants shall not be entitled to any state of Texas benefit on account of the services provided hereunder. If THECB or the state of Texas shall nonetheless become liable for such payments or obligations, Contractor shall promptly pay or reimburse THECB or the state of Texas for such liability or obligation.

6.20 Eligibility/Authorization to Work in the United States

Contractor shall ensure that all personnel provided to perform work under this Contract possess proof of eligibility/authorization to work in the United States in compliance with the Immigration Reform and Control Act of 1986, the Immigration Act of 1990 including any amendments already adopted or as may be adopted hereafter, and the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 including any amendments already adopted or as may be adopted hereafter. Contractor shall maintain written records on all personnel provided under this Contract and shall provide such records to THECB upon request. Failure to maintain and provide records upon request shall represent a material breach of this Contract and THECB shall have the right to terminate this Contract for cause. Contractor shall ensure this section is included in all subcontracts it is authorized by THECB to enter.

6.21 Taxes, Workers' Compensation Insurance, Unemployment Insurance, Including Indemnity:

CONTRACTOR AGREES AND ACKNOWLEDGES THAT DURING THE EXISTENCE OF THIS CONTRACT, CONTRACTOR SHALL BE ENTIRELY RESPONSIBLE FOR THE LIABILITY AND PAYMENT OF CONTRACTOR'S AND CONTRACTOR'S EMPLOYEES' TAXES OF WHATEVER KIND, ARISING OUT OF THE PERFORMANCE OF THIS CONTRACT. CONTRACTOR AGREES TO COMPLY WITH ALL STATE AND FEDERAL LAWS APPLICABLE TO ANY SUCH PERSONS, INCLUDING LAWS REGARDING WAGES, TAXES, INSURANCE, AND WORKERS' COMPENSATION. THECB AND/OR THE STATE OF TEXAS SHALL NOT BE LIABLE TO CONTRACTOR, ITS EMPLOYEES, AGENTS, OR OTHERS FOR THE PAYMENT OF TAXES OR THE PROVISION OF UNEMPLOYMENT INSURANCE AND/OR WORKERS' COMPENSATION OR ANY BENEFIT AVAILABLE TO A STATE EMPLOYEE OR EMPLOYEE OF ANOTHER GOVERNMENTAL ENTITY.

CONTRACTOR AGREES TO DEFEND, INDEMNIFY, AND HOLD HARMLESS THECB, THE STATE OF TEXAS AND THEIR OFFICERS, EMPLOYEES, AGENTS, REPRESENTATIVES, CONTRACTORS, ASSIGNEES AND DESIGNEES FROM ANY AND ALL LIABILITY, ACTIONS, CLAIMS, DEMANDS, OR SUITS, AND ALL RELATED COSTS, ATTORNEYS' FEES, AND EXPENSES, RELATING TO TAX LIABILITY, UNEMPLOYMENT INSURANCE AND/OR WORKERS' COMPENSATION IN ITS PERFORMANCE UNDER THIS CONTRACT. CONTRACTOR SHALL BE LIABLE TO PAY ALL COSTS OF DEFENSE INCLUDING ATTORNEYS' FEES. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE THE ATTORNEY GENERAL OF TEXAS IF THECB AND/OR THE STATE OF TEXAS AND/OR THEIR OFFICERS, AGENTS, EMPLOYEES, REPRESENTATIVES, OTHER

CONTRACTORS, ASSIGNEES, AND DESIGNEES ARE A NAMED DEFENDANT IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM.

6.22 Prohibition on Use of Funds for Lobbying

Contractor represents and warrants that THECB's payments and Contractor's receipt of appropriated or other funds under this Contract are not prohibited by Texas Government Code §§ 556.005, 556.0055, or 556.008.

6.23 Buy Texas

In accordance with Texas Government Code § 2155.4441, Contractor agrees that during the performance of a contract for services it shall purchase products and materials produced in Texas when they are available at a price and time comparable to products and materials produced outside this state.

6.24 Force Majeure

THECB may grant relief from performance of this Contract if Contractor is prevented from performance by an act of war, order of legal authority, act of God, or other unavoidable cause not attributable to the fault or negligence of Contractor. The burden of proof for the need of such relief shall rest upon Contractor. Contractor shall notify THECB in writing if it believes that a force majeure may have occurred and THECB shall, in its sole discretion, determine if force majeure has occurred.

6.25 Notice

6.25.1 *Form of Notice*

All notices and other communications in connection with this Contract shall be in writing.

6.25.2 *Method of Notice*

All notices must be given by (a) personal delivery, (b) express courier (with confirmation), (c) registered or certified mail (return receipt requested), or (d) electronic mail to the Party at the address specified in this Contract, or to the address that a Party has notified to be that Party's address for the purposes of this section.

6.25.3 *Receipt of Notice*

A notice in accordance with this Contract will be effective upon receipt by the Party to which it is given or, if mailed by registered or certified mail, upon the earlier of receipt or the third business day following mailing.

THECB Notice Address

Lara Gueguen
1801 N. Congress Ave., Suite 12.200
Austin, Texas 78752
lara.gueguen@highered.texas.gov

Contractor Notice Address

Dr. Jeannie Meza-Chavez
SuperintendentP.O. Box 920
San Elizario, Texas 79849
915-872-3900
jmeza-chavez@seisd.net

6.26 False Statements; Breach of Representations

Contractor represents and warrants that all statements and information prepared and submitted in this document are current, complete, true, and accurate. Submitting a false statement or material misrepresentations made during the performance of this Contract is a material breach of contract and may void this Contract.

6.27 Severability and Waiver

The invalidity, illegality, or unenforceability of any provision of this Contract shall in no way affect the validity, legality, or enforceability of any other provisions.

Each and every right granted to the Parties hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, shall be cumulative and may be exercised from time to time. Failure by THECB or Contractor at any time to require strict performance of any contractual provision or obligation contained herein shall not constitute a waiver or diminish the rights of either Party thereafter to demand strict compliance. Neither THECB's review, approval, acceptance of, nor payment for any of the services provided in this Contract shall be construed to operate as a waiver of any rights under this Contract, or of any cause of action arising out of the performance of the services required by this Contract.

6.28 Human Trafficking Prohibition

"Under Section 2155.0061, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2155.0061.

6.29 Foreign Terrorist Organizations

Contractor represents and warrants that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Texas Government Code § 2252.152.

6.30 System for Award Management

THECB is federally mandated to adhere to the directions provided in the President's Executive Order 13224, Executive Order on Terrorist Financing – *Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten To Commit, or Support Terrorism*, and any subsequent changes made to it. Contractor certifies that Contractor is in compliance with the state of Texas statutes and rules relating to procurement and that Contractor is not listed on the federal government's terrorism watch list as described in Executive Order 13224. Entities ineligible for federal procurement are listed at http://www.sam.gov.

6.31 Key Personnel

Contractor shall assign only qualified personnel to this Contract. Contractor, in its reasonable discretion, reserves the right to substitute appropriate key personnel to accomplish its duties so long as the substituted personnel are equally qualified to accomplish the required services. Contractor shall provide THECB written notice and obtain written approval from THECB prior to any change in key personnel involved in providing services under this Contract. Subcontractors providing services under this Contract shall meet the same requirements and level of experience as required of Contractor (*see* section 6.5 "Assignment" and section 6.6 "Delegation or Subcontracting" for additional conditions regarding subcontracts). No subcontract under this Contract shall relieve Contractor of responsibility for ensuring the required services are provided. THECB, in its sole discretion, may require Contractor to remove any employee, contractor, subcontractor, or vendor of the Contractor from providing work or services under this Contract. Contractor shall replace such removed personnel expeditiously so that its services are performed on a timely basis.

6.32 Debts and Delinquencies to the State

Contractor agrees that any payments due under this Contract shall be applied towards any debt or delinquency that is owed to the state of Texas.

6.33 Deceptive Trade Practices; Unfair Business Practices

Contractor represents and warrants that it has not been the subject of allegations of Deceptive Trade Practices violations under Texas Business and Commerce Code §§ 17.01-.955, or allegations of any unfair business practice, in any administrative hearing or court suit, and further, that if it has been the subject of either or both such allegations, that Contractor has not been found to be liable for any such practices in such proceedings. Contractor certifies that it has no officers who have served as officers of other entities which have been the subject of allegations of Deceptive Trade Practices Act conduct, violations thereof, or allegations of any unfair business practices, in an administrative hearing or court suit and further, that if such officers have been the subject of either or both such allegations, that such officers have not been found to be liable for any such practices in such proceedings.

6.34 Suspension and Debarment

Contractor certifies that it and its principals are not suspended or debarred from doing business with the state or federal government as listed on the Debarred Vendor List maintained by the Texas Comptroller of Public Accounts and the System for Award Management (SAM) maintained by the General Services Administration.

6.35 Excluded Parties

Contractor certifies that it is not listed on the prohibited vendors list authorized by Executive Order No. 13224, *Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten To Commit, or Support Terrorism*, published by the United States Department of the Treasury, Office of Foreign Assets Control.

6.36 E-Verify: U.S. Department of Homeland Security's E-Verify System

By entering into this Contract, Contractor certifies that it utilizes and will continue to utilize, for the Contract Term, the U.S. Department of Homeland Security's E-Verify system to determine the eligibility of all persons: (a) employed to perform duties within Texas, during the Contract Term; and (b) (including subcontractors) assigned by Contractor to perform work pursuant to this Contract, within the United States of America.

Upon THECB's request, Contractor shall provide an electronic or hardcopy screenshot of the confirmation or tentative non-confirmation screen containing the E-Verify case verification number for attachment to the Form I-9 for the three most recent hires that match the criteria above, by Contractor, and Contractor's subcontractors, as proof that this provision is being followed.

If this certification is falsely made, this Contract may be immediately terminated, at THECB's or the state of Texas's discretion and at no fault to THECB or the state,

without prior notification. Contractor shall also be responsible for the costs of any re-solicitation that THECB or the state of Texas must undertake to replace the terminated Contract.

6.37 Drug-Free Workplace

Contractor represents and warrants that it shall comply with the applicable provisions of the Drug-Free Workplace Act of 1988 (41 U.S.C. §§ 701, et seq.) and maintain a drug-free work environment.

6.38 No Commissions

THECB shall not pay any commissions to Contractor under this Contract.

6.39 Contacts

Unless otherwise agreed to in writing by the Parties, primary contacts for routine communications related to the performance of services under this Contract are as follows:

THECB Contact

Lara Gueguen
Director, Program Implementation
1801 N. Congress Ave., Suite 12.200
Austin, Texas 78752
lara.gueguen@highered.texas.gov

Contractor Contact

Dr. Jeannie Meza-Chavez
Superintendent
P.O. Box 920
San Elizario, Texas 79849
915-872-3900
jmeza-chavez@seisd.net

6.40 Applicable Taxes

This Contract shall not be construed so as to supersede the laws of the United States or the state of Texas that accord the state of Texas, THECB, and all departments, agencies, and instrumentalities of the state of Texas exemptions from payment of all taxes of whatever kind. More specifically, to the extent permitted by applicable law, THECB shall not directly or indirectly be liable for taxes of any kind. Contractor represents and warrants that it shall pay all taxes or similar amounts resulting from this Contract, including, but not limited to, any federal, state, or local income, sales, or excise taxes of Contractor or its employees. To the extent permitted by applicable

law, THECB shall provide all applicable tax exemption certificates upon Contractor's request.

6.41 Smoking Policy

THECB has a policy of being a smoke-free agency. The policy reflects THECB's commitment to providing a healthy environment for all THECB employees and visitors. This policy prohibits smoking within any state building. Contractor, by acceptance of this Contract, agrees to abide by this policy when on THECB's property.

6.42 Substitutions

Substitutions are not permitted without THECB's written approval.

6.43 Entire Contract and Order of Precedence

This Contract consists of the following documents: the final executed Contract (including any exhibits and amendments).

In the event of conflicts, contradictions, or inconsistencies between or among these documents, such conflicts, contradictions, or inconsistencies shall be resolved by reference to the documents in the following order of precedence:

(1) Any duly executed amendments to the final executed contract; and

(2) The final executed contract, including its exhibits, if any.

This Contract (including any exhibits and amendments) contains the final, complete, and exclusive understanding of the Parties, and supersedes all prior contemporaneous, oral, or written understandings, representations, and negotiations between Parties relating to the subject matter of this Contract. The Parties further agree that this Contract may not in any way be explained or supplemented by a prior or existing course of dealings between the Parties, by usage of trade or custom, or by any prior performance between the Parties pursuant to this Contract or otherwise.

Section 7. Signatures

This Contract constitutes the entire agreement and understanding between the Parties with regard to its subject matter and supersedes and merges all prior discussions, writings, negotiations, understanding, and agreements concerning the provision of these services.

By signature hereon, the individual below represents and warrants that they are a duly authorized representative of Contractor and have the authority to bind Contractor in this Contract.

San Elizario Independent School District

By: _____

Name: Dr. Jeannie Meza-Chavez

Title: Superintendent

Date: _____

I, an authorized representative of THECB, hereby certify that this Contract complies with applicable statutes and regulations and authorize the services to be performed as written above.

AGREED and accepted on behalf of the
Texas Higher Education Coordinating Board

By: _____

Name: Laura Brennan

Title: Assistant Commissioner, College and Career Advising

Date: _____

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: Mr. Troy Enriquez, SEHS Principal & Dr. Rogelio Segovia, Associate Superintendent
Subject: Aliviane – Memorandum of Understanding and Agreement
Date: September 20, 2023

HISTORY:

Aliviane seeks to partner with San Elizario High School to help strengthen families. Aliviane's mission is to help people recover from addiction. The goal is to help individuals embrace their voice, ease their journey, and engage their families as they discover their own path of recovery (Aliviane, 2021).

RATIONALE:

The provided services encompass a range of initiatives related to alcohol, tobacco, and other drug (ATOD) prevention. These services include age-appropriate virtual presentations on ATOD, sharing information with children and families, offering online alternative activities, and addressing problems through referrals as requested by parents. Prevention efforts involve active participation in community events and conducting various activities through a coalition. These activities encompass information dissemination, alternative programs, community-based processes, and strategies to influence policies, practices, norms, and community conditions.

BUDGET:

There is no impact on the district's budget.

ADMINISTRATIVE RECOMMENDATION:

It is the administration's recommendation that the Board of Trustees approve the memorandum of understanding and agreement between San Elizario Independent School District and Aliviane.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Memo Attachment

MEMORANDUM OF UNDERSTANDING & AGREEMENT

Aliviane, Inc. is committed to providing comprehensive substance use and other mental health disorder services for residents living in West Texas (Region 10), which includes the counties of El Paso, Brewster, Culberson, Jeff Davis, Hudspeth, and Presidio. To accomplish these goals, we must rely on community resources to provide much needed services that are beyond the scope of this organization and/or to augment the services provided by Aliviane, Inc. **This document represents a record of agreement to provide individuals with program services listed below between Aliviane, Inc. programs and the following partnering agency:**

Name of Partnering Agency/Organization/ School/Program:

San Elizario Independent School District

Aliviane, Inc. applicable program services:

☒ PRIDES	☒ PRC Region 10	☐ HMHL	☐ WCR	☒ YRC
☐ PRIDES - Rural	☒ EPAPC	☐ AOPC	☐ CCC	☐ RBI
☒ Strengthening Families	☐ PADRE	☐ OTC	☐ Por Mi Familia	☐ RCOP-I
☒ IMASTAR	☐ PATH	☐ YFOPC	☐ RSS	☐ PPW

Description of services provided by Aliviane Inc.

General Description	Specific Deliverables
Youth Prevention Indicated Program (YPI) IMASTAR may provide prevention services to youth at risk of substance use and adults referred.	Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.
Youth Prevention Selective (YPS) Strengthening Families may provide prevention services to youth ages 12-17 years of age and adults referred.	Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.
Youth Prevention Universal Program (YPU) PRIDES may provide prevention services to all youth and adults referred.	Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.

1626 Medical Center Drive, Suite 400, El Paso, TX 79902 / P915.782.4000 / F915.782.4040
Aliviane.org

El Paso Advocates for Prevention Coalition will work towards the prevention and reduction of the illegal and harmful use of alcohol, Marijuana, tobacco, and prescription drugs, (to include other drugs) in El Paso County, amongst youth and adults, by promoting and conducting community-based and evidence-based prevention strategies with key stakeholders.	Services include conducting prevention services activities through the coalition. Implement the combination of information dissemination, alternative activities, community based process, environmental strategies, shift related to polices, practices, norms and community condition.
PRC program provides the community with substance use events, data, and information to mitigate the use of illicit substances in our community for all ages.	Services include data sharing, substance use presentations, Regional Needs Assessment, tobacco compliance checks, tobacco law education, mass media, promotion of substance use related events, social media posting, and referrals.
YRC program provides youth a safe place to meet with peer leaders and obtain case management services. Peer leaders engage participants and their families/supportive allies in sober activities and the center is available to youth on weekends during high-risk times.	Services include referrals, family engagement services, case management resources, center with sober activities, outreach presentations, support groups, community service hours, and a Peer Advisory Council.

☒ Referral	☒ Transportation	☐ Communication	☒ Financial Assistance	☒ Case Management	☒ Presentations/Sessions

Description of services provided by Partnering Agency/Organization/School/Program

General Description	Specific Deliverables
Provide coordinating support for Aliviane prevention presentations, information dissemination, alternative activities, evidence-based curriculum services, health fairs and community events, by allowing Prevention Specialist to work in their virtual or online classrooms and students.	Support for prevention education curriculum, adult and youth presentations ad information dissemination, virtually or in person

☐ Referral	☐ Transportation	☐ Communication	☐ Financial Assistance	☐ Case Management	☐ Presentations/Sessions

This MOUA indicates that a referral relationship exists and will abide by the Occupations Code, Title 3, Subtitle A, Chapter 102, Subchapter A, Sec. 102.001. This MOUA does not indicate any contract, liability, or endorsement between both partnering entities. Both entities will mutually provide information regarding services provided, admission and eligibility criteria, non-duplication of services, and any other information necessary for effective placement of individuals within the guidelines of client confidentiality as specified by State and Federal laws and regulations, specifically the Federal Regulations on Confidentiality of Alcohol and Substance Abuse Patient Records (Federal Register, General Provisions Title 42, Chapter 1, Part 2),

Health Insurance Portability and Accountability Act (HIPAA), and any other requirements as mandated by existing protocols.

This MOUA recognizes that referred individuals are responsible for any fees or payments if any apply. Aliviane, Inc. has no liability or responsibility for such fees or payments, unless arranged in advance, in writing, by an official of Aliviane, Inc. with authority to authorize such payment. This agreement will be in effect for one year from the date of full execution or may be terminated by either entity with thirty (30) days written notice.

Signature:		**Signature:**	
Name:	**Dr. Rogelio Segovia**	**Name:**	**Ivonne Tapia, MA, LCDC, LPC-S, ACPS**
Title:	**Associate Superintendent**	**Title:**	**Chief Executive Officer**
Entity:	**San Elizario ISD**	**Entity:**	**Aliviane, Inc.**
Phone:	**915-872-3970**	**Phone:**	**915-782-4000**
Email:	**rsegovia@seisd.net**	**Email:**	**itapia@aliviane.org**

Start Date: 09-1-2023 End Date: 09-1-2024

MOUA Renewal Required 1-Year after Start Date*

NEW ☐ **RENEWAL** ✓ F

Form ID: ADM-MOUA-01
2020

1626 Medical Center Drive, Suite 400, El Paso, TX 79902 / P915.782.4000 / F915.782.4040
Aliviane.org

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. Rogelio Segovia, Associate Superintendent, Mr. Troy Enriquez, SEHS Principal and Bea Apodaca, Federal & Special Programs Coordinator
Subject: Creative Kids Inc. Memorandum of Understanding
Date: September 20, 2023

HISTORY:

Creative Kids Inc. is a non-profit, community-based art agency located in El Paso, Texas. They are a nationally recognized organization that serves children through purposeful visual art education. At San Elizario ISD, they would serve in collaboration with the Migrant Education Program at San Elizario HS.

RATIONALE:

Creative Kids will be responsible for developing the curriculum for a 47-day fine arts program, benefiting SEISD students. Art instruction will be delivered to approximately 50 students, with 20 students per session and one instructor assigned for every 10 students.

BUDGET:

There is no associated budget cost for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to approve the contract between SEISD and Creative Kids.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

CONTRACT BETWEEN
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
AND
CREATIVE KIDS INC.

This Agreement, made this 20th day of September, 2023 defines the services and obligations of the San Elizario Independent School District ("SEISD"), 1050 Chicken Ranch Rd., San Elizario, Texas, and Creative Kids Inc., a non-profit organization, organized under the laws of the State of Texas with offices at 504 San Francisco St., El Paso, Texas ("CKI", or the "Contractor").

THE ABOVE-IDENTIFIED PARTIES AGREE TO THE FOLLOWING:

The San Elizario Independent School District desires to contract with Creative Kids Inc. for the implementation of a 47-Week Fine Arts Program in conjunction with the Migrant Education Program at a campus designated, herein or hereafter, by SEISD.

I. Scope of Services

CKI shall serve as an independent contractor to provide the work in strict accord with the program description provided in **Exhibit A** attached hereto and incorporated herein by reference for all purposes (the "Services"). Notwithstanding any conflict between the language in Exhibit A and the terms set forth below, the terms set forth below shall prevail with respect to the Agreement between the parties.

CKI will provide to SEISD the following services during the term of this agreement:

1. CKI shall be responsible for curriculum development of the fine arts program (the "Program") for the benefit of SEISD students.

2. The Program shall include art instruction for approximately 20 students per session with one art instructor assigned per every 10 students – serving a total of 50 students at the duration of the 47-week program.

3. CKI shall run the program for 47 weeks during the 2023-2024 school year beginning on Wednesday, September 13, 2023, and every Wednesday and Thursday thereafter.

4. CKI shall be responsible for obtaining professional art instructors or directors, and assistants to implement the Program.

5. CKI will provide art instructors, art supplies, framing, printing, secure a gallery venue with gallery installations, and will provide any other administrative or program needs.

6. CKI shall compile CKI and Program information required for district reports, including reports to the SEISD Board of Trustees.

II. SEISD Responsibilities

1. SEISD, in its sole discretion, may provide (at the District's sole cost and expense) CKI with such administrative assistance as may be reasonably required by CKI for the performance of the Work.

2. SEISD administrative personnel at each campus agrees to collaborate with CKI staff or contractors in order to facilitate and deliver Program-related Services to students as deemed necessary.

III. Special Terms and Provisions. The following special terms and provisions shall apply to performance of the Services described in this Contract and in Exhibit A.

A. CKI shall require adequate and appropriate dress and identification of CKI's employees, contractors, and all other persons carrying out the Services for the Program. CKI shall require all workers, whether CKI's own forces or the forces of CKI's contractors, to wear identification tags on the front of their persons during all times that they are on SEISD property. Such identification tags shall contain a current photograph and the worker's name in a typeface large enough to be seen from a reasonable distance. CKI shall further ensure that no improper or inappropriate fraternization shall occur between CKI and contractor's personnel and SEISD students. Failure of CKI's personnel or contractors to adhere to these standards of conduct shall result in the immediate removal of the offending person from the Program and SEISD property. In addition to the foregoing, CKI shall:

1. Provide SEISD with sufficient information regarding all personnel providing Services for the Program to facilitate SEISD in its background checks. Pursuant to Texas Education Code 22.0834, CKI will certify that all CKI employees and contractors have undergone a finger-print based background check.

IV. Duration of Services

This Agreement shall become effective immediately upon execution and shall terminate on August 31, 2024 at which time SESD and CKI will have the option to renew the agreement upon approved grant funding renewal.

V. Compensation and Method of Payment

For and in consideration of the Services to be performed by CKI under this Agreement, CKI is responsible for all program costs (salaries, art supplies, mileage, framing and snacks) incurred during the duration of the 47-week program. This is underwritten by a grant from the Paso del Norte Health Foundation for the fine arts instruction to FIFTY (50) students, to include the cost of ONE (1) art instructor per TEN (10) students; for a total of TWO (2) art instructors, ONE (1) art director, ONE (1) assistant, and all other expenses for Contractor's fine arts program (the "Fine Arts Program")

Additional Provisions

A. CKI Employees. All persons assigned to SEISD under this Contract by CKI shall remain the employees of CKI and shall not be employees of SESD. CKI shall be responsible for payment of all salary, compensation and benefits of all of its employees, and shall have all liability and responsibility with respect to its Employees. SEISD shall not have any responsibility or liability regarding any CKI employees.

B. Risk Allocation. SESD shall not be liable to CKI for any claims, causes of action, liability, expenses, attorney's fees, costs, injuries, damages or other losses arising from the conduct of CKI employees and the Services provided by CKI employees pursuant to this Contract. Each party shall bear its own risk of loss and shall not be liable for any acts or omissions of the employees of the other party.

C. Governmental Immunity. SEISD hereby reserves, and does not waive, its right to governmental and sovereign immunity from litigation or liability arising out of the Texas Tort Claims Act, the Texas Constitution and applicable common law. This Contract is not a consent to suit by SEISD. This Contract shall not constitute the agreement by SEISD to pay attorney's fees in the event of litigation between the parties.

D. Compliance with FERPA. CKI and its employees assigned to SEISD schools pursuant to this Contract shall comply with all terms and conditions of the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and applicable state law which requires that all personally identifiable student records be kept confidential and not released except as provided under applicable law. Any violation of the terms of federal or state law by CKI employees relating to personally identifiable student records shall constitute grounds for immediate termination of this Contract.

VII. Notice. Any notices to be given under this Agreement shall be in writing, sent by registered or certified mail, postage prepaid, return receipt requested, or by facsimile followed by a confirmation letter sent as provided above, addressed to such party as follows:

(a) **Notices to San Elizario ISD:**

Dr. Jeannie Meza-Chavez
Superintendent
San Elizario ISD
1050 Chicken Ranch Rd.
San Elizario, Texas 79849
(915) 872-3900

(b) **Notices to Creative Kids Inc.**

Andrea Gates-Ingle
Executive Director
504 San Francisco St.
El Paso, Texas 79901
(915) 533-9575

Notices sent in accordance with this section shall be deemed effective on the date of dispatch. Any changes in the information set forth in this section shall be upon notice to the other party delivered in the manner set forth above.

VIII. Termination of Services. This agreement may be terminated prior to the expiration of the term hereof by mutual agreement of the parties or by either party giving (30) days written notice. Upon termination of the Contract, SEISD shall be liable only for no payment for services as it is covered by a grant from the Paso Del Norte Health Foundation.

IX. Business Ethics Standards. CKI hereby acknowledges that it has reviewed the SEISD's business ethics policy and incorporated herein by reference for all purposes. CKI represents to the District that it has not violated such standards in its dealings with SEISD and covenants that it will abide by such standards in CKI's performance of this Contract.

X. Criminal Background Check. Any CKI employees or contractors having direct contact with students must submit to a criminal background check as required by Texas law.

XI. Confidentiality. SEISD considers all non-public information concerning the Program to be performed under the terms of this Contract as well as any reports or other documentation related thereto to be confidential and proprietary unless otherwise expressly indicated in writing by SEISD to CKI. CKI shall not release any non-public information to any third party without the prior written consent of SESD. CKI understands that TISD must release certain information under the Texas Public Information Act.

XII. Miscellaneous

1. **Assignment.** CKI agrees that the duties and obligations of CKI under this Contract are not assignable or transferable and CKI agrees not to subcontract any of the Services to be performed hereunder, without the prior written approval of SEISD.

2. **Entire Agreement.** This Contract constitutes and expresses the entire agreement between the parties and supersedes all prior negotiations, representations or agreements, either written or oral. This Contract shall not be amended or modified except by written instrument signed by both parties.

3. **Counterparts.** This Contract may be executed in multiple counterparts, each of which shall be deemed to be an original, and all of which, when taken together, shall constitute one and the same Contract.

4. **Third-Party Beneficiary.** This Contract and all conditions and provisions hereof are for the sole and exclusive benefit of the parties hereto and their respective successors and assigns and are not intended for the benefit of any other person. In particular, nothing in this Contract, express or implied, is intended to or shall confer upon any person, other than the parties hereto, any rights, benefits or remedies of any nature whatsoever under or by reason of this Contract and shall not be construed to give any testing company, vendor or his or her respective heirs, assigns or beneficiaries any legal or equitable right, remedy or claim under or in respect to this Contract or any provision contained herein. Any entities or individuals mentioned herein, or in any of the attachments hereto, are listed for convenience and understanding of this Contract and said entities or individuals shall not be considered third-party beneficiaries under this Contract.

NOTWITHSTANDING ANY PROVISIONS HEREIN CONTAINED TO THE CONTRARY: (i) THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT DOES NOT WAIVE SOVEREIGN IMMUNITY BY ITS EXECUTION OR DELIVERY OF THIS AGREEMENT OR BY ANY CONDUCT OF ITS REPRESENTATIVES UNDER THIS AGREEMENT; AND (ii) THE DISPUTE RESOLUTION PROCESS PROVIDED, IF ANY, DOES NOT AFFECT THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT'S RIGHT TO ASSERT ALL CLAIMS AND DEFENSES IN ANY LEGAL PROCEEDING.

Executed this _____ day of _____, 2023.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

BY:_____
EDUARDO CHAVEZ
PRESIDENT, BOARD OF TRUSTEES

ATTEST:

_____
SANDRA LICON
SECRETARY, BOARD OF TRUSTEES
SAN ELIZARIO ISD

APPROVED AS TO FORM AND CONTENT:

_____
DR. JEANNIE MEZA-CHAVEZ
SUPERINTENDENT SAN ELIZARIO ISD

_____
NORBERTO RIVAS
CHIEF FINANCIAL OFFICER
SAN ELIZARIO ISD

<u>THE CONTRACTOR</u>:
CREATIVE KIDS INC.

_____
By: Andrea Gates-Ingle
Executive Director

Project ABLE Programming
Creative Kids will connect 50 San Elizario participants through non-traditional approaches is the main goal of Project ABLE. Engagement in the year-round arts-based program allows the program participants to ultimately demonstrate and practice healthy behaviors that they may not ever have been exposed to. Creative Kids is able to reach this goal through a strategic partnership with San Elizario Independent School District where we will provide an in-depth, age appropriate, hands-on visual arts education program that will take place at San Elizario High School - focusing on students realizing their creative capability and potential while giving them various **opportunities for skill building**. Project ABLE embodies a strategic set of critical, cognitive, affective and psychomotor abilities that are embedded into the program. Many of our program participants are overcome with educational disruption, cultural and language barriers, social isolation and other factors that inhibit their ability to do well in school settings making this program a crucial part to their day when the school day ends, and they have nowhere else to go. Creative Kids gives program participants **a safe physical space** to thrive in while providing and **promoting supportive relationships** within a peer group that has shared goals and outcomes. We are also able to immerse the participants in a program that engages them in skills and learning focusing on the development and enhancement of participants self-esteem, developing leadership capacity as well as strengthening the "thriving indicators" for persistence when setbacks and adversity often come into play in life.

This program is anchored as an innovative comprehensive positive youth development training program providing in-depth, hands-on education, focused on students realizing their creative capability and potential through various assignments involving painting on canvas, printmaking, photography, digital media production and graphic design. Student participants are guided in the development of important environmental and "life-journey" skills that historically have not played a part with low-income youth who may lack future life visions and therefore are likely to participate in negative, high-risk behaviors. The Creative Kids intervention provides an opportunity for these youth to develop and enhance their developmental assets while deterring risky behaviors, which ultimately makes them more connected to their community.

Exhibits
Showcasing the artwork made from Project ABLE program participants is an important component to this program. Every quarter, artwork completed by the youth in the program will be displayed in various community spaces around the San Elizario and El Paso region as well as hosting an event at the end of the program to display their work. The exhibits provide opportunities that allow the youth to feel a sense of fulfillment and accomplishment through their artistic products on public display while at the same time promoting and celebrating **community involvement** and program partnerships. We have found that highlighting the participants' work in the public allows the viewer to appreciate the youth, their inspiration and creativity. Most importantly, we are able to provide a platform educating the public on disconnected youth and their attainment of important life skills and abilities that is life-changing for them.

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Project ABLE Schedule
Creative Kids will take place every Wednesday and Thursday from 4:30-6:30 at San Elizario High School and a special summer intensive camp (Dates and time TBD).

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. Rogelio Segovia, Associate Superintendent
Subject: Policy BQA (LOCAL) – Planning and Decision-Making Process District-Level [Second Reading]
Date: September 20, 2023

HISTORY:

The district-level committee is mandated by Education Code 11.251 to provide guidance to the Board or its designee (superintendent) in developing and reviewing the educational goals, objectives, and primary district-wide classroom instructional programs established by the Board or its designee.

RATIONALE:

Given the 4-day instructional work week, a modification is being requested for Policy BQA (Local) to enable the district-level committee to assemble during regular school hours.

BUDGET:

The is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to approve the modification of Policy BQA, permitting the district-level committee to convene during regular school hours.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

PROPOSED REVISIONS

District-Level Committee

In compliance with Education Code 11.251, the District-level committee shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.

Chairperson

The associate superintendent shall be the Board's designee and shall serve as chairperson of the committee.

Meetings

The chairperson of the committee shall set its agenda and shall schedule at least two meetings per year; additional meetings may be held at the call of the chairperson.

All committee meetings ~~shall~~ may be held ~~outside of~~during the regular school day.

Communications

The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication may include, but are not limited to, posting the agenda and meeting minutes on the District website.

Composition

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Professional Staff

Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the committee.

At least one campus-based nonteaching professional representative shall be nominated and elected by all professional staff.

At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

Parents

The committee shall include at least two parents of students currently enrolled in the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the

committee's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]

Community Members

The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

Business Representatives

The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.

Elections

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]

The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the committee shall be held in the fall of each school year at a time determined by the Board or its designee. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.

Terms

Representatives shall serve staggered three-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.

Vacancy

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.

Other Advisory Groups

The existence of the District-level committee shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.

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: Mrs. April Marioni, Special Education Director
Subject: Amendment to the Memorandum of Understanding Between San Elizario ISD and Project Vida Health Center
Date: September 20, 2023

HISTORY: During the board meeting held on February 8, 2023, the SEISD Board approved the memorandum of understanding (MOU) between San Elizario ISD and Project Vida Health Center.

They are submitting an amendment to the original MOU. In this amendment to the MOU between Project Vida Health Center (PVHC) and San Elizario ISD, PVHC commits to several key initiatives. These include implementing positive youth development groups, offering an evidence-based curriculum with leadership opportunities, conducting program observations, gathering data for evaluation, and collaborating on policies. They will also provide professional development, trauma-informed training, and vaccination support. PVHC will tailor its services based on continuous community needs assessments. In return, San Elizario ISD agrees to provide necessary resources, data sharing, observation support, space for PVHC staff, and access to integrated healthcare. Both parties will collaborate to strengthen adolescent health promotion and prevention efforts. Attached, you will find the approved MOU along with the amendment.

RATIONALE: Partnering with Project Vida will allow San Elizario ISD to assist students in obtaining the necessary medical services they need in an expedited and convenient manner, given that the services will be available to them on the campus via the Navigation Services and Mobile Unit provided by Project Vida. Additionally, the parent classes offered through the Positive Parent Education Program will provide parents with needed information and support for child and adolescent development in the home setting.

BUDGET: No cost to the district, but the district will provide an office space on campus to include access to a district telephone and district email to implement the Navigation Services available for the health needs of students.

ADMINISTRATIVE RECOMMENDATION:

It is the administrative recommendation that the Board of Trustees approve the amendment to the MOU between San Elizario ISD and Project Vida Health Center.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

Memorandum of Understanding
Between
San Elizario Independent School District and
Project Vida Health Center

This MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into by and between Project Vida Health Center, hereinafter referred to as "PVHC" and San Elizario Independent School District hereinafter referred to as "SEISD," "school district" or the "District". Together, PVHC and SEISD are referred to herein as the "Parties".

PURPOSE

The purpose of this MOU is to set forth the terms and conditions of agreement between SEISD and PVHC to implement the **first phase** of Project Vida School Based Services to address students and family's health equity, their wellbeing, and reduce unplanned teen pregnancies. Project Vida School Based Services will support the SEISD multi-tiered system of support by implementing universal, targeted and intensive strategies that address all tiers.

During the first phase, we will implement Positive Parenting Education Program as a Tier 1- Universal strategy, and Navigation services, as a Tier 2- Target strategy.

When all phases are implemented, our School Based strategies will address health equity by assisting students and their families to access needed health and social services, and providing resources and information to reduce unplanned teen pregnancies and STIs. The purpose of these activities is to provide information and knowledge that can support them in making positive and healthy choices. As well, we plan to address the gaps and the needs of the community to promote an overall state of wellbeing. By implementing the first phase of services, we start a process of system change that will allow us to reach our mutual goal.

Project Vida Health Center will do the following:

Tier 1- Universal Strategy: Positive Parenting Education Program

- Leverage existing activities and education with established parent groups.
- Implement virtual/and or in-person parent groups in SEISD to foster engagement and optimal health.
- Implement an evidence-based parental education program to the SEISD community. This program focuses on understanding and promoting adolescent development. It gives parents simple and practical strategies to help them build strong, healthy relationships, helping increase their confidence to manage their children's behavior and to prevent problems developing.
    - Parent program provided for parents of school age children, 0-10 years of age.
    - Parent program provided for parents of teen age children, 11-17 years of age.
    - Individual sessions with parents are also available under this program. Topics may include:
        - Puberty and Hygiene
        - Building Connections with Youth

        - Financial Wellness
        - Internet Safety
        - Sexual Health and Education
        - Self-Care for Parents
        - LGBTQ+ Youth and Inclusivity
        - Among other topics
    - This series will be provided to parents engaged in the Progressing Together Parent Meetings and/or additional parents groups in collaboration with Parent Liaisons.
- Engage with the community to promote integrated primary health services in the school community that address both physical, mental and behavioral well being.

Tier 2- Targeted Strategy: Navigation

- PVHC will integrate the Access Navigation team into SEISD designated campuses of greatest need. Navigators are trained to guide and provide access to students and their families to Medicare/Medicaid, CHIP, Your Texas Benefits, the Marketplace, and PVHC's sliding scale discount program for clinical services. They will:
    - Attend school community health events to build community, strengthen school partnerships and promote services to the wider community.
    - Provide educational sessions to parent groups about PVHC Navigation Services, especially Your Texas Benefits enrollment.
    - Collaborate with the campus counselor and nurse to identify families and students eligible for navigator services.
    - Maintain a professional relationship with counselors and nurses to keep them updated on referral progress of students and families.
    - Connect students and families to services in nearby PVHC clinics as well as the PVHC Mobile Unit serving the community at the Familias Triunfadoras location.
- Navigators can also connect students and families to the following services: integrated primary care, pediatric care, behavioral health, family planning, chronic care services, food pantries, and other social services needed.

Activities for Continuous Quality Improvement

- Navigators and PVHC staff will participate in continuous Quality Improvement (CQI) meetings between PVHC and SEISD pertinent staff to discuss progress towards program goals and objectives.
- This program will be at no cash cost to the San Elizario Independent School District.

San Elizario ISD will do the following:

Tier 1- Universal Strategy: Positive Parenting Education Program

SEISD will:

- Provide access to implement evidence-based parental education to the SEISD community and existing parent groups, such as Progressing Together Parent Meetings.
- Serve as a leverage point to implement activities with the established parent groups.
- Provide support via Parent Liaisons, Counselors, Teachers, and other pertinent school personnel, to reach parents who might be interested in the Positive Parenting Program.

- Provide a space for in-person presentations when needed.

Tier 2- Targeted Strategy: Navigation

SEISD agrees to:

- Provide suitably private spaces for Access Navigators with internet connection and telephone on designated campus at no cost to PVHC starting in year one to meet HIPAA guidelines. The purpose is for Access Navigators to have a confidential space where they can register students and their families to needed services.
- Provide support via Nurses, Counselors, Teachers, Parent Liaisons and other pertinent school personnel, to reach students and parents who might be interested in Navigation Services to receive social and health services.

Activities for Continuous Quality Improvement

SEISD will:

- Co-host a virtual press release with PVHC to share the partnership and new programs. It will assist in fostering a relationship with PVHC's communication team to disseminate outcomes.
- Have regular Continuous Quality Improvement (CQI) meetings between PVHC and SEISD pertinent staff to discuss progress towards program goals and objectives.
- Provide SEISD emails, ID badges and parking permits to PVHC staff that facilitate the implementation of programs.

Miscellaneous:

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.

FERPA and HIPAA COMPLIANCE: The Parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act in their handling of educational records and health information of participants enrolled in their programs. It is also understood and recognized that employees and agents of each party may have access to the educational records and health information maintained by the other party in properly administering their duties and obligations under this Agreement and to the individual students. It is agreed that each party shall thoroughly orient their employees and agents (as applicable to those handling educational records or health information) with regard to their respective obligations under the Family Educational Rights and Privacy Act including the Health Insurance Portability and Accountability Act. Each party shall maintain their practices in strict accordance with the requirements of these acts. Unless required by judicial or regulatory authority,

neither party shall be permitted to authorize and further disclose the educational records of the other party to persons or entities not a party to this Agreement without first having received permission of the other party, and having obtained assurances that the other party has fully complied with the provisions of the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act. Any permitted disclosure to persons or entities not a party to this Agreement shall be under the condition that no further disclosure by such party shall be permitted.

BACKGROUND CHECKS. SEISD will have the right, in its sole discretion, to exclude any individual at any time from any school district location. PVHC staff and personnel will promptly, and without protest, leave a school district location whenever they are requested to do so by the District. PVHC shall complete or cause to be completed a background check for each individual who is assigned under this program and who has contact with SEISD 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 school district, in any child abuse registry. School district shall have the right to require withdrawal of any individual assigned under this MOU in the event that individual fails to meet the standards established for acceptable background.

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

This agreement shall be constructed and enforced in accordance with the laws of the United States of America and the State of Texas. Exclusive venue shall lie in a court of competent jurisdiction in El Paso County, Texas.

Term and Termination:

The initial term of this agreement will be for up to one year to complete school year terms, initiating when fully executed by both parties. The agreement will automatically renew for up to three (3) one-year terms, unless either party notifies the other of non-renewal with thirty (30) days written notice. Further renewals will require action by both parties indicating willingness to do so to the other. This agreement may be amended in writing by mutual consent of the parties. The Agreement may be terminated with or without cause by either party upon thirty (30) days of written notice.

San Elizario Independent School District	Project Vida Health Center
Jeannie Meza Chavez	Bill Schlesinger
Dr. Jeannie Meza-Chavez Superintendent	Bill Schlesinger Chief Executive Officer
02/09/23 Date:	3/16/2023 Date:

Amendment to Memorandum of Understanding between Project Vida Health Center and San Elizario ISD

PVHC will do the following:

- Implement virtual/and or in-person in-school positive youth development groups in San Elizario ISD to foster engagement and optimal health.
- Implement an evidence-based positive youth development curriculum and provide youth the opportunity to develop leadership skills through community service projects that are geared to address the San Elizario ISD Community area and/or based on youth community scan.
    - The In-School curriculum focuses on three core content areas that work together as protective factors, reducing the impact of risk and promoting positive youth development: skill-building, developing a sense of self and making connections.
    - The program promotes the positive development of adolescents through curriculum-guided, interactive group discussions; positive adult guidance and support; and community service learning.
    - The in-school program duration will depend on the needs of the community and vary between 6 to 9 months of implementation.
    - The program requires each participating youth to complete 20 hours of meaningful service to meet fidelity. These hours can be completed during school or afterschool not limited to hours completed through in school programs while leveraging existing activities and education with established youth groups.
    - Incentives and refreshments will be provided for recruitment and retention purposes.
- PVHC designated staff will conduct observations as they are required by the grant to be 5% of a teacher's/implementers period load and for the purpose of ensuring fidelity of the program.
- In the event that the proposed curriculum no longer meets the needs of the community of San Elizario, PVHC in collaboration with San Elizario ISD will select a new curriculum that better fits the community. San Elizario ISD will facilitate and to the extent possible expedite the implementation of the newly selected curriculum.
- Gather data to support strong program evaluation, to fulfill grant requirements, and to measure immediate and intermediate outcomes. Data gathering will include but not be limited to: pre and post participant surveys, parent and participant focus groups, parental consents, via data request to San Elizario ISD, participant demographic information, and Be You enrollment and attendance. No personal identifiable information about participants will be shared or published.
- Convene Continuous Quality Improvement (CQI) meetings between PVHC and San Elizario ISD pertinent staff to discuss progress towards program goals and objectives.
- Facilitate meetings and conversations between PVHC and San Elizario ISD staff to develop pertinent policies and procedures to maximize impact on promoting adolescent health and preventing teen pregnancy and STIs.

- Implement virtual/and or in-person in-school professional development sessions with San Elizario ISD staff (teachers, counselors, administrators and support staff) to foster optimal health and professional quality of life.
- Implement a research based curriculum with San Elizario ISD youth serving professionals revolving around trauma informed approach, stress reduction and resiliency.
    - The curriculum focuses on trauma awareness, emotional intelligence, creating safe environments, strengthening relationships, trauma informed teaching strategies, classroom based interventions, emotional regulation and self care and others as needed.
    - Scale the implementation of the curriculum district wide during the grant period.
- Implement evaluation metrics and data gathering throughout the grant period which include but are not limited to continuous needs and readiness assessments, focus groups, interviews and feedback surveys. These assessments will gather data around the needs of the school community on topics related but not limited to adolescent health, mental health and trauma, primary care services, and other needed social services.
- Establish a multi-sectoral network of support of in-school supportive services including but not limited to community agencies and partners. Establish a referral system for the internal navigation team to connect families and youth to services.
- Collaborate with external community based organizations to bring self-care services for San Elizario ISD staff.
- Implement strategies to promote vaccination for youth.
- PVHC will continue to implement a tiered approach to bringing services to San Elizario ISD, in response to the need of the community as represented in the continuous community needs assessments and other data.

San Elizario ISD will provide:

- In an effort to meet HIPAA and FERPA guidelines and for PVHC staff to provide services and build a professional rapport with school staff, students and parents, San Elizario ISD agrees to provide on campus a suitable space for navigation and outreach facilitators as needed. The space should include internet connection and telephone at the designated campuses starting on year one and ongoing throughout the grant period. This will be at no cost to PVHC.
- Provide PVHC staff with San Elizario ISD emails, ID badges and parking permits to PVHC staff that facilitate the implementation of programs.
- San Elizario ISD will share data on a need-to-know-basis on vulnerable youth, pregnancy rates and other information that is relevant for program implementation with PVHC designated staff and third party evaluators. All information will be requested without identifiable information.
- San Elizario ISD will allow and facilitate PVHC designated staff to conduct observations of 5% of a teacher's/implementers EBIs implementation periods. These observations are for the purpose of ensuring fidelity of implementation as required by the grant.
- San Elizario ISD will collaborate with PVHC's community needs assessment by providing and sharing de-identified referral, discipline, demographic data, testimonials,

insights, and other pertinent information. San Elizario ISD staff will participate in needs assessment focus groups, surveys, and meetings as needed. This information will be collected by designated PVHC staff and third party evaluators.

- Provide access to students and their families to integrated primary health care via the approved in-school navigation procedures, that include the nurses, counselors, and other in-school agencies including CIS.
- San Elizario ISD will facilitate conversations and provide access to in-school-based agencies, including those assisting parenting and homeless adolescents to support the development of the multi-sectoral system of support. Continuous Quality Improvement (CQI) meetings between PVHC and San Elizario ISD pertinent staff to discuss progress towards program goals and objectives as well as to develop pertinent policies and procedures to maximize impact on promoting adolescent health and preventing teen pregnancy and STIs.
- San Elizario ISD will provide time and space during professional development opportunities for PVHC staff to implement the staff curriculum.
- Facilitate meetings and conversations with partnering organizations participating in with the goal of developing strong partnerships to promote adolescent health to prevent teen pregnancy and STIs.
- Provide access to the PVHC team to train youth serving professionals on but not limited to Trauma Informed Approaches, leadership, and program implementation and curriculum. As well as access to conduct surveys, readiness assessments, and focus groups as needed.
- Assist in identifying and facilitating introductions between in-school and community agencies and partners, to build the multi-sectoral network of support. As well as supporting the development of referral systems and other needed workflows between partners and the district.
- San Elizario ISD will work with PVHC to review the results of the continuous needs assessment and explore the possibility of adding or modifying services and the implementation of the program.
- San Elizario ISD will share PVHC's evaluation results with the SISD Board and other pertinent stakeholders.

San Elizario Independent School District	Project Vida Health Center
_____	_____
Dr. Jeannie Meza-Chavez Superintendent	Bill Schlesinger Chief Executive Officer
_____	_____
Date:	Date:

San Elizario I.S.D.
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: Horacio Hernandez, Technology Director
Subject: August 2023 Technology Fixed Asset Discard
Date: September 20, 2023

HISTORY:
Campus and Departments periodically replace obsolete or non-repairable technology items. In order to aid the campuses and departments in removing these items to maximize space, the Technology Department will be submitting monthly disposal lists for approval.

RATIONALE:
Items shown on the attached lists have been reviewed by the District Technology Department and concur with campus/departments administration to dispose or sell listed items.

BUDGET IMPACT:
No budget impact.

ADMINISTRATIVE RECOMMENDATION:
For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

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

Human Resources Department

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

9/12/2023 11:10

☑ Other (Technology, Maintenance, etc.)

Fixed Asset Discard List

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ GE Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1	H102	Dell Computer	2600000984	1	obsolete
2	H104	Dell Computer	2600000780	1	obsolete
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8					
9					
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Date: 9/12/2023 11:10

Signature_____

TECHNOLOGY DEPARTMENT

13680 Socorro Rd. San Elizario, TX 79849-0920 P: (915) 872-3935 F: (915) 872-3936 www.seisd.net

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: Jesus Martinez, Executive Director-Support Services
Subject: August 2023, Non-Technology Fixed Asset Discards
Date: September 20, 2023

HISTORY: Campuses and departments periodically replace obsolete, broken or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

RATIONALE: To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

BUDGET: No budget impact

ADMINISTRATIVE RECOMMENDATION: For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

AUG

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☒ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	CLASS	Vac. Hoover	2600000780	1	
2		Vac. Hoover	2600002240	1	
3		Vac. Royal Aire	2600000148	1	
4		Vac. Royal Aire	2600000149	1	
5		Vac. Nacecare	1500094147	1	
6		Vac. Royal Aire	2600000147	1	
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Date: 7/24/23

Authorized Campus Signature S Rico

Page 1 of 1

Regular Meeting

Wednesday, August 9, 2023 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Axel Lopez, Board Trustee
Mr. Lorenzo Luevano, Board Trustee
Ms. Guadalupe Caro, Board Trustee
Ms. Monica Chavez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, joined the meeting at 5:52 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. SEHS Eagle Ops Back on Track Program Participants, Teachers and Administrators

Ms. April Marioni, San Elzario High School Principal, and Ms. Brenda Pallares, San Elizario High School Assistant Principal recognized the SEHS Eagle Ops Back on Track Program Participants, Teachers and Administrators

3.B. Introduction of new Principal at Alfonso Borrego Elementary School - Ms. Martha Santana

Dr. Rogelio Segovia, Associate Superintendent, introduced and welcomed Ms. Martha Santana as the New Principal at Alfonso Borrego Sr. Elementary School

3.C. Introduction of new Director for the Special Education Department - Ms. April Marioni

Dr. Rogelio Segovia, Associate Superintendent, introduced Ms. April Marioni as the new Director for the Special Education Department

3.D. Introduction of new SEHS School Improvement Coordinator - Ms. Yvonne Aguilera

Dr. Rogelio Segovia, Associate Superintendent, introduced and welcomed Ms. Yvonne Aguilera the new SEHS School Improvement Coordinator

3.E. Recognition of Ms. Elizabeth Guerrero, Human Resources Specialist

Dr. Rogelio Segovia, Associate Superintendent, recognized Ms. Elizabeth Guerrero for her continued efforts.

Dr. Jeannie Meza-Chavez, Superintendent, also recognized Ms. Elizabeth Guerrero for her excellent job performance.

Mr. Eduardo Chavez, Board President, recognized Ms. Elizabeth Guerrero for a job well done.

3.F. Recognition of Mrs. Sandra Licon, Board Secretary, for being selected by the Texas Association of School Boards as a member of the Leadership TASB Class of 2024

Dr. Jeannie Meza-Chavez, Superintendent, recognized Mrs. Sandra Licon, Board Secretary, for being selected by the Texas Association of School Boards as a member of the Leadership TASB Class of 2024

Mr. Eduardo Chavez recognized Mrs. Sandra Licon for her achievement.

4. **NEW BUSINESS / BOARD ACTION ITEMS**

4.A. Discussion and possible board action to approve TASB Director Endorsement

Mrs. Sandra Licon made a motion to endorse Ms. Cynthia Najera as Region 19 TASB Director.

Mr. Axel Lopez seconded the motion.

Motion passed.

4.B. Enrollment Update

Mr. Norberto Rivas, Chief Financial Officer, presented the enrollment update.

Dr. Jeannie Meza-Chavez, Superintendent, stated if enrollment continues to decline further assistance from the board will be needed as to how to proceed to keep the district viable.

Mr. Eduardo Chavez stated he would like to wait and continue to monitor enrollment to see the effect of the 4-day school week for the next two school years.

5. **CONSENT AGENDA** - Consider and possible Board action on

Mr. Lorenzo Luevano made a motion to approve all items in the consent agenda.

Mrs. Sandra Licon 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. Budget Amendment

5.A.5. Purchase Orders exceeding $25,000.00

5.A.5.a. PO# 48541 - Baker Glass Company, Inc - $37,454.40
PO# 48700 - Southwest Decor El Paso Corp - $47,000.00

5.B. Resolution stating review of investment policy, investment strategies and

designation of investment officer

5.C. Resolution for selection and approval of authorized investments and financial institutions

5.D. Resolution approving independent sources for investment training

5.E. Resolution authorizing the purchase of certificates of deposit

5.F. Consider and possible Board action to approve final payment to AREDi Enterprises, LLC., for construction of additional restroom at Alarcon's 200 Hall PO#47638

5.G. Consider and possible Board action to approve revision to purchase order #45175 from original amount of $126,706.00 to new amount of $132,961.53

5.H. Consider and possible Board action to approve first one-year extension with CIGNA Life Insurance Co. for Voluntary Disability Insurance (RFP# 20-1076)

5.I. Consider and possible Board action to approve first one-year extension with Superior Vision for Voluntary Vision Insurance (RFP# 20-1076)

5.J. Consider and possible Board action on Policy BQA (LOCAL) – Planning and Decision-Making Process District-Level (First Reading)

5.K. Consider and possible Board action on Addition of Stipends for Supplemental Duties

5.L. Consider and possible Board action on Computer Integrated Manufacturing Course

5.M. Consider and possible Board action on Introduction to Engineering Design Course

5.N. Consider and possible Board action on SystemsGo MOU

5.O. Consider approval of minutes for the following:

5.O.1. June 21, 2023 Special Board Meeting (Budget Adoption)

5.O.2. August 2, 2023 - Local District Orientation

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. Support Services Department

5.P.2. Technology Department

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Board Training (Information)

6.A.1. Introduction to Texas Education Code and Evaluating and Improving Student Outcomes - Education Service Center Region 19 - Saturday, August 19, 2023 | 9:00 am to 3:30 pm

6.A.2. TASB - Virtual Summer School for Trustees

6.A.3. Mexican American School Board Association 2023 Annual Conference - September 14 - 16, 2023 in San Antonio, TX

6.A.4. TASA | TASB Convention txEDCON23 - September 29 - October 1, 2023 in Dallas, TX

6.B. Public Notice of federal grant applications for fiscal year 2024 (Information)

6.C. Summary of 2023 TELPAS Scores (Information)

6.D. Update on FB (EXHIBIT) and DIA (EXHIBIT) (Information)

6.E. The Texas Education Agency (TEA) approved the 2023 - 2024 designation application for San Elizario High School as an Early College High School (ECHS) (Information)

6.F. TASA DAILY - Dr. Jeannie Meza-Chavez to fill Region 19 Vacancy on TASA Executive Committee (Information)

Mrs. Sandra Licon congratulated Dr. Jeannie Meza-Chavez, Superintendent, for her achievement.

6.G. Texas Mobile STEM Lab Test (Information)

6.H. Mission: Progressing Together Parent Meetings (Information)

6.I. Meal Service Update (Information)

6.I.1. June 2023

Mr. Lorenzo Luevano congratulated the Child Nutrition Services department for their Abuelita's Kitchen summer program.

6.I.2. July 2023

7. **EXECUTIVE SESSION**

The Board entered a closed meeting at **6:12 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 on El Paso Electric Solar Site Project - Easement Request

7.C. Discussion regarding deployment of security personnel and devices to comply with HB3

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 **7:41 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action regarding deployment of security personnel and devices to comply with HB3

Mrs. Myrna Hernandez made a motion for the board of trustee to approve the appropriate number of armed officers; 1 armed officer per campus and request an exception for Loya Primary and Sambrano Elementary to have 1 armed officer to comply with House Bill 3. Currently, the district has an SRO at San Elizario High School and at Garcia-Enriquez Middle School. Therefore, staffing the remaining 3 campuses with one armed officer is necessary to comply. To authorize legal counsel to draft a Board Resolution claiming good cause exception and establishing an alternative standard for compliance.

Ms. Monica Chavez seconded the motion.

Motion Passed.

9. **NEXT MEETING DATE:**
Regular Board Meeting: Tuesday, September 12, 2023

Board of Trustees agreed to change the Board Meeting date to Monday, September 11, 2023

10. **ADJOURNMENT**

Ms. Myrna Hernandez made a motion to adjourn the meeting at **7:44 p.m.**

Mr. Axel Lopez seconded the motion.

Motion Passed.

_____
Board President

_____
Board Secretary

Special Meeting

Wednesday, August 23, 2023 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Axel Lopez, Board Trustee
Mr. Lorenzo Luevano, Board Trustee
Ms. Monica Chavez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

Ms. Lupe Caro, Board Trustee, arrived to the meeting at 5:44 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. **NEW BUSINESS / BOARD ACTION ITEMS**

2.A. Public Hearing on Proposed Tax Rate for the 2023-2024 fiscal year

Mr. Norberto Rivas, Chief Financial Officer, presented the Proposed Tax Rate for the 2023-2024 fiscal year.

The floor was opened to public input.

No input was given.

2.B. Consider and possible Board action on Adoption of Resolution Setting Tax Rate for

the 2023-2024 School Year
Mr. Norberto Rivas, Chief Financial Officer, presented the Resolution Setting Tax Rate for the 2023-2024 School Year.

Ms. Sandra Licon made a motion to increase the property tax rate by the adoption of a tax rate of $0.8916, which is effectively a 4.48% increase in the tax rate.

Ms. Myrna Hernandez seconded the motion.

Motion passed.

3. **CONSENT AGENDA** - Consider and possible Board action on

Ms. Sandra Licon made a motion to approve the consent agenda as presented.

Mr. Axel Lopez seconded the motion.

Motion passed.

3.A. Financial Reports

3.A.1. Purchase Orders exceeding $25,000.00

- PO# 48722 - Barnes & Noble Education, Inc. - $36,840.44

3.B. Consider and possible Board action to approve final payment to AREDi Enterprises, LLC for the construction of monument at Fernie Madrid Eagle Park PO# 47996

3.C. Consider and possible board action on acceptance of certified values as Certified by the Chief Appraiser on July 25, 2023

3.D. Consider and possible board action to approve Contract/off-duty Peace Officer's Pay Rate

3.E. Consider and possible Board action to approve the Revised Student Code of Conduct 2023-2024

3.F. Consider and possible board action to approve NCCER High School Builder Program Integrity Agreement

4. **EXECUTIVE SESSION**
The Board entered a closed meeting at **5:42 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:

4.A. Discussion on Employee / Board / Superintendent Communication

4.B. Discussion regarding the Administration's recommendation for the Principal position at San Elizario High School

4.C. Discussion regarding adoption of resolution by SEISD to be in compliance with HB 3.

5. **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 **7:04 p.m.** to take possible action on the matters discussed in Executive Session.

5.A. Discussion and possible action to approve the Administration's recommendation for the Principal position at San Elizario High School

Ms. Lupe Caro made a motion to accept the Administration’s recommendation of Mr. Troy Enriquez for the Principal position at San Elizario High School

Mr. Axel Lopez seconded the motion.

Motion passed.

5.B. Discussion and possible action regarding adoption of resolution to be in compliance with HB 3.

Ms. Monica Chavez made a motion to approve the resolution and authorize representatives of the Board to execute said resolution with regard to HB 3.

Mr. Lorenzo Luevano seconded the motion.

Motion passed.

6. **NEXT MEETING DATE:**
Special Board Meeting: Wednesday, September 20, 2023, at 5:30 p.m.

7. **ADJOURNMENT**

Ms. Sandra Licon made a motion to adjourn the meeting at **7:07 p.m.**

Ms. Myrna Hernandez seconded the motion.

Motion passed.

_____
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: Lisa D. Renegar, Planning & Instruction Department
Subject: 2023-2024 District and Campus Improvement Plans
Date: September 20, 2023

HISTORY:

Every year, each of our campus Principals and district leadership participates in re-writing the campus and district improvement plans via the online program called "Plan4Learning." This agenda item is to approve the six Campus Improvement Plans and the District Improvement Plan for 2023-2024, as presented in the electronic versions each Trustee and the Superintendent received.

RATIONALE:

These improvement plans have two parts: 1) Comprehensive Needs Assessment; 2) Campus or District Improvement Plan with Goals, Performance Objectives, and Strategies. The Comprehensive Needs Assessment is a written narrative focusing on 8 different areas, from demographics to technology. Each of the 8 areas identifies one or more problem statements that will become strategies in their respective improvement plans. Each strategy aims to offer solutions to the problem statements identified. Campus and District Improvement Plans are "living documents" continually evolving yearly. Funding is also tied to these improvement plans and outlines how monies will be allocated to address each strategy.

BUDGET:

Approval of these improvement plans has no direct budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the Campus and District Improvement Plans as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☒ Attachment Included

San Elizario Independent School District

District Improvement Plan

2023-2024

Accountability Rating: B

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 the learning needs of students, and employing and retaining a quality staff so that San Elizario ISD is a proud, innovative, and academically superior district.

Vision

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

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
  - Student Programs 5
  - Special Education Services 5
  - Student Indicators 6
- Student Achievement 7
- District Culture and Climate 16
- Staff Quality, Recruitment, and Retention 18
- Curriculum, Instruction, and Assessment 22
- Parent and Community Engagement 39
- District Context and Organization 41
- Technology 44

Priority Problem Statements 47

Comprehensive Needs Assessment Data Documentation 48

Goals 50
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 51
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 53
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 77
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 93

State Compensatory 97
- Budget for District Improvement Plan 98
- Personnel for District Improvement Plan 98

Title I Personnel 101

District Funding Summary 102

Policies, Procedures, and Requirements 104

Comprehensive Needs Assessment

Demographics

Demographics Summary

(Data Source: 2022-2023 Preliminary PEIMS file uploaded 7/14/2023).

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

San Elizario ISD is comprised of 6 campuses which serve 3423 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 234 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 655 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 326 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 489 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 505 total students in grades 7-8.
- San Elizario High School serves 1060 total students in grades 9-12.

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

- Pre-Kindergarten--249
- Kindergarten--225
- 1st Grade--232
- 2nd Grade--233
- 3rd Grade--204
- 4th Grade--213
- 5th Grade--228
- 6th Grade--212
- 7th Grade--233
- 8th Grade--293
- 9th Grade--304
- 10th Grade--331
- 11th Grade--242
- 12th Grade--224

San Elizario ISD serves 1663 female students (49%) and 1760 male students (71%). The student population is 99.15% Hispanic, with 3394 total

Hispanic students. There are 23 white students (0.61%) and 5 African-American students (0.12%). One student (0.03%) is classified as American Indian.

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

Student Programs	Count	Percent
Early College High School	116	3.39%
CTE Attendance	1075	31.41%
Gifted and Talented	215	6.28%
Pregnancy Related Services	10	0.29%
Section 504	189	5.52%
Special Education (SPED)	556	16.24%
Bilingual/ESL		
Emergent Bilingual (EB)	2097	61.26%
Standard or Alternative Bilingual/ESL	1199	35.03%
Dual Language Immersion/One-Way	653	19.08%
Dyslexia		
Dyslexia Indicator Code	82	2.40%
Dyslexia Risk Code	457	13.35%
Dyslexia Services Code	76	2.22%
Title 1 Part A		
Schoolwide Program	3,423	100.00%

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

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	270	7.89%
Homebound	14	0.41%

Special Education Services	Count	Percent
Resource Room	156	4.56%
VAC	4	0.12%
Self Contained	90	2.63%
Full-Time Early Childhood	11	0.32%
Mainstream	199	5.81%

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

Student Indicators	Count	Percent
At-Risk	2539	79.92%
Immigrant	50	1.57%
Intervention Indicator	278	8.12%
Migrant	34	0.99%
Military Connected	76	2.22%
Economic Disadvantage		
Economic Disadvantage Total	3061	89.42%
Free Meals	2426	70.87%
Reduced-Price Meals	100	2.92%
Other Economic Disadvantage	535	15.63%
Homeless Statuses		
Homeless Status Total	84	2.45%
Doubled Up	57	1.67%
Unsheltered	24	0.70%
Shelter	3	0.09%
Is Unaccompanied Youth	28	0.82%
Not Unaccompanied Youth	56	1.64%

Demographics Strengths

The student population of San Elizario ISD is 100% Title I schoolwide, which enables a funding source to serve the needs of all students. With a 61.36% Emergent Bilingual population, bilingual funds are used to target EB students' academic needs related to language proficiency. State compensatory funds are also available to assist our 79.92% At-Risk population.

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

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

The A-F Accountability System is a 3-domain system used to rate districts and campuses annually. Domain I is Student Achievement, Domain II is School Progress, and Domain II is Closing the Gaps. Below are the numerical and letter-grade ratings for 2022.

San Elizario ISD--2022 Ratings

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

Alarcon Elementary School--2022 Ratings

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

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

Borrego Elementary School--2022 Ratings

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

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

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

San Elizario High School--2022 Ratings

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

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

The Results-Driven Accountability (RDA) report for 2022 shows a need for improvement with the Special Education population in STAAR English

I/II, Grades 3-8 STAAR Reading, Biology, Algebra I, and Grades 3-8 STAAR Mathematics. There are several initiatives at work to improve SPED scores in these areas.

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

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

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

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

STAAR Scores for 2022-2023

In addition to A-F ratings, STAAR and EOC scores are also an area of importance for study and improvement. The STAAR and EOC scores for 2023 are listed below. These are based on all tested students averaged together for each grade level and tested subject. The columns on the right represent the change from 2022. The cells are green if there was an increase, pink if there was a decrease, or coral if there was no change from 2022.

Student Achievement Strengths

Academic growth was SEISD's area of strength for 2022-2023, and will be again in 2023-2024. Academic growth, as measured in Domain II of the A-F Accountability System, was the measure that took over 70% of the total rating for Alarcon, Borrego, GEMS, and the district as a whole. Our students made significant strides in their STAAR achievement from 2021 to 2022 as they rebounded from the remote learning year during the COVID-19 pandemic.

We began testing all K-12 students in 2022-2023 with the MAP Assessment (Measurement of Academic Progress). MAP testing will continue in 2023-2024. This assessment is administered 3 times per year (beginning, middle, and end-of-year) in both reading and math. This test changes course as the student tests, creating a personalized assessment that shifts depending on the students' performance. MAP assigns each student a growth projection for the year, as well as predictors of performance on STAAR, SAT, ACT, etc. Teachers can drill data down to the level of the individual student, with personalized plans for intervention. MAP data is being used for the Teacher Incentive Allotment (TIA) as well as the most meaningful way moving forward to determine if students are meeting their personal growth goals.

Foster Care

Intent and Purpose

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

Strengths

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

Homeless

Intent and Purpose

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

2022-2023 TEHCY

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

2022-2023 ARP - Homeless I Supplemental Grant

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

2021-2024 ARP - Homeless II Grant

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

Strengths

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

Migrant Education Program

Intent and Purpose

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

Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Learning loss is still evident in reading and mathematics across the board, as evidenced when comparing 2019 (pre-pandemic) STAAR scores to the most recent (2023) STAAR scores. **Root Cause:** Pandemic learning lost was caused by home-based learning and will take several years to rebound from.

District Culture and Climate

District Culture and Climate Summary

Background

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

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

Participation

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

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

District Culture and Climate Strengths

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

1. 99% of survey participants understand the district's mission.

2. 97% of survey participants understand the district's vision and are proud to work for SEISD.

3. 99% of survey participants understand the critical impact their work has on the district.

4. 97% of survey participants believe that campus leadership and department supervisors focus on keeping staff safe.

5. 93% of survey participants would recommend working for SEISD to family and friends.

6. 84% of survey participants feel comfortable sharing their thoughts and ideas with peers and team leaders to affect change when needed.

7. 92% of survey participants felt that they received timely feedback about their work as well as recognition for a job well done.

8. 94% of survey participants feel they can talk to their superior about concerns they may have, and feel that their supervisors respond to their concerns in a reasonable time.

9. 98% of survey participants feel that they know who to ask regarding their job duties.

10. 98% of survey participants believe that their campus/department expectations are aligned with district level expectations.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: The survey shows that the district should provide more clear expectations and procedures for staff absences and required attachments in the Employee Portal.
Root Cause: Some employees were docked leave due to incorrect absences/documentation related to staff development.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

San Elizario ISD is a school district with a 99.15% Hispanic population and a 89.42% economically disadvantaged population. Within the boundaries of our district, it is impossible to think of equity in the context of high-income vs. low-income campuses because our campuses serve homogeneous demographics. Rather, the perspective in defining, reducing, and eventually eliminating our equity gap deals with our district's comparisons to state averages and also to a number of researched comparisons to other districts in Region 19. Within that, we were able to determine where our district is competitive in the attraction, support, and retention of experienced teachers, and where our strategies for improvement could be based.

Support for SEISD staff is designed to enhance professional growth for all employees with the goal of increasing staff retention. Retention of staff is a significant focus for the SEISD Human Resources Department. Increasing teacher retention in particular has been a recurring annual goal of the department. This support begins with the District's New Teacher Orientation program that allows new teachers to receive training that is focused and aligned to the campus and district-based initiatives currently in place. This orientation is scheduled prior to the reporting date for all teachers and allows campus and district administrators to provide focused attention to the needs of our new staff.

Since 2019, each new teacher has been provided with a campus mentor to serve as the new teacher's "go-to" person as questions arise throughout the first school year. As part of this initiative, mentor teachers also receive several days of training. The main purpose of the mentor is to provide support to the new teacher as they navigate their first year of teaching. New teachers are provided with a survey/questionnaire during the school year which serves as a needs assessment to identify the current needs of the new teachers to allow those needs to be addressed as in a fast, effective manner. The Planning and Instruction Department offers professional development opportunities to meet the unique needs of teachers. The support is also provided one-on-one during classroom visits. The district calendar provides embedded campus and district professional development days during the fall and spring semesters that allow for campus and district leaders to provide timely support to staff.

San Elizario Independent School District also offers a variety of activities throughout the year to celebrate our employees’ successes. The Board of Trustees recognizes the importance of building a culture of appreciation and gratitude for employees. An Employee Appreciation Resolution was approved on June 23, 2021 to allocate funds to be used for employee appreciation initiatives. Employees are at the heart of student outcomes.

The COVID-19 pandemic has created challenges for districts across the state in terms of recruitment and retention of qualified teachers and substitutes. SEISD is working diligently to examine the most effective means to attract and retain teachers, substitutes, and other staff members for the 2023-2024 school year. Retention bonuses were distributed for the first time during the 2021-2022 school year. The district has also been approved for the Teacher Incentive Allotment program through TEA, in order to provide better financial incentives for qualified teachers. This began in 2022-2023 and the first TIA monetary distributions will take place in 2023-2024.

At the June 21, 2023 Board meeting, the Board of Trustees approved a competitive compensation plan for the 2022-2023 school year. This plan includes:

The proposed compensation plan was prepared in accordance with budget constraints, and it provides general pay increases (GPI) off the Midpoint for all teachers and staff as follows:

3% GPI for employees on the Teacher Pay Grade

3% GPI for the following positions on the Administrative Professional Pay Grades with direct contact with students:

• Manager – Student Activities

• Social Workers

• Speech Language Pathologists

• Licensed Specialist in Psychology

• Counselors • Assistant Principals (All Levels)

• Diagnostician

• Coordinator of School Improvement

• Principals

2% GPI for position on the Administrative Professional Pay Grades (not mentioned on the 3% GPI group)

• Administrative Technical Pay Grades

• Operation Support Pay Grades to include Food Service Pay Grades

• Instructional Support Pay Grades

Other Compensation Highlights

• All pay tables were adjusted to reflect the pay rates applicable to the 4-day work week.

• Equity adjustments were applied accordingly to ensure current employees rates are higher or equal to new pay rates on their respective pay grade. Equity adjustments were capped at 25 years for employees with over 40 years of experience.

Please Note: Equity adjustments are applied to employees for whom the general pay increase is not enough to move them above the minimum of the new pay range. This increase will ensure current employees are not paid less than incoming employees.

• The starting minimum salary for teachers was increased from $56,550 to $58,000 – That is an increase of $1,450 at the zero step

• The starting minimum salary for all pay plans increased from $9.84 to $12.00 – That is an increase of $2.16 at the zero step

• The starting minimum hourly rate for bus drivers increased from $17 p/hour to $20 – That is an increase of $3 p/hour at the zero step

• Hourly rates for Co-Ops were increased from $8.50 to $9.00

• Hourly rates for Literacy Instructor increased from $30 to $31.67

• Guest Teacher and other substitute rates were increased to compensate for the longer work hours due to the 4-day work week.

• Academic and Non-Academic Stipends were reviewed with the market values and adjustments were made to stipends that were compensated below 90% of the market value.

• Two new CTE stipends were added to the academic stipend pay table. • Reclassification of positions that were moved to new pay grades are explained in the packet. Equity adjustments were applied accordingly inclusive of the general pay raise.

SEISD is launching the 4-day school week in the 2023-2024 school year, which is intended to support our efforts to attract and retain the highest quality of teachers. So far, this has been successful in filling our campus vacancies.

Staff Quality, Recruitment, and Retention Strengths

All SEISD teachers are assigned in their respective area of teaching. Current recruitment efforts have proven to be effective as far as participation and hiring is concerned. Principals participate in varying job fairs and are able to partake in the selection of teachers. Some of the barriers that exist in recruiting experienced teachers include physical location and the fact the experienced teachers will not move districts unless they are unhappy where they are currently employed.

The most recent information regarding SEISD's staffing profile is generated from the most recent 2021-2022 TAPR report which yields the following strengths:

SEISD's Average Years of Experience for Teachers within our district is 9.1, as compared to 7.2 for the state. This shows a commitment to our district and our community.

SEISD has 21.1% of our Teachers with 6-10 years of experience, as compared to the state with 20.6%.

Other Strengths:

SEISD now operates on a 4-day instructional week, beginning with the 2023-2024 school year. This allows SEISD to be the "District of Choice" in the Region 19 area and is a destination district with competitive hiring practices.

SEISD remains competitive with area districts in terms of compensation for all positions.

The district selects candidates from a diverse applicant pool which is generated through a variety of recruitment strategies. SEISD's technologically updated and user-friendly website allows qualified applicants to be able to submit employment applications with ease. SEISD offered several highly successful, invitation-only job fairs in 2023, which attracted highly qualified candidates.

Salary stipends for faculty who teach in identified need areas allow our district to be competitive in attracting such teachers.

Our district's "Guest Teacher" (substitute teaching) program has improved remarkably in the past five years, with a greater number of Guest Teachers having college credit hours and at times even full teacher certification.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Planning and Instruction Co-Support Plan

On January 18, 2023, the Board of Trustees for the San Elizario Independent School District (SEISD) approved the 4-day week instructional calendar. The SEISD will operate on a 4-day per week calendar, which has most Mondays off, with students and staff in school Tuesdays through Fridays each week. This 4-day calendar model will help improve the recruiting and retention issue the district seeks to address by providing highly qualified teachers every day in every classroom for all students. Four solid days of instruction without long-term vacant positions will increase teacher efficacy and lesson delivery. Of equal importance is the mental health and stability of individuals in SEISD. Students and employees can utilize the Mindful Eagle Monday to practice self-care and be ready to have a solid week of focused learning and teaching.

The impetus to create a solid Co-Support model districtwide resulted from several factors. First, the district's overall academic results for 2021-2022 indicated a significant need to improve student achievement. In addition, the expected time frame for the Texas Education Agency (TEA) to release official A-F Accountability ratings will be in September, much later than the beginning of the year for SEISD, scheduled to begin on July 25, 2023.

How will our support for schools look different with a 4-day instructional week?

The Planning and Instruction Department (P & I) developed a new Co-Support model to guide the instructional framework and direct Co-Support to teachers and students in the 4-day instructional week. A new component of this model will include direct Co-Support for teachers and students from the P & I staff, including program Administrators and Instructional Officers, as well as campus Instructional Specialists and other instructional staff already listed as support for classroom teachers.

Upon the approval of the 4-day instructional week, the review of many instructional-related systems began. The first was establishing what the traditional school day would look like for elementary and secondary students, which then helped determine what the school day would look like for teachers and other personnel throughout the district. Based on the 4-day framework, the bell schedules for elementary and secondary campuses are as follows for the 2023-2024 school year:

Elementary Bell Schedule: 7:20 AM–4:05 PM (525 instructional minutes)

Loya Primary School, Sambrano Elementary School, Alarcon Elementary School & Borrego Elementary School

Secondary Bell Schedule: 8:05 AM–4:50 PM (525 instructional minutes)

Ann M. Garcia-Enriquez Middle School & San Elizario High School

Instructional Leadership Planning Meetings

A significant part of the preparation for the 4-day instructional week has been a series of Instructional Leadership Planning Meetings. These meetings continue to be approximately once per week and involve the following roles: Superintendent, Associate Superintendent, Principals, Assistant Principals, Instructional Officers, Instructional Specialists, and P & I Administrators. Each meeting focuses on a specific topic, including these listed below:

- Bell Schedules
- Teacher Schedules
- PLC Purpose / Structure / Schedules
- Intervention Block Structure
- Instructional Resource Alignment and Usage
- Curriculum Scope and Sequence
- Professional Development (Districtwide & Campus)
- After School Enrichment Programs
- Tutoring: After School & Saturday

Pre-work for Curriculum Development and Instructional Pacing

In addition to the Instructional Leadership Planning Meetings, the topics below are areas of current work for 2023-2024 school year preparation:

- Strategically adjust scope and sequence to ensure coverage of all TEKS
- Instructional Officers black out dates to plan for 2023-2024 pacing - April 11-13, 2023
- Employ Year-at-a-Glance (TEKS Resource System tool to support districts in developing their local pacing calendars) in developing our pacing calendars for next year.
- Request time to meet with teachers in May via PLCs to show a preliminary draft and obtain their feedback regarding curriculum modifications needed to adjust to the 4-day workweek.

CO-SUPPORT PLAN (Plan is subject to adjustment based on student outcomes) 295

The Co-Support plan provides daily in-person support to teachers and students.

	Current Push-In Model	**Co-Support Model**
PLC	Facilitate PLCs and support the campus Instructional Specialists. Data to include unit assessments, MAP (K-12), IStation (PK-6), mCLASS (K-2), CIRCLE (PK4)	The instructional team was trained in the Solution Tree PLC model with assistance from ESC-Region 19. PLC schedule: Tue: Loya Wed: Alarcon Thu: Sambrano Fri: Borrego Secondary: Daily
Intervention	Assist with planning, resources, and lessons. Work directly with students (math, writing pullouts, TSIA2 reading) as needed and requested.	Work directly with students in the classroom during teacher intervention time. Based on the most recent data, teachers, ISs, and IOs will be focusing on Tier 2 students. Campus interventionists will be focusing on Tier 3 students.
Learning Walks	Conduct learning walks and provide immediate feedback as needed.	IOs will support new teachers with less than two years of experience. ISs will support teachers with over two years of experience and long-term guest teachers. Learning walks will be purposeful and targeted to ensure appropriate instructional resources are being utilized. Focus will be on strengthening Tier 1 instruction. All P&I staff will support assigned campuses in addition to supporting the other campuses as needed.

	Current Push-In Model	Co-Support Model
Assessment Creation and Support	Create all unit assessments for all grades, all core content in both English and Spanish in K-5.	Through PLCs, teachers will participate in selecting content/ questions for the transition to 4- and 8-week assessments. IOs will be responsible for formatting items in Eduphoria, so they meet the demands of STAAR 2.0. All P & I staff will support assessment monitoring and data disaggregation.
Professional Development	Create PD for district initiatives, content-specific ideas, STAAR 2.0; First-Year Teacher Academy (FYTA); Mentor Academy, any other support topic as requested by campuses (for example, formative assessments, vocabulary, word walls, etc.); IS academy at BOY; IS monthly meetings.	Create PD for district initiatives, content-specific ideas, STAAR 2.0; First-Year Teacher Academy (FYTA); Mentor Academy, any other support topics as requested by campus (for example, formative assessments, vocabulary, word walls, etc.); IS academy at BOY; IS monthly meetings and bite-sized PD for PLCs and after school.
Modeling	Strategies, lessons, routines, and best practices	Strategies, lessons, routines, and best practices to enhance both students' learning and teacher performance.
Lesson Development	Backward design, TEKS Resource System (TRS), Implementing TEKS RS (iTRS), use of adopted materials	Through PLC, teachers will plan with the backward design using the TEKS Resource System (TRS), Implementing TEKS RS (iTRS), and use of adopted materials, strategically (and continually) adjust scope and sequence to ensure that all TEKS are covered, creation of 4-day pacing calendars for all core-contents using Yag-o-matic (TRS tool)

CO-SUPPORT 9-WEEK CYCLE

The Co-Support model will include a 9-week cycle that includes direct teacher support via PLC planning and co-teaching/modeling plus ongoing direct student intervention by Planning and Instruction personnel.

Instructional Co-Support Team

The initiatives described in the 9-week cycle will be led by Instructional Officers, Instructional Specialists, Principals, Assistant Principals, and/or Librarians.

Weeks 1-3

- PLC planning with teachers
- Learning walks
- Modeling for teachers
- Plan for professional development
- Assessment creation and support (in Eduphoria)

Weeks 4-5

- Disaggregating data
- Preparation for PLC data talks
- Preparation for intervention and direct support to students

Weeks 6-7

- PLC planning with teachers
- Conduct learning walks
- Modeling for teachers
- Plan for professional development
- Assessment creation and support (in Eduphoria)

Weeks 8-9

- Disaggregating data
- Preparation for PLC data talks
- Preparation for intervention and direct support to students

CO-SUPPORT (P & I Administrators)

The Planning and Instruction administrators will directly support campus administrators in order to improve school productivity and increase student achievements.

Instructional Leadership--Dr. Meza-Chavez, Superintendent and Dr. Segovia, Associate Superintendent

- Monitor alignment of curriculum
- Monitor and track scope and sequence
- Monitor data-driven instruction and assessment
- Monitor instructional interventions

- Monitor special populations

Human Capital--Dr. Meza-Chavez, Superintendent and Dr. Segovia, Associate Superintendent

- Monitor teacher feedback and coaching
- Monitor quality of informal walkthroughs and formal observations

School Culture and Strategic Operations--Dr. Meza-Chavez, Superintendent and Dr. Segovia, Associate Superintendent

- Monitor expectations
- Monitor discipline
- Monitor instructional schedules
- Monitor usage of instructional materials

STAAR, TELPAS, TSIA, and MAP Testing--Ms. Lisa Renegar, Research and Evaluation Administrator

- Campus leadership training
- Campus TA training is provided for CTC's
- Test monitoring during active testing
- Consistent support for each campus by phone, text, email, TEAMS, campus visits, etc.
- Assistance with score reporting and data disaggregation
- Data disaggregation to determine intervention groups and/or re-testing
- Assistance with vouchers, proctor training, staff training, session creation, and score reporting
- Testing monitoring during active testing

College, Career, and Military Readiness (CCMR)--Ms. Lisa Renegar, Research and Evaluation Administrator

- Uploads of all CCMR-related assessment scores
- Spreadsheets of all 9-12 students to show CCMR status provided at least monthly to the SEHS team.
- Determination of intervention groups to assist in CCMR point increases

- Training and support on the CCMR process as related to accountability

Gifted and Talented (GT)--Ms. Lisa Renegar; Research and Evaluation Administrator

- Support for pullout lesson design
- Monitoring of GT pullout lesson delivery
- Continual support for the GT annual identification process

Career and Technical Education (CTE)--Ms. Sandra Sanchez, CTE Administrator

- Monitor TEA-approved changes with Programs of Study (POS) and Industry Based Certifications (IBC)
- Support and schedule appropriate industry professional development for CTE teachers POS
- Support in increasing internships for SEHS with local industry companies
- Support POS with new equipment and new software
- Provide POS course sequence to campus administration and counselors to support student endorsement and scheduling
- Assist with the proctoring of CTE certification exams
- Inform, support and provide guidance to the counselors on CTE TEA updates and changes
- Support, guidance and training for CTE teachers on TEA-approved certifications
- Support and provide administration and counselors with CTE training

CTE Support for CCMR--Ms. Sandra Sanchez, CTE Administrator

- Provide information, assist and guide counselor on SEECHS crosswalk for new junior and upcoming senior EPCC courses that will be taken
- Provide advance CTE training to counselors to support CTE counseling in the areas of endorsements, POS, IBC, and scheduling of the students to become completers for accountability
- Provide calendar of scheduled CTE exams to track certifications for accountability
- Support SEHS campus by entering POS certifications received into TEAMS and Performance Acknowledgements by student for accountability
- Provide quarterly reports on CTE IBCs

- Training and support on the CCMR process for accountability

Emergent Bilingual Support--Ms. Susana Frescas, Instructional Programs Administrator

- Provide LPAC training to serve our EB population in the appropriate setting
- Continual support for the EB identification process
- Support EB lesson design
- Monitor EB lesson delivery
- Ensure EB support is effective in achieving objectives
- Direct support for EB teachers/students
- TELPAS practice and testing support
- Ensure regulations concerning EBs are observed

Other Supports--Ms. Susana Frescas, Instructional Programs Administrator

- Monitor instructional strategies
- Provide support in curriculum design and implementation of practices supported through research and aligned with district goals
- Provide guidance to instructional programs and staff
- Assist with data disaggregation to determine intervention groups and/or re-testing
- Assist with MAP testing platform
- Testing assistance with MAP/TELPAS
- Monitor continual support for teachers in need of assistance
- Monitor continual support to first/second year teachers
- Direct campus support at assigned campus(es)

INTERVENTION

- Systematic Student Intervention Process based on 4- and 8-week assessments
- Instructional Officers, Instructional Specialists, campus interventionists, and classroom teachers will be responsible for providing interventions
- Instructional Officers and Interventionists will attend Lead4ward's Intentional Intervention session to align practices and resources
- Parameters and responsible parties for each tier
    - First Teach: Classroom Teacher
    - Tier I: Classroom Teacher (all students)
    - Tier II: Parameter of 41-55%; teachers, IOs, and ISs remediate students who fall in this category per assessment. IO & IS intervention support will occur at the campus after administered assessments during weeks 5 and 9.
    - Tier III: Parameter of 0-40%; campus interventionists remediate students who fall in this category per assessment. Interventions will occur at the campus after administering assessments during weeks 5 and 9.

DATA POINTS	**Current Push-In Model** **(District-Mandated)**	**Co-Support Model** **(District-Mandated)**
*MAP Assessments for all Kindergarten-12th grade students for Reading and Mathematics (Beginning-of-Year (BOY), Middle-of-Year (MOY), End-of-Year(EOY))		
PK-4	• CIRCLE (BOY, MOY, EOY) • IStation Reading & Math (monthly)	• CIRCLE (BOY, MOY, EOY)
K-2	• mCLASS Reading (BOY, MOY, EOY) • IStation Reading & Math (monthly) • TRS Unit Assessments Reading (2nd grade-second semester only) • K-1 STEMscopes Math Unit Assessments • 2nd Grade Sharon Wells weekly and six weeks assessments	• mCLASS Reading K-2 (BOY, MOY, EOY) • DRA/EDL Kinder-MOY, EOY only) • DRA/EDL Grades 1-2 BOY, MOY, EOY) • K-1 STEMscopes Math Unit Assessments • 3 & 6 weeks Sharon Wells Math Assessments for grade 2

DATA POINTS	Current Push-In Model (District-Mandated)	Co-Support Model (District-Mandated)
3-6	• TRS Unit Reading Assessments • IStation (monthly) • Sharon Wells weekly and six weeks assessments for grades 3-5 • TRS Unit Assessments for grade 6 Math	• 4 & 8 week Reading Assessments • 4 & 8 week Math Assessments for grade 6 • 3 & 6 week Sharon Wells Math Assessments for grades 3-5
7-8	• 4 & 8-week Assessments	• 4 & 8 weeks Math & Reading Assessments
9-12	• TRS Unit Assessments (RLA/SS) • 4 & 8-week Assessments (Math & Science)	• 4 & 8 week Math & Reading Assessments

INSTRUCTIONAL RESOURCES

Loya Primary	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Reading	PK-3: Frog Street PK-4: Scholastic PK On My Way	Manipulatives used in the literacy centers according to the content and theme	Tier II IStation PK-4 STAR-fall Tier III Journeys PK-4
Writing	PK-3: Frog Street PK-4: Scholastic PK On My Way	Handwriting without Tears Writing center in literacy stations using markers, crayons, letter cutouts, etc.	Handwriting without Tears – Penmanship Component
Mathematics	PK-3: Frog Street PK-4: Scholastic PK On My Way	Manipulatives used in the literacy centers according to the content and theme.	Tier II IStation PK-4 STAR-fall

Loya Primary	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Science	PK-3: Frog Street PK-4: Scholastic PK On My Way	Manipulatives used in the literacy stations according to the content and theme. Online video resources. Makerspace lab: Lessons are connected with theme according to what is being taught in the classroom (alignment)	
Social Studies	PK-3: Frog Street PK-4: Scholastic PK On My Way	Manipulatives used in the literacy stations according to the content and theme. Online video resources. Makerspace lab: Lessons are connected with theme according to what is being taught in the classroom (alignment)	
Phonics	PK-3: Fundations and Estrellitas PK-4: Fundations and Estrellitas	Learning dynamics online videos sources	STAR-fall

Sambrano Elementary	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Reading	HMH	Foundations K-2 Estrellita K-1 Lunita 2	Reading A-Z Guided Reading
Writing	HMH	Foundations K-2 Estrellita K-1 Lunita 2	Writable Writing AZ
Mathematics	Sharon Wells	STEMscopes	MAP Practice Component
Science	Stemscopes	STEMscopes	STEMscopes
Social Studies	My World-Saavas		

Alarcon Elementary Borrego Elementary	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Reading	HMH	iReady	IStation Benchmark Education
Writing	HMH	Forde Ferrier	Writable Writing A-Z
Mathematics	Sharon Wells	Go Math	iXL & STEMscopes
Science	STEMscopes	Forde Ferrier	iXL
Social Studies	My World-Saavas	Reading AZ	Targeted with Reading Intervention

Middle School	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Reading	My Perspective Reading-Saavas 6-8	iReady	iXL
Writing	NoRedInk	iReady	Journey
Mathematics	McGraw-Hill 6-8	iReady	iXL Math Zinger
Science	Glencoe Science 6-8	iXL	Science Zinger
Social Studies	HMH-Contemporary World Studies 6 HMH Texas History 7 HMH U.S. History- Reconstruction 8	Lowman	iXL

High School	Core Instructional Materials	Supplemental Instructional Materials	Intervention Instructional Materials
Reading **Language Arts**	My Perspective Reading 9-12 Savvas	iXL Sirius Newsela	Edgenuity
Writing	My Perspective Reading 9-12 Savvas	iXL MarcoLearning*	Edgenuity
Mathematics	Algebra I Savvas Algebra II Savvas Geometry Savvas Pre-Calculus Savvas	iXL	Edgenuity
Science	Biology HMH (HS) STEMscopes Chemistry McGraw-Hill (HS) Physics McGraw-Hill HMH (HS) STEMscopes Aquatic Science TX Aquatic Science (HS) Astronomy (HS)	iXL	Edgenuity
Social Studies	HMH all Social Studies 9-12	iXL	Edgenuity

Planning & Instruction Personnel:

District Level:

- Superintendent: Dr. Meza-Chavez
- Associate Superintendent: Dr. Segovia
- Director - Special Education: Ms. April Marioni
- Administrator - Instructional Programs: Ms. Frescas
- Administrator - Research & Evaluation: Ms. Renegar
- Administrator - Career & Technical Education: Ms. S. Sanchez
- Instructional Officer - Elementary Reading & Social Studies: Ms. Diaz
- Instructional Officer - Elementary Math & Science: Ms. Cortez
- Instructional Officer - Secondary Reading & Social Studies: Ms. Alvarez
- Instructional Officer - Secondary Math & Science: Mr. Galaviz
- Instructional Officer - All Levels Bilingual Education: Mr. Palomino

Campuses with District Level Co-Support:

Loya Primary

- Principal: Ms. Esquivel
- Campus Improvement Coordinator: Ms. Quinones
- Instructional Specialist: Ms. Sandate
- Intervention Teacher: Ms. Lara

Sambrano Elementary

- Principal: Mr. Seigel
- Assistant Principal: Ms. Rico
- Instructional Specialist: Ms. Padilla

- Instructional Specialist: Mr. Duran
- Intervention Teacher: Ms. Vergara
- At-Risk Teacher: Ms. Garcia
- Instructional Officer: Mr. Palomino

Alarcon Elementary

- Principal: Ms. deSantos
- Assistant Principal: Ms. Robles
- Instructional Specialist: Ms. Talamantes
- Intervention Teacher Math: Ms. Maldonado
- Intervention Teacher Reading: Ms. Carrillo
- Instructional Officers: Ms. Diaz and Ms. Cortez

Borrego Elementary

- Principal: Ms. Santana
- Assistant Principal: Ms. Ramirez
- Instructional Specialist: Ms. Nakay
- At-Risk Teacher: Ms. Ramirez
- Instructional Officers: Ms. Cortez and Ms. Diaz

Garcia-Enriquez Middle School

- Principal: Mr. Salcido
- Assistant Principal: Mr. Corona
- Instructional Specialist: Ms. Quezada
- Instructional Specialist: Ms. Jara

- Intervention Teacher: Ms. Vitela
- Instructional Officers: Mr. Galaviz and Ms. Alvarez
- CTE Administrator: Ms. S. Sanchez
- Research & Accountability Administrator: Ms. Renegar

San Elizario High School

- Principal: Mr. Enriquez
- Assistant Principal: Ms. Pallares
- Assistant Principal: Mr. Parra
- Assistant Principal: Ms. Nunn
- Coordinator of School Improvement: Ms. Aguilera
- Instructional Specialist: Ms. Morales
- Instructional Specialist: Ms. Pulido
- CCMR Specialist: Ms. Avila
- Reading Intervention Teacher: Ms. Gutierrez
- Math Intervention Teacher: Ms. Crews
- Instructional Officers: Ms. Alvarez and Mr. Galaviz
- CTE Administrator: Ms. S. Sanchez
- Research & Accountability Administrator: Ms. Renegar

Curriculum, Instruction, and Assessment Strengths

On January 18, 2023, the Board of Trustees for the San Elizario Independent School District (SEISD) approved the 4-day week instructional calendar. The SEISD will operate on a 4-day per week calendar, which has most Mondays off, with students and staff in school Tuesdays through Fridays each week. This 4-day calendar model will help improve the recruiting and retention issue the district seeks to address by providing highly qualified teachers every day in every classroom for all students. Four solid days of instruction without long-term vacant positions will increase teacher efficacy and lesson delivery. Of equal importance is the mental health and stability of individuals in SEISD. Students and employees can utilize the Mindful Eagle Mondays to practice self-care and be ready to have a solid week of focused learning and teaching.

The Planning and Instruction Department (P & I) developed a new Co-Support model to guide the instructional framework and direct Co-Support to teachers and students in the 4-day instructional week. A new component of this model will include direct Co-Support for teachers and students from the P & I staff, including program Administrators and Instructional Officers, as well as campus Instructional Specialists and other instructional staff already listed as support for classroom teachers.

The Board of Trustees attended a Goal-Setting Workshop on May 17, 2023. The purpose was to update the Student Outcome Goals and Goal Progress Measures for the 2023-2024 school year. These goals align with House Bill 3.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

San Elizario ISD takes pride in involving parents and the community in the education of all students. The district strives to achieve family and community partnerships that positively impact the success of all students. Positive parental and community involvement experiences help to improve school climate and the campus educational mission. An increase in parental involvement and volunteerism additionally correlates to higher student academic achievement. Another important component of parental involvement is the greater opportunity for school staff to identify and provide our families with relevant services and resources that match their needs and effectively decrease educational barriers for our students.

The San Elizario ISD Family and Community Involvement Plan is based on a framework through which families, educators, and communities can work together to improve teaching and learning. The parent involvement provisions in Title One, Part A relative to the San Elizario Independent School District consolidated application reflects shared accountability between schools and families. San Elizario ISD utilizes a parental involvement plan, which addresses local needs and builds parents' capacity to improve their own children's academic achievements. The district surveys parents at least annually on the effectiveness of parent and community engagement.

San Elizario ISD will continue to employ personnel and allocate resources to implement and support the family and community involvement plan in accordance with the 'Every Student Succeeds Act' (ESSA). SEISD employs a district-level parent liaison as well as campus parent liaisons at each school. In addition, the school district will continue including parents and community members in the development of the district and campus improvement plans, District Advisory Team (DAT), Student Health Advisory Committee (SHAC), and any other planning committee. Also, provides opportunities for parents to interact and network with other parents interested in supporting the district.

The Superintendent recognizes the importance of having direct communication with parents, family, and community members. Monthly "Mission: Progressing Together" meetings have been held for over 4 years. During these meetings, the parents and community members are presented with updates on district initiatives, assessment information, calendars of upcoming activities district-wide, etc. The Superintendent is present to conduct a Q&A session for individuals who have questions regarding the district. Meetings are held in the morning and on some afternoons to accommodate all schedules. Recordings of the meetings are also sent out via the district's SMORE newsletter.

Notably, these meetings feature direct collaboration with the City of San Elizario. Each meeting has a "district" component, highlighting school district activities, and a "city" component, featuring city business led by San Elizario's Mayor, Ms. Isela Reyes.

Parent and Community Engagement Strengths

- Employment of a full-time, district-level Parent Liaison with Parent Liaison's at each campus.
- Parent/Community Involvement in district-level committees to include the District Advisory Team (DAT), Language Proficiency Assessment Committee (LPAC), Migrant Parent Advisory Council (MPAC), and the Student Health Advisory Council (SHAC).
- Social Workers are employed by the district to help with the coordination of parent/community involvement in schools, and meeting needs of students through various programs and referral sources (Transition, Foster, At-Risk).

- Documented Parental Involvement/Volunteer Hours and activities at all campuses in the district, with recognition of volunteers who log the most hours at the annual parent volunteer luncheon.
- Collaboration with partners in education to include Aid for the Needy, Aliviane, Abundant Church, Operation School Bell, Project Bravo, Organización Progresiva de San Elizario, San Jacinto Adult Learning Center (El Paso ISD), Border Patrol, Clint unit and the ESC-Region 19 Parent Involvement Network.
- Health, Wellness, and Mental Health education classes for parents
- Elementary and primary campuses have Book-of-the-Month and Parent Literacy Sessions once per month.
- Middle School - Literacy Nights (Fall/Spring)
- Latino Literacy Events
- Class Dojo communication with parents
- Elementary campuses/middle school - STEM Nights and Math Nights
- District-wide - GT Family Nights
- Literacy FUNdamentals Newsletter
- District-wide – Informative parent meetings
- District-wide – Military Family Night
- Parent Portal
- Campus-based electronic newsletters
- Primary/elementary - Mother/Son Father/Daughter Dances
- High School - FAFSA Night
- Coffee with the Principal events
- Comic Con
- Additional events to include Rose Ceremony, Homecoming, Thanksgiving lunches, athletics events
- SEISD is currently seeking designation for military connected families. Alarcon Elementary and Garcia-Enriquez Middle School have re-applied for a Purple Star designation for the school year 2023-2024.

Problem Statements Identifying Parent and Community Engagement Needs

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

District Context and Organization

District Context and Organization Summary

(Data Source--2022-2023 Preliminary Summer PEIMS File Loaded 7/14/2023)

San Elizario ISD is comprised of 6 campuses which collectively house 3423 students from grades PPK-12. These are the campuses and the grade bands they serve:

- Lorenzo G. Loya Primary--Grades PPK and PK; 218 students
- Josefa L. Sambrano Elementary--Grades K-2; 633 students
- Lorenzo G. Alarcon Elementary--Grades 3-6; 329 students
- Alfonso Borrego Sr. Elementary--Grades 3-6; 472 students
- Ann M. Garcia-Enriquez Middle--Grades 7-8; 496 students
- San Elizario High School--Grades 9-12; 1029 students

District operations are housed at Central Office, with departments to include the Superintendent's office, Planning and Instruction, Finance, Child Nutrition Services, and Human Resources. The neighboring Excell building houses the Special Education and Technology Departments. Adjacent to Josefa L. Sambrano Elementary is the Support Services Operations Center (SSOC), which houses the Warehouse, Security, Custodial Services, Maintenance, Grounds, and Transportation teams.

The Superintendent's Cabinet consists of the Superintendent, Associate Superintendent, Executive Director of Finance, Executive Director of Technology, Executive Director of Athletics, Executive Director of Support Services, Executive Director of Child Nutrition Services, and the Executive Director of Human Resources. This team oversees many of the district's key operational initiatives.

The Planning and Instruction Department oversees curriculum, instruction, and assessment for the district as a whole. There are 5 Instructional Officers who oversee teaching and learning and specialize in these areas:

- Elementary Math and Science
- Secondary Math and Science
- Elementary RLA and Social Studies
- Secondary RLA and Social Studies
- Bilingual Education and Dual Language

The Administrator of Instructional Programs oversees bilingual education, curriculum, and instruction. The Administrator of Research and Evaluation oversees state and district assessments, Gifted and Talented, At-Risk, and A-F accountability. The Administrator of Career and Technical Education oversees all CTE and counseling programs in the district. In addition, SEISD employs a district-level parent liaison who works with the 6 campus-based parent liaisons in all areas of family and community involvement.

SEISD employs 2 Social Workers who each oversee the needs of 3 campuses. There is a district-level nurse who oversees the campus-based nursing staff. There is a fully-staffed Special Education Department housed at the Excell building which provide personalized services in all

areas to the Special Education students in SEISD.

The SEISD website features a plethora of information for transparency purposes. Some of the information to be found at www.seisd.net includes:

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

San Elizario ISD operates on a year-round schedule and is shifting to a 4-day instructional week beginning in the 2023-2024 school year. SEISD will be the first innovative school district in the Region to shift to a 4-day weekly schedule.

The purpose of the 4-day week is to attract and retain the most experienced and effective teachers and staff while contributing in a positive way to improved physical and mental health for all stakeholders.

District Context and Organization Strengths

San Elizario ISD is undergoing a significant organizational change beginning in the 2023-2024 school year. SEISD has shifted to a 4-day per week schedule. This calendar allows for a district closure every Monday, with school taking place from Tuesday-Friday each week. Each school day will be 85 minutes longer than in prior years.

Elementary students will attend school from 7:20 AM--4:05 PM each day. Secondary students will attend school from 8:05 AM--4:50 PM each day.

The purpose of the 4-day week is to attract and retain the highest quality teaching staff in order to provide our students with the best possible educational experience. This is already proving effective, with 100% of teaching vacancies anticipated to be filled for the 2023-2024 school year.

The 4-day week schedule will also allow for improved mental health amongst all stakeholders, as there is more time for health care, family connections, and leisure pursuits.

Technology

Technology Summary

The San Elizario Independent School District Technology Plan is intended to encompass all critical systems necessary to ensure 21st-century readiness for district stakeholders. It is modeled after the recommendations outlined in the Revised and Extended Long-Range Plan for Technology 2018-2025 provided by the Texas Education Agency. This plan identifies technological educational goals over the next five years and guides San Elizario ISD to develop its technology plans.

Information technology has allowed businesses, government, and schools to perform more efficiently, and it is no surprise that the next generation of Texans has come to expect technology to not only be present in every aspect of life but to enhance and significantly improve everyday experiences. In the last three years since the original crafting of this Long-Range Plan for Technology, with the onset of COVID-19, the rapid expansion of Virtual Education tools, and the ubiquitous importance of connectivity in our daily lives traditional ways of delivering education are being upgraded and improved with innovative and flexible learning opportunities. With the increased use of technology comes an increased risk of threats to that technology, making cybersecurity tools equally crucial to the safety and maintenance of these technological systems.

San Elizario ISD has incorporated the six areas in the State's Long-Range Plan for Technology:

- Personalized, Flexible, Empowered Learning
- Equitable Access
- Digital Citizenship
- Safety and Security
- Collaborative Leadership
- Reliable Infrastructure

Using these six key areas, San Elizario ISD will continue enhancing a technology program encompassing:

- Adaptive and individualized learning
- Fair and equal opportunities for students
- Responsible, safe, respectful, and legal use of technology
- Environment free of physical, emotional, and digital harms or risks
- Consensus-oriented decision-making by multiple stakeholders to achieve goals
- Provide available, trusted technology components to support organizational goals and needs.

In addition, the goals and objectives in this plan are directly aligned with the goals and objectives outlined in the District Improvement Plan. The district will continue to evaluate the progress of the plan's implementation and make the necessary revisions and updates.

Technology planning is long-term and continuous. The stakeholders in the planning process include students, parents, teachers, administrators, and community members. The implementation of the San Elizario ISD District Technology Plan maintains that a technology-rich educational environment embraces the use of devices, peripherals, software, telecommunications, wireless networks, and mobile devices.

A comprehensive needs assessment has been established to analyze the current technology status in our district. Methods of measurement include all district hardware, software, courses, staff development, and technical support. In addition, all district

hardware, software, courses, staff development, and technical support were analyzed.

As a result, the Technology Department got a clear picture of where we are as a district and where we want to go in the next three years. Annually, the Technology Director meets with each campus administrator to review and discuss the results of each method described above. This is used as a planning meeting to aid the campus administrator in preparing for the upcoming school year. This process has allowed the campus Principal to make informed decisions when developing the campus technology budget and establishing meaningful technology objectives and strategies for their campus improvement plans.

Technology Strengths

Existing Conditions:

Infrastructure:

The district utilizes a 10Gbps connection as its data, voice, and video backbone. All district entities share a 10Gbps bandwidth connection to the internet from a centralized location. All classrooms across the district have at least three data connections and a Wireless Access Point. In addition, all classrooms utilize telecommunication services and wireless 802.11 b/g/n/a+n/ac connectivity.

Instructional Software:

The district provides email services via Outlook, collaboration tools such as Sharepoint, Frontline, Forms, OneDrive, and Office applications provided by Microsoft 365 for Education. Incorporating tools such as Microsoft Endpoint (formerly Intune) makes it possible for our Windows 10 and 11 devices to be managed on the cloud providing support to users inside and outside the district. Google services are also available to faculty/staff and students to use Chromebooks and Google Workspace, the official district Learning Management System. Applications like Little SIS for Classroom provide delegated administrative privileges to school leaders, coaches, and support staff in Google Workspace.

Instructional Hardware:

Interactive smart panels with a Chromebox (PK – 8th grade) or Windows OPS (9^{th} – 12^{th} grade) with Bluetooth keyboard/mouse and camera are utilized across the district. The district has equipped every classroom in the district with a document camera. One networked laser jet printer is available and shared for up to four classrooms, and every teacher in the district has a laptop running Windows 10 or 11. Mobile devices and mobile device management have been in place since 2010, and so far, 3000+ mobile devices have been bought and distributed to the district for individual teacher/student use. Classroom charging stations are used throughout the district as well.

Telecommunications:

Cisco Unified Communications Manager and Cisco Unity Connection are used district-wide, providing voice services to 500+ IP phones,

including voicemail. Fax services are offered via XMedius software using email services to send and receive faxes. Paging/Call alert services via IP telephony are available and used district-wide. Microsoft Teams is also used for online video conferencing meetings.

Information Systems:

The district utilizes ERP/SIS system for student, human resources, warehouse, asset tracking, and finance/accounting. The system has been in place for the last fifteen years and has proven productive in capturing and expanding reporting functions; all departments and campuses utilize this system. Additional features include allowing parents to subscribe to a parent portal to provide access to their individual student's academic progress. Our Child Nutrition Services Department uses a POS system for program administration and program compliance requirements such as fiscal activities, auditing, and required state student reporting.

Technology is integral to the functioning of any instructional environment in today's times, and it must be stressed that a well-rounded education for students includes opportunities to become technologically literate to compete in the present and future employment race. With that, faculty and staff must possess the skills necessary to teach students to become technology literate, with cybersecurity awareness and digital citizenship that hinges on a district vision committed to technology as a priority.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide opportunities for (out of district or virtual) professional development conferences and/or training sessions, to include related travel, membership, and registration expenses. Opportunities provided will enrich content knowledge and varied TEKS for attendees. (Monthly) **Strategy's Expected Result/Impact:** Provide federal and state guidelines support and leadership to campus and district staff. Maintain current knowledge of changes to federal and state programs. Provide advisory assistance and support to district and campus staff. **Staff Responsible for Monitoring:** Federal and Special Programs Coordinator Planning and Instruction Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide opportunities for (within district) professional development conferences and/or training sessions to include relevant consultant services, supplies, stipends, extra duty pay, technology, light refreshments and beverages, working meals, etc. as needed. (Monthly) **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Planning and Instruction Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide required professional development for Gifted and Talented and other areas of need via EduHero and TAGT On Demand via Responsive Learning. Provide the Administrator for Research and Evaluation the hardware, software, and basic supplies to coordinate the district's Gifted and Talented (GT) program. (Monthly) **Strategy's Expected Result/Impact:** Compliance with legal requirements for GT as per the Texas State Plan for the Education of GT Students **Staff Responsible for Monitoring:** Administrator of Research and Evaluation				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Perkins V (Pt2.3, Pt. 8.1-3): Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Trainings may include but are not limited to (Monthly): Annual Regional CTE Conference Annual State CTE Conference Annual PLTW Conference Annual CTAT Conferences Appropriate use of technology in CTE courses/programs **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training **Staff Responsible for Monitoring:** Career & Technical Education Administrator Campus Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: To continue training Human Resources Personnel to stay up-to-date on employment law, certification updates, and other training opportunities to include but not limited to (Monthly): TASA TASBO Region 19 TEA EduHero **Strategy's Expected Result/Impact:** To ensure compliance at all levels within Human Resources. **Staff Responsible for Monitoring:** Human Resources Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Human Resources employment records

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD provides monetary stipends for qualified, certified applicants who possess certification in areas of need. (Yearly) **Strategy's Expected Result/Impact:** Highly qualified teachers will be hired to fill positions in areas of need. **Staff Responsible for Monitoring:** Human Resources Staff Finance Department Staff Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support the "First Year Teacher Academy" and the "Mentor Academy" to prepare new teachers and their mentors, with the goal being retention of new teachers. (Yearly) **Strategy's Expected Result/Impact:** Adequately train and support new teachers and their mentors. **Staff Responsible for Monitoring:** Planning and Instruction Department, Campus Principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Student Outcome Goal 1 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:
2023--63%
2024--68%
2025--73%
2026--77%
2027--81%
2028--85%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores in 3rd math

Strategy 1 Details	Reviews			
Strategy 1: Goal Progress Measure (GPM) 1.1 (District; 1-year Goal) The average percentage of all PK-4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 57% in May 2023 to greater than or equal to 58% by June 2024 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Goal Progress Measure (GPM) 1.2 (District; 1-year Goal) Students in grades K-2 will increase the percentage meeting their MOY mathematics growth projection from 49% in May 2023 to greater than or equal to 50% by June 2024 as measured by MAP mathematics assessments.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Goal Progress Measure (GPM) 1.3 (District; 1-year Goal) Students in grade 3 will increase the percentage meeting their MOY mathematics growth projection from 60% in May 2023 to greater than or equal to 61% by June 2024 as measured by MAP mathematics assessments.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will provide support, resources, and training for the Guided Math Framework, Sharon Wells Math, IStation Math, TEKS Resource System Math, MAP Mathematics Assessments, summer program mathematics needs, and the adopted textbooks and components for mathematics. (Daily/Weekly) **Strategy's Expected Result/Impact:** Improvement in mathematics achievement **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The district will employ two Instructional Officers (Title II; 2FTE's) to serve curriculum and instruction needs across the district in RLA, SS, M, and Sc. (Yearly) (Title II, Part A) **Strategy's Expected Result/Impact:** Improved student achievement in mathematics and reading **Staff Responsible for Monitoring:** Associate Superintendent Administrator of Instructional Programs				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Student Outcome Goal 2 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:
2023--61%
2024--65%
2025--69%
2026--73%
2027--77%
2028--80%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Goal Progress Measure (GPM) 2.1 (District; 1-year Goal) The average percentage of all PK-4 students meeting early reading skills benchmarks at MOY (Wave 2) will increase from 63% in May 2023 to greater than or equal to 64% by June 2024 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Goal Progress Measure (GPM) 2.2 (District; 1-year Goal) Students in grades K-2 will increase the percentage meeting their MOY reading growth projection from 39% in May 2023 to greater than or equal to 40% by June 2024 as measured by MAP reading assessments. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Goal Progress Measure (GPM) 2.3 (District; 1-year Goal) Students in grade 3 will increase the percentage meeting their MOY reading growth projection from 51% in May 2023 to greater than or equal to 52% by June 2024 as measured by MAP reading assessments. **Strategy's Expected Result/Impact:** Improved student achievement in reading **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will provide support, resources, and training for MAP Reading Assessments, CIRCLE Progress Monitoring in Reading, IStation Reading, improvements in writing achievement, TEKS Resource System RLA, summer program RLA needs, and the adopted RLA textbook programs and components. (Weekly) **Strategy's Expected Result/Impact:** Improved academic growth in reading **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: SEISD will employ two Instructional Officers (Title I; 2 FTE's) to serve curriculum and instruction needs across the district in RLA, SS, M, and Sc. (Yearly) Title I, Part A **Strategy's Expected Result/Impact:** Improved teacher quality and student success **Staff Responsible for Monitoring:** Associate Superintendent				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The District Literary Anthology will support the home/school connection to promote writing. (Yearly) **Strategy's Expected Result/Impact:** Students will become more proficient in writing. **Staff Responsible for Monitoring:** Principals Instructional Officers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will provide training, support, and resources for MAP assessments in reading and mathematics in grades 4-12, TRS reading and math curricula, adopted reading and mathematics textbook programs, and writing initiatives. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in reading and mathematics **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will provide co-support for improvements in reading and mathematics at all grade levels to include professional development, data analysis, backwards design planning, direct student support, intersession and summer support, and PLC guidance. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in reading and mathematics **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will provide support for STEM/STEAM initiatives to include STEMScopes curriculum and all STEM/STEAM-related curriculum and enrichment activities. (Weekly) **Strategy's Expected Result/Impact:** Improved student achievement in science **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will support K-12 Social Studies by purchasing materials, consultant services, providing training, supporting PLC's, iXL program implementation, and supporting adopted textbooks and resources. (Monthly) **Strategy's Expected Result/Impact:** Improved student achievement in Social Studies **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Assessment reports, evaluation instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will support meetings and events geared towards GT students and their families to supplement GT services provided during the school day, and will conduct annual GT program evaluation activities. (Monthly/Yearly) **Strategy's Expected Result/Impact:** Improved parent/student relationships **Staff Responsible for Monitoring:** Principals GT Coordinators Administrator of Research and Evaluation				

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

High Priority

Evaluation Data Sources: ARD and 504 paperwork and reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will monitor and support implementation of co-teaching, inclusion, pull-out models, and self-contained units for delivery of instructional services to include necessary personnel. (Monthly) **Strategy's Expected Result/Impact:** Improvement of SPED student academic performance **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide full and individual evaluations to students suspected of having emotional disturbance or autism to determine eligibility for special education placement and services. (Monthly) **Strategy's Expected Result/Impact:** Improvement of SPED student academic performance **Staff Responsible for Monitoring:** Principals Director of Special Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide treatment and instruction to students characterized as demonstrating characteristics of dyslexia and dysgraphia. (Weekly) **Strategy's Expected Result/Impact:** Provide needed services to affected students **Staff Responsible for Monitoring:** Principals Diagnosticians				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide students with disabilities appropriate support and opportunities to develop skills necessary for post-secondary life such as transition plans, referrals to agencies, job sites, etc. (Monthly) **Strategy's Expected Result/Impact:** Successful integration post-high school for affected students **Staff Responsible for Monitoring:** Director of Special Education Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide Special Education awareness and support sessions to parents of children receiving Special Education services. (Yearly) **Strategy's Expected Result/Impact:** Improved parental awareness of SPED services **Staff Responsible for Monitoring:** Director of Special Education Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: The district will make education accessible to all students via the implementation of various Acts and Grant programs as related to the COVID-19 pandemic, to include the CARE Act ESSER Grant, ARP Act of 2021 (ESSER III), IDEA ARP Rescue Plan, and CRRSA Act of 2021 (ESSER II).

Evaluation Data Sources: Reports of grant expenditures and deliverables, STAAR/EOC Scores, Benchmark Scores, Individualized Education Plans, ARD committee meeting findings

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The CARE Act ESSER Grant will be used to support the following expenditures: base pay, miscellaneous contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses. (Daily/Weekly) **Strategy's Expected Result/Impact:** SEISD will utilize the CARE Act ESSER grant funds to help K-12 students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Staff Responsible for Monitoring:** ESSER Coordinator Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The ARP Act of 2021/ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration and necessary purchases, student furniture needs, professional development, Family/Community Engagement, safe return to work (PPE and supplies), student enrichment and after-school programs, continuity of services, student enrichment and after-school services, mental health and behavioral supports, retention of employees, grant administration, and resources to address the needs of individual schools. (Weekly) **Strategy's Expected Result/Impact:** The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. **Staff Responsible for Monitoring:** ESSER Coordinator Principals **Funding Sources:** Reading Materials- - Parent & Family engagement - 282 ESSER III - 28261.6239.04.814.30 - $3,000, General Supplies - Parental & Family Engagement - 282 ESSER III - 282.61.6239.04.814.30 - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The IDEA ARP Rescue Plan Funds (Part B & C funds) will support the needs of students with disabilities through the following expenditures: Eligibility determination, loss of learning, technology integration, professional development, safe return to school, continuity of services, mental health and behavioral supports, and grant administration. **Strategy's Expected Result/Impact:** The IDEA ARP Rescue Plan Funds are intended to help safely recover the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations. The IDEA Part B & C funds assist in providing a free and appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21 and assist in providing early intervention services for infants and toddlers birth through age 2. **Staff Responsible for Monitoring:** ESSER Coordinator Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The CRRSA Act of 2021 and the ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration and necessary purchases, safe in-person return (PPE and supplies), continuity of services, professional development, student furniture needs, mental health and behavioral supports, family and community engagement, grant administration, retention of employees, and specific needs of various campuses. (Daily/Weekly) **Strategy's Expected Result/Impact:** The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. **Staff Responsible for Monitoring:** ESSER Coordinator Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The 2023-2025 School Safety Standard Grant would require that all school system instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored. Grant deliverables will include PPE, hygiene/cleaning supplies, COVID-19 public informational events, fencing, exterior doors and windows, glass, and grant management work. **Strategy's Expected Result/Impact:** The primary purpose of the 2022-2023 COVID-19 School Grant, Cycle 3, is to support safe, in-person instruction in schools, from kindergarten through grades (K-12) **Staff Responsible for Monitoring:** ESSER Coordinator Principals				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 8: Emergent Bilingual (EB) students will be supported in all areas of curriculum, instruction, and assessment in order to increase academic achievement in all areas.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement the use of various survey instruments for Bilingual/ESL program identification or reclassification, such as Pre-LAS/LAS Links and IOWA assessments. (Yearly) **Strategy's Expected Result/Impact:** Accurate student placement into services. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Monitor Language Proficiency Assessment Committee (LPAC) process and documentation, to include audit of files through usage of LPAC software (eSTAR from Frontline Education). (Yearly) **Strategy's Expected Result/Impact:** Improved accuracy in record-keeping. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Utilize the Bilingual/English as a Second Language (BED/ESL) Program Evaluation to address current accountability measures and adjustments needed to enhance district BED/ESL programs. (Yearly) **Strategy's Expected Result/Impact:** Ongoing program improvements due to evaluation results **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Monitor district Bilingual/English as a Second Language (ESL) programs and student performance to ensure proper program implementation. (Weekly) **Strategy's Expected Result/Impact:** Improved program services and improved student performance **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide support and resources for teachers seeking to obtain Bilingual/ESL Supplemental Certificates. (Yearly) **Strategy's Expected Result/Impact:** Improved quality of instructional delivery **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Employ a Title III Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for Emergent Bilingual Students. (1 FTE) (Yearly) **Strategy's Expected Result/Impact:** Increased student achievement for Emergent Bilinguals and improved quality of instructional delivery. **Staff Responsible for Monitoring:** Administrator of Instructional Programs **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Monitor Public Education Information Management System (PEIMS) for EB coding accuracy to include EB coding for Special Education students. (Monthly)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Continue to implement daily, intersession, and/or summer school curriculum for PK-12 Emergent Bilinguals (EBs) that is focused on providing multiple opportunities for students to engage with meaningful linguistic and academic experiences. to include language objectives and the 4+1 domains (or 5 skills). (Yearly) **Strategy's Expected Result/Impact:** Improved student achievement in targeted grade levels. **Staff Responsible for Monitoring:** Principals Administrator of Instructional Programs				

No Progress


Accomplished
337

Continue/Modify

Discontinue

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

Performance Objective 9: Students who did not pass the STAAR/EOC assessments in Grades 3-12 will receive up to 30 hours of accelerated instruction in the area(s) of need, to focus on reading and mathematics in compliance with HB 4545, as amended by HB 1416.

High Priority

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

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

Performance Objective 10: The district will work to actively reduce the dropout rate, currently at 4.3% based on the 2022 cohort.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The district will assemble a dropout recovery team to periodically meet and create annual plans for dropout recovery and will analyze the following (focused on middle and high school): 1. Results of audit of dropout records 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout prevention program **Strategy's Expected Result/Impact:** Reduction in the dropout rate Increase in the graduation rate **Staff Responsible for Monitoring:** Associate Superintendent Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 11: The district will evaluate (at least every 2 years) the effectiveness of the decision-making policies, procedures, and staff development activities to ensure they are effectively structured to positively impact student achievement.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: District Advisory Team (DAT) meetings will take place at least six times per year to evaluate district policies and procedures. **Strategy's Expected Result/Impact:** Stakeholder contribution to district decisions **Staff Responsible for Monitoring:** Associate Superintendent				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support services to homeless/transition students including, but not limited to: school supplies, materials, technology equipment, clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation. Public notices will be distributed as needed for these populations. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students **Staff Responsible for Monitoring:** District Homeless Liaison, Social Workers , Coordinator of Federal and State Programs **Funding Sources:** General Supplies - Transition Students - 211: Title I, Part A Improving Basic Programs - 211.11.6399.07.814.30 - $8,500, Student Travel - 211: Title I, Part A Improving Basic Programs - 211.11.6412.07.814.30 - $1,000, Reclassified Transportation - UTPE Midlde School Retreat - 211: Title I, Part A Improving Basic Programs - 211.11.6494.07.814.30 - $200, Professional Services - Medical Vison & Dental - 211: Title I, Part A Improving Basic Programs - 211.33.6219.07.8184.30 - $1,000, Professional General Supplies - Vision frames & lenses - 211: Title I, Part A Improving Basic Programs - 211.33.6399.07.814.30 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide Foster Care students transportation and/or academic support and interventions as needed. (Daily). And Coordinate efforts between SEISD schools, the Foster Care parents, and/or Child Protective Services (CPS) to participate in making educational decisions for Foster Care students to include Special Education services. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs District Homeless Liaison Social Workers **Funding Sources:** Reclassified Transportation - Foster Care Students - 211: Title I, Part A Improving Basic Programs - 211.11.6494.10.814.30 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The Parent and Family Engagement Program will continue to increase in SEISD, in all aspects of the educational environment. SEISD will employ a Title I District Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) **Strategy's Expected Result/Impact:** Parents will become more involved in their child(s) education. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** Paraprofessional Pay - Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - $50,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide opportunities for parents to attend virtual, state, or local conferences, workshops, and events like the Parental Engagement Conference. (Monthly) **Strategy's Expected Result/Impact:** Parents will become more informed on educational topics **Staff Responsible for Monitoring:** District Parent Liaison **Funding Sources:** Relcassified Transportation - FACES Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6494.01.814.30 - $100, Employee Travel - Ms. Flor to attend Parent Statewide Conference - 211: Title I, Part A Improving Basic Programs - 211.61.411.01.814.30 - $1,500, Region 19 ESC - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.814.30 - $100				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide informational meetings and workshops to parents on a wide variety of topics to include parents of all student sub-populations. Provide refreshments, reading materials, and supplies for these meetings and the Reading Carnival. Provide support to military-connected families. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Parents will become more informed on educational topics **Staff Responsible for Monitoring:** District Parent Liaison **Funding Sources:** Food Purchase - Refreshments for Parent Meetings - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.814.30 - $1,000, Reading Materials - Parent Reading Materials - - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.814.30 - $500, Software/Site license - (Practical Parent Education) - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.814.30, General Supplies - Parental Engagement - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.814.30 - $118				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide relevant information to parents via a variety of means (print, web, newsletters, flyers, School Messenger system, notices, etc.). Enhance communications between parents, campus administration, and central office personnel via the Parent Portal. Parents will be informed of district **Strategy's Expected Result/Impact:** Parents will become more informed on educational topics **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: SEISD will recognize exemplary employees, students, parents, and community members. The district will train and support volunteers via the Volunteer Handbook, meetings, and the Volunteer Luncheon. (Monthly/Yearly) **Strategy's Expected Result/Impact:** Improvement in district culture **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The district will provide high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel, and support personnel on various identified topics based on data to impact students' academic success. **Strategy's Expected Result/Impact:** Documentation of attendance at staff development sessions, evidence of professional development implementation, Travel Request, agendas, and Sing-in-sheets. **Staff Responsible for Monitoring:** Associate Superintendent, Director of Instruction **Funding Sources:** Misc. Contracted Services - 211: Title I, Part A Improving Basic Programs - 211.11.629906.802.30 - $3,000, Software/Site Licenses - 211: Title I, Part A Improving Basic Programs - 11.11.6396.06802.30 - $300, Mentor Stipens - 211: Title I, Part A Improving Basic Programs - 211.13.6118.06.802.30 - $1,000, Education Service Center - 211: Title I, Part A Improving Basic Programs - 211.13.6239.06.802.30 - $700, Employee Travel - IO Travel - 211: Title I, Part A Improving Basic Programs - 211.13.6411.06.802.30 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 13: The intent and purpose of the Title II, Part A, program is to provide resources to LEAs to do the following:
1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will employ 2 Instructional Officers at the district level to serve as follows: 1. Grades PPK-6 (Title II, Part A) 2. Grades 7-12 (Title II Part A) (2 FTEs) (Yearly **Strategy's Expected Result/Impact:** To provide training support to teachers, principals, and other school leaders to be more effective in improving student academic achievement. **Funding Sources:** Professional Salaries & Benefits - 255 Title II, Part A Supporting Effective Instruct - 255.13.6119.00.802.24 - $206,057				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The Instructional Officers will attend professional development sessions to provide high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders focused on improving teaching and student learning and achievement. (On-line training and supplies & materials as necessary) **Strategy's Expected Result/Impact:** Increase the knowledge base of teachers, principals, or other school leaders on instruction **Staff Responsible for Monitoring:** District Administration and Instructional Officers **Funding Sources:** Misc. Contracted Servies - 255 Title II, Part A Supporting Effective Instruct - 255.13.6299.00.802.24 - $5,000, General Supplies - (Professional Development) - 255 Title II, Part A Supporting Effective Instruct - 255136399.00.802.24 - $3,000, Employee Travel & Online Training - 255 Title II, Part A Supporting Effective Instruct - 255.13.6411.00.802.24 - $4,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 14: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide supplemental instructional materials to support the implementation of Language Instructional Educational Programs (LIEPs), support the implementation of school-wide program, and implementation of preschool programs **Strategy's Expected Result/Impact:** To increase students student learning and meet state academic standards **Staff Responsible for Monitoring:** Director of Bilingual Department, and Bilingual Instructional Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide supplemental activities for Parent, Family and Community Engagement district wide. **Strategy's Expected Result/Impact:** Increase Parent, Family and Community Engagement **Staff Responsible for Monitoring:** Director of Bilingual Program, Bilingual Instructional Officer and District Parent Liaison **Funding Sources:** Parent Books - 263: Title III, Part A English Language Acq. - 263.61.6329.00.805.25 - $1,500, parent Session Supplies - 263: Title III, Part A English Language Acq. - 263.61.6399.00.805.25 - $200, Parent Session Refreshments - 263: Title III, Part A English Language Acq. - 263.61.649700.805.25 - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SEISD will provide supplemental professional development training and instructional strategies for English Learners. **Strategy's Expected Result/Impact:** Increase the understanding and support for English Learner **Staff Responsible for Monitoring:** Director of Bilingual Program, Bilingual Instructional Officer and Bilingual Teachers. **Funding Sources:** Dual Language Professional Development - 263: Title III, Part A English Language Acq., Bilingual Instructional Officer Professional Development - 263: Title III, Part A English Language Acq.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 15: Title I, Part C-Education of Migratory Children- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of migratory children. And Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet. The program ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support services to migrant students, including, but not limited to, school supplies, materials, technology equipment, uniform clothing, shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation on a need basis and depending on funding availability. Public notices will be distributed as needed for this population. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs, Migrant Clerk and Social worker **Funding Sources:** General Supplies (Migrant Students) - 212: Title I, Part C Migrant - 212.11.639.00.818.24 - $1,000 , Student Travel (Migrant Students) - 212: Title I, Part C Migrant - 212.11.6412.00.818.24 - $600, Reclassified Transportation (Migrant Students) - 212: Title I, Part C Migrant - 212.11.6494.00.818. - $342				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support attendance at the Annual MENTE Symposium, regional trainings, and the Migrant Graduation Summit. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs and Migrant Clerk **Funding Sources:** Student Travel -Migrant Students - 212: Title I, Part C Migrant - 212.116412.00.818.24, Reclassified Transportation - 212: Title I, Part C Migrant - 212.11.6494.00.818.24				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Offer informational meetings to Migrant Education (MEP) Parents and opportunities on how to achieve improved student success. Provide refreshments and all needed materials for these Parent Advisory Council meetings. (Bi-Monthly) **Strategy's Expected Result/Impact:** Increased parental participation **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs and Migrant Clerk **Funding Sources:** Food Purchase - Parent Refreshments - 212: Title I, Part C Migrant - 212.61.647.00818.24 - $200				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will conduct a Migrant Supplemental Summer Program for reading, mathematics, and science for identified grade levels, Project SMART, and/or other enrichment programs like Creative Kids Program. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs, Migrant Clerk Social Workers, Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Employ a NGS/Clerk Migrant Recruiter to notify, recruit, and provide services to migrant children and youth including annual residency verification as well as other identification and recruitment (ID & R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. Including supplemental classroom-within-a-classroom support. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in services provided to Migrant Students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs **Funding Sources:** Wages & Benefits for Support Personnel (25%) - 212: Title I, Part C Migrant - 212.21.6129.00.818.24 - $14,004				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 16: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention materials, Extra Duty Pay)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Employ two District Social Workers (2 FTE's) to identify and assist students who are struggling in social, emotional, or academic settings. (Daily/Yearly) **Strategy's Expected Result/Impact:** Increased well-being of identified students **Staff Responsible for Monitoring:** Increased well-being of identified students				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Refer At-Risk students to government agencies and community service organizations as needed, and address counseling issues for At-Risk students. (Daily) **Strategy's Expected Result/Impact:** Improved academic achievement for At-Risk students **Staff Responsible for Monitoring:** Social Workers and Counselors				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Student Outcome Goal 3 (HB 3; 5-year Goal)
SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to greater than or equal to 88% by June 2028 as measured by the A-F Accountability System.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Goal Progress Measure (GPM) 3.1 (District; 1-year Goal) The percentage of SEHS seniors earning a CCMR point by meeting any of the CCMR criteria will increase from 30% in May 2023 to greater than or equal to 40% by June 2024, as measured by the OnData Suite CCMR Early Warning System. (Annually) **Strategy's Expected Result/Impact:** CCMR statistics, TSIA scores, SAT/ACT scores, AP test scores **Staff Responsible for Monitoring:** Principals CCMR Specialist Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The district will support efforts to prepare and test all high school students with TSIA, SAT or ACT and AP (if enrolled) prior to graduation, as well as testing all 8th graders with TSIA RLA. (Annually) **Strategy's Expected Result/Impact:** Preparation for high school TSIA Reading college-readiness score levels on TSIA, SAT/ACT and/or AP tests **Staff Responsible for Monitoring:** Principal CCMR Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to promote and publicize scholarship opportunities, higher education institutions and programs, post-secondary career information, military recruitment information, monitor graduation requirements, and oversee personal graduation plans. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary college, career, and military opportunities **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus CCR Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide information to students and their parents at the middle school and high school levels on the TEXAS grant program, the Teach for Texas grant program, the college admissions process, making curriculum choices to prepare students for success, and financial aid applications and information. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary opportunities **Staff Responsible for Monitoring:** Campus Counselors Campus CCR Specialist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide training and support for the EAF (Effective Advising Framework) for the district's Guidance Counselors (Monthly). **Strategy's Expected Result/Impact:** Improved advising and support for SEISD students **Staff Responsible for Monitoring:** Campus Principals CTE Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Integrate and maintain the use of instruction-driven technology apps and programs (ex. Nearpod, Kami, and Screencastify), test banks (STAAR Test Maker and TEKS Bank), accountability connect, digital subscriptions (ex. OnDataSuite), and renewals that allow emerging technologies to integrate into the curriculum (ex. Region 19 TSDS Coop). (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing software programs to assist in data disaggregation and testing management, such as Eduphoria. (Yearly) **Strategy's Expected Result/Impact:** Provide meaningful data to drive instructional decisions **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Conduct district technology vertical teams through the District Technology Committee to determine and evaluate district needs. (Monthly) **Strategy's Expected Result/Impact:** Determine the technology needs of all stakeholders **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 4 Details	Reviews			
Strategy 4: Support online publications of relevant documents such as the Employee Handbook, District Annual Report, District Improvement Plan (DIP), etc. (Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Keep the public informed and meet all state and federal requirements **Staff Responsible for Monitoring:** Superintendent Associate Superintendent Human Resources Department Technology Director/Staff				

Strategy 5 Details	Reviews			
Strategy 5: Assist district users with technology by utilizing effective and efficient resources for support (ex. IT Specialist, device management systems). (Weekly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Minimizing instructional/production downtime, becoming more proactive instead of reactive, and providing better customer service to all stakeholders **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 6 Details	Reviews			
Strategy 6: Develop and monitor a Responsible Use Agreement (RUA) for all district users and enforce acceptable use policies/internet safety guidelines. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Making sure the district is CIPA compliant by having RUA signed by parents, monitoring the use of internet, enforcing policies and reporting policy violations **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 7 Details	Reviews			
Strategy 7: Provide adequate bandwidth and network infrastructure (wired and wireless) to support all networked and web-based applications used for instruction. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Provide the district with a reliable infrastructure, systems, and fast internet connectivity. **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 8 Details	Reviews			
Strategy 8: Continue use of electronic IEP management system to manage Special Education and Section 504 student instructional needs and accommodations. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Effective monitoring of the Special Education population and their needs **Staff Responsible for Monitoring:** Special Education Director/Staff Campus Administration				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perform yearly maintenance and upgrades to provide quality library online services and encourage effective use of shared library resources, electronically archive student and personnel records as recommended by the Texas Library and Archives Commission. (Yearly) **Strategy's Expected Result/Impact:** Provide district students with access to fully functional online campus libraries **Staff Responsible for Monitoring:** Campus Librarians and Library Aides Technology Director I.T. Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Make available current hardware and software and evaluate/increase internet bandwidth as needed to provide continuity of services for district staff and students. (Monthly) **Strategy's Expected Result/Impact:** Effectively support operations for campus and district staff **Staff Responsible for Monitoring:** Associate Superintendent Technology Director				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perform necessary maintenance and upgrades to district network infrastructure equipment and services to provide reliable online access and services and maintain the district's telecommunications system and provide upgrades as needed (VoIP, Fax, etc.). (Monthly) **Strategy's Expected Result/Impact:** Provide a reliable network infrastructure and internet access **Staff Responsible for Monitoring:** Technology Director Network Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Maintain and upgrade voice, video, and data cabling for all district facilities. (Monthly) **Strategy's Expected Result/Impact:** Provide compelling voice, data, and video services throughout the district **Staff Responsible for Monitoring:** Technology Department Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Attend and provide professional development opportunities that support district initiatives and current trends in technology. (Monthly) **Strategy's Expected Result/Impact:** Stay up-to-date with current technology trends **Staff Responsible for Monitoring:** Technology Director Technology Department Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Assist district users with technology through the use of the Help Desk system. (Daily) **Strategy's Expected Result/Impact:** Provide support and repairs for issues with district technology equipment **Staff Responsible for Monitoring:** Technology Director/Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide teachers with a classroom control system to monitor student device usage during instruction, and provide comprehensive online modules that teach students, staff, and teachers how to be smart and stay safe in the digital world. (Yearly) **Strategy's Expected Result/Impact:** Keep students focused on learning and teachers in teaching **Staff Responsible for Monitoring:** P&I Staff Technology Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Compliance Reports, Purchase Orders

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: All district computers with internet access will meet all Children's Internet Protection (CIPA) guidelines. (Yearly) **Strategy's Expected Result/Impact:** Compliance with CIPA guidelines **Staff Responsible for Monitoring:** Technology Director Network Administrator	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: All district computers will be provided with up to date antivirus subscriptions. (Yearly) **Strategy's Expected Result/Impact:** Protect computers from viruses **Staff Responsible for Monitoring:** Technology Director/Staff	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Maintain a functional disaster recovery solution to protect the district's critical data and network services. (Monthly) **Strategy's Expected Result/Impact:** Protection of district critical data **Staff Responsible for Monitoring:** Network Administrator Database Administrator	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Utilize online services to assist with ERATE compliance and documentation. (Monthly) **Strategy's Expected Result/Impact:** Maintain ERATE compliance and documentation **Staff Responsible for Monitoring:** Technology Director	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Maintain electronic document retention services for required record-keeping. (Monthly) **Strategy's Expected Result/Impact:** Keep district records in accordance with guidelines. **Staff Responsible for Monitoring:** Network Administrator Technology Director	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Maintain subscriptions to automated resources for parent notification and communication. (Yearly) **Strategy's Expected Result/Impact:** Continue utilizing mass notifications to relay pertinent information to parents via voice and/or text **Staff Responsible for Monitoring:** Technology Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perkins V (Pt 3.1-2): Provide services, career exploration development and activities of sufficient size, scope and quality to be effective such as the support of CTSOs. Include activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency. This includes providing opportunities for CTE students to earn local and industry level certifications and/or licensures including but not limited to those identified by industry partner feedback and approved TEA industry-based certification lists. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase **Staff Responsible for Monitoring:** CTE Instructors CTE Administrator Campus Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Perkins V (Pt 2.3-5): Link CTE at the secondary and post-secondary level, including offering the relevant elements of not less than three CTE programs of study. Linkage may be achieved via local or statewide course articulations, dual credit offerings, and/or vertical program alignment along with implementation of appropriate, program-specific content, equipment, technology, etc. Continue to initiate, improve, and expand and modernize quality CTE programs within SEISD. This includes but is not limited to the purchase of appropriate technology for district and campus administration as well as the purchase of necessary materials/resources for current CTE courses, new equipment, industry-specific furnishings, technology and complete implementation of new CTE courses at various campuses. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase. **Staff Responsible for Monitoring:** CTE Instructors CTE Administrator Campus Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perkins V(Pt 1.1-2, Pt. 2.3-5): Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across the district and to ensure fidelity in implementation of CTE programs, including CLNA. (Yearly)				

Strategy's Expected Result/Impact: Improved CTE program services
Staff Responsible for Monitoring: CTE Administrator

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: EOC, benchmarks and grade data will be utilized to determine which students will be required to attend tutoring in the subject area of need. **Strategy's Expected Result/Impact:** To pass courses to become college-ready **Staff Responsible for Monitoring:** Campus administration Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

HB3 Goal

Evaluation Data Sources: Class of 2023 to reach or exceed 25%
Set an annual goal to reach or exceed 60% by Yr 6
Xello Integration
TNTP support in rigorous curriculum
Texas OnCourse Modules

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All students are provided the opportunity to take AP courses or become eligible to take Dual Credit courses. Counselors will provide guidance in these areas. **Strategy's Expected Result/Impact:** Increase students enrolled in college-readiness courses to 60% by 2024 **Staff Responsible for Monitoring:** Campus Administration District Leadership CTE Administrator CCR Specialist School Counselors GEAR UP Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Utilize the CCMR student tracker; all teachers to receive CCMR professional development to understand indicators. Continued support through CCMR campus committee. Professional development delivered will include lesson modeling and leading the learning. (Monthly) **Strategy's Expected Result/Impact:** Goal for Class of 2023 to reach or exceed 25% Set an annual goal to reach or exceed 50% by Yr 6 **Staff Responsible for Monitoring:** Campus Administration School Counselors CCR Specialist CTE Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

Evaluation Data Sources: Sign in sheets, agenda, notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: District will create content and support training of facilitators for VT sessions with guidance from TNTP (Monthly). **Strategy's Expected Result/Impact:** Increase alignment between middle school and high school teachers and increase lesson rigor. **Staff Responsible for Monitoring:** District Leadership Instructional Officers Principals Instructional Specialists TNTP				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: School Counselors will hold individual college and career counseling sessions with 90% of students in primary cohort. **Strategy's Expected Result/Impact:** Increase students knowledge on college and career options to make informed decisions on coursework **Staff Responsible for Monitoring:** Campus Administrators District Leadership School Counselors CCR Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Employ a Title I District Nurse to coordinate district-wide school health services and initiatives to include organizing First Aid/CPR training opportunities and periodic training on automated external defibrillators (AEDs). (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Provide appropriate supervision to campus LVN's as required by licensure Guide and support campus nurses on school health Ensure appropriate personnel are trained on emergency procedures **Staff Responsible for Monitoring:** Director of Special Education Associate Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Review, update, and disseminate the Student Code of Conduct, Emergency Operations Plan and Procedures, and district wellness policies. (Yearly) **Strategy's Expected Result/Impact:** Inform students of the students, parents and staff of student expectations **Staff Responsible for Monitoring:** Superintendent Campus Administration District Lead Nurse Support Services Director Security Supervisor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue consistent intake and placement processes into the Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP). Track and support students in DAEP and JJAEP in terms of attendance rates, pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates. (Weekly) **Strategy's Expected Result/Impact:** To comply with disciplinary rules and provide uninterrupted education to students **Staff Responsible for Monitoring:** Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: Monitor district diabetes policy and continue compliance with individualized health plans for students diagnosed with diabetes, as well as provide required diabetes training annually. (Weekly)	Formative			Summative
Strategy's Expected Result/Impact: To meet the health needs of students	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: District Lead Nurse Campus Nurses Campus Principals				

Strategy 5 Details	Reviews			
Strategy 5: Continue Student Health Advisory Council (SHAC) meetings. (Bi-Monthly)	Formative			Summative
Strategy's Expected Result/Impact: To continue the collaboration between health agencies and district and provide opportunities to students.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Associate Superintendent Child Nutrition Services Director Athletics Director				

Strategy 6 Details	Reviews			
Strategy 6: Provide updates to district personnel of Public Information Management System (PEIMS) 425 Record Training. (Yearly)	Formative			Summative
Strategy's Expected Result/Impact: To increase the quality of data	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: PEIMS Coordinator Campus Administrators				

Strategy 7 Details	Reviews			
Strategy 7: Upgrade and maintain security cameras, secure perimeters, school check-in kiosk systems, and secure door access systems as necessary on all district campuses and buildings. (Weekly)	Formative			Summative
Strategy's Expected Result/Impact: Provide a safe environment	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Technology Staff/Security Supervisor				

Strategy 8 Details	Reviews			
Strategy 8: Continue to provide bus safety training, to include emergency evacuation procedures. (Monthly)	Formative			Summative
Strategy's Expected Result/Impact: To provide a safe environment	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Director of Support Services Transportation Supervisor				

Strategy 9 Details	Reviews			
Strategy 9: Continue to strengthen and support current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS), provide interventions and support that integrate best practices on grief-informed and trauma-informed care. (Daily)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: To foster a culture of accountable students and encourage good behavior **Staff Responsible for Monitoring:** Associate Superintendent Director of Special Education Campus Administrators				

Strategy 10 Details	Reviews			
Strategy 10: Continue to implement legal requirements of "David's Law" in all schools, to include anonymous reporting for students, reports to law enforcement, and cyber bullying. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Reduction in bullying incidents, to include cyber bullying **Staff Responsible for Monitoring:** Campus Administration Counselors Faculty/Staff				

Strategy 11 Details	Reviews			
Strategy 11: Continue to provide mandatory face-to-face or online training to all staff members on mental health awareness, conflict resolution, dating violence, child abuse awareness, sexual harassment, sexual abuse, human trafficking, unwanted physical or verbal aggression, violence prevention programs, and suicide awareness and prevention. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increased awareness of ways to help students struggling with these issues **Staff Responsible for Monitoring:** Human Resources Staff Campus Administrators Department Supervisors				

Strategy 12 Details	Reviews			
Strategy 12: District will support a truant officer (1 FTE) with all necessary general supplies and equipment needed to support increased student attendance. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increased student attendance district-wide **Staff Responsible for Monitoring:** PEIMS Coordinator				

Strategy 13 Details	Reviews			
Strategy 13: The district will provide necessary services to homebound students.	Formative			Summative
Strategy's Expected Result/Impact: Student mastery of learning objectives	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Principals				

Homebound Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 26.914
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Alberto Sanchez	SEHS Science	0.27
Alejandro Guitierrez	GEMS History	0.25
Alejandro Gutierrez	GEMS - History	0.25
Alejandro Gutierrez	GEMS - History	0.25
Alfredo Trejo	GEMS- DAEP	0.125
Alma Estrada	SEHS AP Gov .	0.125
Alma Estrada	SEHS Social Sciences	0.18
Amanda Franco	GEMS - English, Reading or Language Arts	0.15
Amanda Franco	GEMS - STAAR LAb	0.25
Andrew Avila	SEHS Dual credit - PreCal	0.125
Andrew Avila	SEHS Mathematics	0.2
Andrew Perez	GEMS - DAEP	1
Cesar Hernandez	SHES - At-Risk Aide	1
Cesar Morales	SEHS EOC Math	0.25
Cesar Morales	SEHS Mathematics	0.2
Christian Solis	SEHS Science	0.27
Christina Martinez	SEHS English, Reading or language Arts	0.24
Christina Martinez	SEHS English, Reading, or Language Arts	0.24
Claudia Barraza	SEHS College Prep Math	0.25

Name	Position	FTE
Claudia Barraza	SEHS Mathematics	0.2
Cynthia Villarreal	GEMS SCE -AP	0.25
Daniel Cordova	SEHS English Reading, or Language Arts	0.24
David Corral	SEHS Reading	0.25
David Corral	SEHS English , Reading or Language Arts	0.24
David Corral	SEHS Dual Credit - English	0.375
Denisse Castro	SEHS - AP World History	0.25
Denisse Castro	SEHS Social Sciences	0.18
Elia Rosales	SEHS Mathematics	0.2
Evelin Gonzalez	GEMS - DAEP	0.25
Evelin Gozalez	GEMS - STAAR LAb	0.25
Federico Contreras	SEHS Social Science	0.18
Federico Contreras	SEHS - DAEP SS	0.125
Genoveva Kimmel-Hazeltine	GEMS English Reading or Language Arts	0.15
Genoveva Kimmel-Hazeltine	GEMS - STAAR Lab	0.25
Gloria Lerma	SEHS Social Sciences	0.18
Gloria Lerma	SEHS AP -US History	0.25
Gloria Lerma	SHES Dual credit - US Govt	0.125
Gregoria Olvera	GEMs - Mathematics	0.19
Gregoria Olvera	GEMS - STAAR Lab	0.125
Hugo Carrizales	SEHS - English, Reading or Language Arts	0.24
Jacob Pineda	SEHS English, Reading or Language Arts	0.24
James Mclain	SEHS Science	0.27
James Mclain	SEHS - AP Biology	0.125
Jessica Gonzalez	SEHS AP ENg 4	0.125
Jessica Gonzalez	SEHS Dual credit -Education	0.25
Jessica Gonzalez	SEHS English, Reading, or Language Arts	0.24
John Jara	GEMS - CTE	0.75
John Jara	GEMS- GT	0.122
Jonathan Hernandez	SEHS Mathematics	0.2
Jonathan Hernendez	SEHS -AP Statistics	0.125

Name	Position	FTE
Jorge Cervantes	SHES Study Skill	0.125
Jorge Cervantes	SEHS Social Sciences	0.18
Jorge Maese	SEHS Mathematics	0.2
Josefina Contreras	SHES - AP Spanish	0.5
Liliana Carreon	SEHS Dual Credit -speech	0.25
Lorenzo Soto	GEMS - HIstory	0.25
Lori Estrada	SEHS Study Skills	0.125
Lori Estrada	SEHS- AP Psychology	0.125
Lori Estrada	SEHS Social Sciences	0.18
Lourdes Falcon	GEMs - CTE	0.375
Lydia Solano Melendez	GEMS - Science	0.25
Lynda Vargas	Clerk-Migrant Program	0.037
Manuel Reveles	SEHS Social Sciences	0.18
Marilyn Gomez	GEMs - Science	0.25
Mario Espinoza	GEMS History	0.25
Mario Espinoza	GEMS - DAEP	0.125
Martha Komiyama	SEHS English, Reading or Language arts	0.24
Melissa Leyva	SEHS English, Reading or Language Arts	0.24
Melissa Leyva	SEHS Study Skills	0.375
Melissa Leyva	SEHS AP Eng 3	0.25
Melissa Martinez	SEHS DAEP	1
Nidia Garcia	GEMS - Mathematics	0.19
Nivia Garcia	GEMS Mathematics	0.19
Norma Mitchell	GEMS English, Reading or language Arts	0.15
Patricia Gonzalez	SEHS English reading or Language Arts	0.24
Patricia Gonzalez	SEHS AP Eng4	0.125
Patricia Gonzalez	College Prep Eng	0.25
Ramona Hernandez	SEHS - AP Calc	0.125
Ramona Hernandez	SEHS Mathematics	0.2
Rebecca Gonzalez	GEM S - Mathematics	0.15
Rebecca Gonzalez	GEMS - DAEP	0.125

Name	Position	FTE
Rebecca Gonzalez	GEMS - STAAR Lab	0.25
Roberto Herrera	SEHS A+	0.25
Rogelio Aldavaz	SEHS Science	0.27
Roman Rodriguez	GEMS- DAEP	0.125
Roman Rodriguez	GEMS - Science	0.25
Sergio Aguilera	SEHS A+	0.125
Soledad Gonzalez	GEMS- STAAR Lab	0.25
Soledad Gonzalez	GEMS - English, Reading or Language Arts	0.15
Stephanie Zaragoza	GEMS - STAAR Lab	0.25
Stephanie Zaragoza	GEMS- DAEP	0.125
Stephanie Zaragoza	GEMS - English, Reading or Language Arts	0.15
Susana Payan	GEMs - DAEP	1
Teresita Parra	Social Worker	1
Thalia Nevarez	GEMS - Science	0.25
Tiffany Rodriguez	SEHS - Dual credit Facilitator	0.625
Venessa Archuleta	SEHS AT-Risk Aide	1
Veronica Hernandez	GEMS - DAEP	0.625
Zoe Covernali	SEHS Science	0.27
Zoe Covernali	SEHS DAEP- SCI	0.125

Title I Personnel

Name	Position	Program	FTE
Alejandra Garcia	Career & College Readiness Specialist	Title I, Part A	1
Alyssa Padilla	Sambrano - Instructional Specialist	Title I, Part A	1
Anna Alvarez	Officer-Instruction	Title I, Part a	100%
Brenda Jara	GEMS - Instructional Specialist	Title I, Part A	1
Cesar Duran	Sambrano - Instructional Specialist	Title I, Part A	1
Claudia Nakay	Borrego - Instructional Specialiast	Title I, Part A	1
Concepcion Talamantes	Alarcon - Instructional Specialist	Title I, Part A	1
Erika Morales	SEHS - Instructional Specialist	Title I, Part a	1
Eva Quezada	GEMS - Instructional Specialist	Title I, Part A	1
Flor S. Sanchez	District Parent Liaison	Title I, Part A	1
Jesusa Portillo	SHES - Parent Liaison	Title I, Part A	1
Joanne Barba	Teacher - Elementary Bilingual	Title I, Part A	1
Laura Chavez	GEMS- Parent Liaison	Title I, Part A	1
Lydia Sandate	Loya - Instructional Specialist	Title I, Part A	1
Messina Holguin	District Nurse RN	Title I, Part A	1
Patricia Cortez	Sambrano - Aide Classroom Math & Science	Title I, Part A	1
Rebecca Barrientos	Borrego - Aide Classroom Math & Science	Title I, Part A	1
Ulises G. Neira Galaviz	Instructional Officer	Title I, Part A	1
Veronica Pulido	SHES- Instructional Specialist	Title I, Part A	1
William Crews	SEHS - Aide Classroom	Title I, Part A	1

District Funding Summary

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	12	1	Student Travel	211.11.6412.07.814.30	$1,000.00
2	12	1	Professional Services - Medical Vison & Dental	211.33.6219.07.8184.30	$1,000.00
2	12	1	General Supplies - Transition Students	211.11.6399.07.814.30	$8,500.00
2	12	1	Professional General Supplies - Vision frames & lenses	211.33.6399.07.814.30	$1,000.00
2	12	1	Reclassified Transportation - UTPE Midlde School Retreat	211.11.6494.07.814.30	$200.00
2	12	2	Reclassified Transportation - Foster Care Students	211.11.6494.10.814.30	$1,000.00
2	12	3	Paraprofessional Pay - Salary & Benefits	211.61.6129.01.814.30	$50,000.00
2	12	4	Region 19 ESC	211.61.6239.01.814.30	$100.00
2	12	4	Employee Travel - Ms. Flor to attend Parent Statewide Conference	211.61.411.01.814.30	$1,500.00
2	12	4	Relcassified Transportation - FACES Conference	211.61.6494.01.814.30	$100.00
2	12	5	General Supplies - Parental Engagement	211.61.6329.01.814.30	$118.00
2	12	5	Software/Site license - (Practical Parent Education)	211.61.6396.01.814.30	$0.00
2	12	5	Reading Materials - Parent Reading Materials -	211.61.6329.01.814.30	$500.00
2	12	5	Food Purchase - Refreshments for Parent Meetings	211.61.6497.01.814.30	$1,000.00
2	12	8	Misc. Contracted Services	211.11.629906.802.30	$3,000.00
2	12	8	Mentor Stipens	211.13.6118.06.802.30	$1,000.00
2	12	8	Education Service Center	211.13.6239.06.802.30	$700.00
2	12	8	Employee Travel - IO Travel	211.13.6411.06.802.30	$10,000.00
2	12	8	Software/Site Licenses	11.11.6396.06802.30	$300.00
				Sub-Total	$81,018.00

212: Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	15	1	Student Travel (Migrant Students)	212.11.6412.00.818.24	$600.00
2	15	1	General Supplies (Migrant Students)	212.11.639.00.818.24	$1,000.00
2	15	1	Reclassified Transportation (Migrant Students)	212.11.6494.00.818.	$342.00
2	15	2	Reclassified Transportation	212.11.6494.00.818.24	$0.00
2	15	2	Student Travel -Migrant Students	212.116412.00.818.24	$0.00

212: Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	15	3	Food Purchase - Parent Refreshments	212.61.647.00818.24	$200.00
2	15	5	Wages & Benefits for Support Personnel (25%)	212.21.6129.00.818.24	$14,004.00
				Sub-Total	$16,146.00

255 Title II, Part A Supporting Effective Instruct					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	13	1	Professional Salaries & Benefits	255.13.6119.00.802.24	$206,057.00
2	13	2	Employee Travel & Online Training	255.13.6411.00.802.24	$4,000.00
2	13	2	Misc. Contracted Servies	255.13.6299.00.802.24	$5,000.00
2	13	2	General Supplies - (Professional Development)	255136399.00.802.24	$3,000.00
				Sub-Total	$218,057.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	14	2	parent Session Supplies	263.61.6399.00.805.25	$200.00
2	14	2	Parent Books	263.61.6329.00.805.25	$1,500.00
2	14	2	Parent Session Refreshments	263.61.649700.805.25	$200.00
2	14	3	Bilingual Instructional Officer Professional Development		$0.00
2	14	3	Dual Language Professional Development		$0.00
				Sub-Total	$1,900.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	2	General Supplies - Parental & Family Engagement	282.61.6239.04.814.30	$3,000.00
2	7	2	Reading Materials- - Parent & Family engagement	28261.6239.04.814.30	$3,000.00
				Sub-Total	$6,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Campus & District Administration		Beatriz Apodaca	7/18/2023
Coordinated Health Program	Campus & District Administration		Beatriz Apodaca	7/18/2023
Disciplinary Alternative Education Program (DAEP)	Campus & District Administration		Beatriz Apodaca	7/18/2023
Student Welfare: Crisis Intervention Programs and Training	Campus & District Administration		Beatriz Apodaca	7/18/2023
Student Welfare: Discipline/Conflict/Violence Management	Campus & District Administration		Beatriz Apodaca	7/18/2023
Title I, Part A - LEA Written PFE Policy	Flor Sanchez, District Parent Liaison		Beatriz Apodaca	7/18/2023
McKiney-Vent -Homeless Program.	District Homeless Liaison		Beatriz Apodaca	7/18/2023

San Elizario Independent School District

San Elizario High School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Mathematics

Mission Statement

At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.

Vision

San Elizario High School:

Preparing Students for Post-Secondary Success

Core Beliefs

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 4
- 7
- Student Achievement 7
- School Culture and Climate 10
- Staff Quality, Recruitment, and Retention 12
- Curriculum, Instruction, and Assessment 13
- Parent and Community Engagement 14
- School Context and Organization 15
- Technology 17

Priority Problem Statements 18

Comprehensive Needs Assessment Data Documentation 20

Goals 22
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 23
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 31
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 80
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 86

Title I Personnel 95

Campus Funding Summary 96

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the ongoing pandemic, the air of uncertainty lingers over our future plans. Despite the pandemic, SEHS is determined to continue offering learning opportunities to all students. The athletic teams have made efforts to stay healthy and competitive. Educators have supported efforts in tutoring, remediation, and attendance recovery. The faculty, staff, and students of SEHS have shown an undying desire to "continue soaring" among the current situation. It was decided during the spring semester to "let go" of the idea of recovering lost learning; and to focus on the well-being of staff and students (health, mental wellness, etc.)

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso,Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario High School (SEHS) is one of six campuses in SEISD; it is the district's sole high school, and has been since1972. SEHS serves a population of about 1033 students in grades 9-12.

SEHS employs 69 teachers, four administrators, three counselors, an at-risk math/science interventionist, a CCMR specialist, a librarian, and two campus Instructional Specialists. Additional ESSER positions for leadership include an SEL Counselor, a School Improvement Coordinator, and an RLA/SS interventionist. A full custodial staff and cafeteria staff are employed; thirteen instructional aide positions help meet the different needs of our students. Certified teachers are employed for the areas in which they teach, to include core subject areas, elective subject areas, and specialty areas such as music and career/technical education. Additionally, many of our teachers are either head coaches or assistant coaches in our athletics program. During the 22-23 school year, four long-term guest teachers (permanent subs) were also employed, due to the shortage of certified educators.

School Population: Student Total

9th grade - 271

10th grade - 336

11th grade - 233

12th grade - 189

Student Demographics

Gender

Female - 488

Male - 541

Ethnicity

Hispanic-Latino - 1026 (99.71%)

Black-African American - 2 (0.19%)

Student by Program

Emergent Bilingual - 543 (52.77%)

English as a Second Language - 432 (41.98%)

Gifted and Talented - 81(7.87%)

Special Education - 114 (11.08%)

Title 1 Participation -1029 (100%)

Dyslexia 18 (1.75 %)

Economic Disadvantage Total 941 (91.45%)

Free Meals 693 (67.35%)

Reduced Price Meals 28 (2.72%)

Other ECD 220(21.38%)

Homeless Total 11 (1.07%)

Doubled Up 11

Unsheltered 0

Hotel/Motel 0

Other Student Information

At Risk 789 (76.68%)

Immigrant 19 (1.85%)

Migrant 4 (0.39%)

Military Connected 19 (1.85%)

Section 504 71 (6.90%)

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Demographics Strengths

Our student population is homogeneous in nature. The strengths and needs of the greater community are similar for the majority of our residents. Teachers who have chosen to stay in the profession, and have remained at SEHS, are educators that have a passion for education AND are willing to do 'whatever it takes' to promote student success. As a participant of Title 1 at 100%, the entire student body qualifies for free breakfast, lunch, and dinner - when served.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are below 96% and many students have loss of credit due to attendance. **Root Cause:** Students are not motivated to come to school for various reasons, to include mental health issues.

Student Achievement

Student Achievement Summary

2022-2023 Results earned us an Ovarll Accountaability Rating of "C"

2021 English I	Approaches	Meets	Masters
SEHS	53%	30%	3%

2022 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	43%	26%	4%	-10%	-4%	1%

2021 English II	Approaches	Meets	Masters
SEHS	52%	38%	3%

2022 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	1%	1%	-2%	-2%

2021 English I + II	Approaches	Meets	Masters
SEHS	53%	34%	3%

2022 English I + II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	3%	0%	2%	0%

2021 Algebra I	Approaches	Meets	Masters
SEHS	62%	17%	3%
GEMS	97%	69%	28%

2022 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	47%	13%	5%	-15%	-4%	2%
GEMS	100%	90%	79%	3%	21%	51%

2021 U.S. History	Approaches	Meets	Masters
SEHS	83%	48%	21%

2022 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	80%	51%	22%	-3%	3%	1%

2021 Biology	Approaches	Meets	Masters
SEHS	64%	24%	2%

2022 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	64%	30%	5%	0%	6%	3%

SEHS continues on RDA for SPED in all tested areas.

Student Achievement Strengths

Students continue to enroll in Advanced Placement Courses, Dual Credit Courses, and earn CTE certifications.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause:** Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Problem Statement 2 (Prioritized): Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause:** Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 (Prioritized): EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause:** Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

School Culture and Climate

School Culture and Climate Summary

The campus is still adjusting after suffering some unexpected changes due to the Worldwide Pandemic.

District initiatives are followed for curriculum and instruction at San Elizario High School. The principal, three assistant principals, a CCMR Specialist, and two campus instructional coaches provide instructional leadership and modeling for teachers throughout the campus. We are aware that EOC English I and II continue to be in need of improvement and that advanced placement results in core classes need to improve. Both our Special Education population and Emergent Bilingual students are a priority.

The school culture at SEHS is changing due to the implementation and use of MTSS and other approaches of support by the Eagle Sucess Team made up of staff members. The Eagle Success Team tenets are used in all facets of the campus, to alleviate the number of students placed in disciplinary alternative education programs (DAEP). While expectations for behavior certainly exist, a more positive approach toward the teaching of desired behaviors has paid dividends.

SEHS continues to be a student-centered campus where great achievements in all areas of a comprehensive high school are celebrated. Programs include athletic teams, competitive events in academic UIL, Eacrly College High School, CTE programs, AP courses, Dual Credit Courses, club options, etc. The EMT certification is a new program in collaboration with EPCC. The opportunities for students to graduate with a well-rounded experience are present.

SEHS looks forward to continuation of the Early College High School with the third cohort. Students are also provided the opportunity to take advancement courses during summer school. New MOUs with different organizations will help provide mental health services and/or supports for all of our students (Child guidance center

School Culture and Climate Strengths

Athletic teams have achieved multiple championships in past years; this, in turn, helps raise the level of school pride and student confidence. SEHS continue to use social media to promote recognition of students with sports, ESI team, academic achievement, etc.

Administrators make an effort to meet with teachers through PLCs and faculty meetings on a regular basis; walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers and long-term guest teachers.

The campus will continue to provide advanced academic courses to students in order for them to better prepare for college.

The 1:1 student to device ratio has been reached; the next step is accelerating the fluidity of using various online platforms/applications by both teachers and students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. **Root Cause:** Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently we have uncertified and non-degreed adults running some of the classes. There are 5 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. 19.3% of teachers hold a Masters degree or higher. 27.3% of teachers have less than 5 years experience. The Principal has an average of 10 years experience; the Assistant Principals have an average of 3.1 years of experience.

Staff Quality, Recruitment, and Retention Strengths

Professional development sessions and PLCs are strategically scheduled to allow for teachers to have their complete conference period available for grading and/or planning. Teachers are recognized for various things on campus - teacher & employee of the month; individual or organizational accomplishments, etc. Wellness activities for all staff were also coordianted.

A four day week will be implemented and teachers will be given a PLC period in addition to their conference.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses. **Root Cause:** Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 2 (Prioritized): Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause:** The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed

Problem Statement 3 (Prioritized): Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over. **Root Cause:** Inconclusive data

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Documented efforts have been made to properly align curricular expectations, instructional delivery, and assessment practices. The TNTP program under GEAR UP has also facilitated vertical alignmnet meetings with middle school teachers and administrators. These areas are monitored through evaluation of classroom teaching and lesson plan documents.

AP and Dual Credit courses will continue to be offered.

Technology has made many gains in instructional programming at SEHS. Each teacher is issued a laptop and a document reader. Active panels have been installed in all classrooms. Currently there is a 1:1 ratio of students to devices.

Curriculum, Instruction, and Assessment Strengths

Our district utilizes the online TEKS Resource System to establish appropriate timelines for instructional content. Teachers are well-versed in the system and consistency is evident. Primary instructional resources will be aligned and teachers will receive proper professional development or refreshers to ensure usage consistency.

Technology is at a 1:1 ratio.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The instructional resources for core content areas are not uniformed and/or not used with fidelity. **Root Cause:** Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 2 (Prioritized): Overall AP scores show less than an average of 40% of tested students score 3+ **Root Cause:** Teachers need additional support to prepare students for the AP exam (content and test types).

Parent and Community Engagement

Parent and Community Engagement Summary

The Community/Parent involvement rating for San Elizario High School was recognized. Our level of parental involvement and organized activities is high when compared to other high schools in our area.

The efforts have continued with monthly literacy events, CCMR meetings, and ECHS recruitment efforts. Our Parent/Teacher Conference surpassed the expected number of parents who participated >200.

SEISD has also continued with the district-wide Progressing Together meetings.

Parent and Community Engagement Strengths

The close-knit community of San Elizario is made up of parents who are extremely supportive in the educational endeavors of the students. Parental participation at other events is traditionally high also (e.g. athletic events).

The parent liason has built relationships with parents and she continues her efforts to increase parent involvement in their student's learning.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester. **Root Cause:** Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

School Context and Organization

School Context and Organization Summary

SEHS has positions as follows: approximately 69 teachers, 2 intervention/at-risk teachers, 2 instructional Specialists, one SEL Counselor, and one Coordinator of School Improvement.

The high school has four grade levels and three administrators and three counselors are assigned to students by alpha (three groups). The purpose is bi-fold:

1. Administrators and counselors have the opportunity to establish relationships with both the students and the parents over the course of 4 years.

2. Counselors and administrators become well-versed in all areas of the high school education experience (PGPs, testing, graduation requirements, discipline, etc.)

Reassignments were necessary for some of the instructional team to ensure all programs promote student achievement. In the spring of 2023; reassignment of students in the counseling department resulted in one counselor monitoring all off the seniors and ECHS and DCA students. The goal is to have the two counselors divide the remaining alphabet by two, and have more time to monitor scheduling and pathways, to avoid errors.

School Context and Organization Strengths

The already-established areas of success: CTE, Dual Credit, AP courses, and athletics continue; and the Early College High School with two cohorts 2025 and 2026. The core classes are held in the North 200 & 300 hallways.

Efforts have been made to not only maintain the facilities, but to upgrade and improve the "look." New murals were added to the back outside wall of the auxiliary gym, and to the west wall of the cafeteria.

Chairs and tables were purchased to replace the ones in the MPR; chairs were purchased for the "Black Box" - theatre room. Other upgrades to our theatre have allowed for SEHS to hold UIL competitions for the first time in many years.

New students desks were place in all classrooms, except the DAEP classroom. Teachers were provided with a new desk.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering. **Root Cause:** Shortage of teachers is statewide.

Technology

Technology Summary

All classrooms have active panesl to enhance instructional delivery. All teachers are issued a laptop and a document reader. All students have access to a portable device (some have MACs, others Chromebooks, others laptops); Chromebooks are being phased out so all high school students are issued a laptop and students in specialized programs will be issued MAC books.

Technology Strengths

The district provides tech support and service to the campus. Bandwidth capability is strong, and CPUs and other technological devices are upgraded as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause:** Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 2: Two employees currently assist with issuing devices and submitting work tickets for devices that need maintenance which takes away from their job duties. In addition, students are left without their device while it is being worked on. **Root Cause:** SEHS is a 1:1 campus and the current system to maintain devices (laptops, active panels, wifi issues) is not sufficient.

Priority Problem Statements

Problem Statement 1: Student attendance rates are below 96% and many students have loss of credit due to attendance.

Root Cause 1: Students are not motivated to come to school for various reasons, to include mental health issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement on English EOC exam is below state standards and is the area of need for the campus.

Root Cause 2: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities.

Root Cause 3: Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education.

Root Cause 4: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress.

Root Cause 5: Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses.

Root Cause 6: Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty.

Root Cause 7: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The instructional resources for core content areas are not uniformed and/or not used with fidelity.

Root Cause 8: Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Overall AP scores show less than an average of 40% of tested students score 3+

Root Cause 9: Teachers need additional support to prepare students for the AP exam (content and test types).

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester.

Root Cause 10: Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering.

Root Cause 11: Shortage of teachers is statewide.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc.

Root Cause 12: Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 12 Areas: Technology

Problem Statement 13: Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over.

Root Cause 13: Inconclusive data

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Faculty will receive professional development addressing priority student need areas e.g. SPED & EL students.

High Priority

HB3 Goal

Evaluation Data Sources: Certificates for attendance, agendas, sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC, to effectively implement best practices, sheltered instruction strategies (for EB students) Lead4ward strategies, SPED modifications & accommodations, and virtual lessons in the following areas: EOC/State Assessments, Gifted and Talented, AP and Dual Credit Courses, PBIS, SPED Updates, CTE, Attendance Recovery, like iXL, Study Island, etc. Technology, TEKS Resource System, STEMScopes, Literacy (creating a campus-wide culture of literacy); RDA (Results Driven Accountability); using Lead4ward reports; Interactive Word Walls in content areas, TRTW for elective and CTE classes, T-TESS & SLO training, etc. (Each semester) **Strategy's Expected Result/Impact:** Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199: General, Basic - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus support staff, including administrators, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development development in: ESF, Coaching, CTE, PBIS, CCMR, district initiatives, technology & platforms, administrative and para-professional conferences, book studies that are offered at the campus (on-site), Region 19 and/or other credentialed organizations. (Monthly) **Strategy's Expected Result/Impact:** Support staff will be better prepared to support teachers and students in the overall learning process. **Staff Responsible for Monitoring:** Administrators Instructional Specialists PBIS Team Leader **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - 199: General, Basic - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs). (Daily) **Strategy's Expected Result/Impact:** Lesson plans will be directly aligned with the academic goals of the campus and will be reflective of best practices. Teachers will have increased scores in unit and interim assessments. **Staff Responsible for Monitoring:** Campus Administration Coordinator of Instructional Programs Planning and Instruction - Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals - **- Results Driven Accountability** **Funding Sources:** Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.001.30 - $174,205				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus counselors and the CCMR specialist will remain current on financial aid, graduation requirements, higher education opportunities and testing requirements, and other topics pertinent to their duties by attending monthly meetings, participating in sessions with EPCC, Region 19 ESC and/or UTEP or others that are specifically for secondary education. (Monthly) **Strategy's Expected Result/Impact:** Counselors will assist students in completing financial aid information, preparing for ACT/SAT, completing college applications, meeting graduation requirements, and earning college credit thru Dual Credit courses, AP classes, and/or Early College High School. **Staff Responsible for Monitoring:** Principal Assistant Principals Career & Tech Coordinator P & I Staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The RLA instructional specialist, ESL/English 1 teachers, and ESL/English 2 teachers will participate in face-to-face conferences; virtual and physical professional development sessions; Region 19 ESC units, and other training that will help us better prepare Emergent Bilingual Students for End-of-Course assessments. Weekly **Strategy's Expected Result/Impact:** ESL students will make academic progress in the area of English Language Arts. **Staff Responsible for Monitoring:** Administrators RLA Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** - 199: General, Bilingual Education, - 263: Title III, Part A English Language Acq.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause**: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.
Problem Statement 3: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).
Staff Quality, Recruitment, and Retention
Problem Statement 2: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause**: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed
Curriculum, Instruction, and Assessment
Problem Statement 2: Overall AP scores show less than an average of 40% of tested students score 3+ **Root Cause**: Teachers need additional support to prepare students for the AP exam (content and test types).

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

Performance Objective 2: The campus will implement recruitment strategies to attract, hire, and retain quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the highest quality of academic instruction and learning experience.

High Priority

Evaluation Data Sources: Retention rate, average years' of experience for teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Administrative staff will attend the annual recruitment fair at UTEP, participate in SEISD hiring fair, and assist the Human Resources department by providing information needed to seek out potentially qualified applicants needed for employment positions and anticipated openings throughout the year. (Yearly) **Strategy's Expected Result/Impact:** Percentage of open positions filled by quality, certified applicants will increase. **Staff Responsible for Monitoring:** Human Resources Director Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The campus will actively recruit quality, certified teachers for the secondary level; encourage teachers to become credentialed with EPCC; and support the approval/implementation of the Teacher Incentive Allotment at SEISD. Teachers in hard-to-staff disciplines (math, science, SPED, ESL, Dual Credit Teacher Leaders) will receive a stipend. (Each semester) **Strategy's Expected Result/Impact:** All teachers will meet the highly qualified standards. **Staff Responsible for Monitoring:** Administrators Human Resources **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Context and Organization

Problem Statement 1: The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering. **Root Cause**: Shortage of teachers is statewide.

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

Performance Objective 3: SEHS will take steps to retain teachers by offering continued support and recognition, and by creating a safe and welcoming environment.

High Priority

HB3 Goal

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will have a place to keep, refrigerate, and heat food for meal times. (Daily) **Strategy's Expected Result/Impact:** Teachers will feel comfortable in the working environment. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - 199: General, Basic				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Faculty and staff members will be recognized throughout the academic year for efforts in improving student learning and creating a positive climate at SEHS. (Daily) **Strategy's Expected Result/Impact:** Employees will feel appreciated and stay with SEISD (increased retention rate.) **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Counselors Librarian. **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3 **Funding Sources:** - 199: General, Basic - $1,800				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will be provided a guest teacher (substitute) to carry out classes during an absence; if class combining is not available. Absences for PD sessions, planning half days, ARD participation, on-site testing, etc. (Daily) **Strategy's Expected Result/Impact:** Students will have an adult to continue instruction on days that the teacher is absent. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199: General, Basic - $20,000, - 199: General, Special Education - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. **Root Cause**: Students do not have the coping skills to manage stressful environments and may not know where to seek help.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over. **Root Cause**: Inconclusive data

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

Performance Objective 1: ENGLISH I
The percentage of students that score at the approaches level on the English I EOC will increase from 49% in June 2022 to 75% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
49% 53% 57% 61% 66% 70% 75%

Students in grade 9 will increase the percent meeting their MOY reading growth projection from 46% in May 2023 to 75 % by June 2024 as measured by MAP reading assessments.

ENGLISH II
The percentage of students that score at the approaches level on the English II EOC will increase from 60% in June 2022 to 80% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
60% 64% 68% 72% 76% 79% 80%

Students in grade 10 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to 80% by June 2024 as measured by MAP reading assessments.

ALGEBRA I
The percentage of 9th grade students that score at the approaches level on STAAR EOC Algebra will increase from 75% in June 2022 to 90% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
75% 76% 77% 80% 85% 88% 90%

Students in grade 9 will increase the percent meeting their MOY mathematics growth projection from 36% in May 2023 to 75% by June 2024 as measured by MAP mathematics assessments.

BIOLOGY
The percentage of 9th grade students that score at the approaches level on STAAR EOC Biology will increase from 69% in June 2022 to 80% by June 2028.

Annual Increments:

2022 2023 2024 2025 2026 2027 2028
69% 70% 72% 74% 76% 78% 80%

Students enrolled in Biology will increase the percent meeting the approaches level from 70% in May 2023 to 72% by June 2024 as measured by the average of TRS District Common Assessments for Biology.

U.S. HISTORY
The percentage of students that score at the approaches level on the U.S. History EOC will increase from 85% in June 2022 to 95% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
85% 87% 89% 91% 92% 93% 95%

Students enrolled in U.S. History will increase the percent meeting the approaches level from 85% in May 2023 to 89% by June 2024 as measured by the average of TRS District Common Assessments for U.S. History.

High Priority

Evaluation Data Sources: Campus Report Card; TAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase a variety of book titles for classroom, campus, & office libraries to promote a culture of literacy, provide educational opportunities, address mental health issues, expand post-secondary awareness, and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, TexQuest, Educational DVDs, reference books, and audio books. Professional titles will be available for teachers and staff. Continue issuance of free books to High School students to promote literacy. Daily **Strategy's Expected Result/Impact:** Students and community members will have a variety of resources available. **Staff Responsible for Monitoring:** Librarian Instructional Specialists RLA, ESL, EOC Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** Books - 211: Title I, Part A Improving Basic Programs - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speakers, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily **Strategy's Expected Result/Impact:** Lessons enhance through the use of technology will result in increased student learning. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Webmasters **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Technology 1 **Funding Sources:** - 289:Title IV, Part A Subpart 1 - $7,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide credit recovery programs (A+ or Edgenuity), access to Remediation (IXL), and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits. (Daily). **Strategy's Expected Result/Impact:** Number of Students Obtaining Needed Credits Through A PLUS or Edgenuity, Number of Students Passing End of Course Retests, and Cohort Graduation Rate will increase. **Staff Responsible for Monitoring:** Campus Administration CCMR Specialist Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Software/Site Licenses - 199: General, State Compensatory Education - $35,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify and monitor all at-risk students students; and provide remediation and academic support to ensure academic progress. Each 9 weeks **Strategy's Expected Result/Impact:** At-Risk folders will reflect the interventions and student progress ; interventions will happen in the at-risk/intervention classrooms. **Staff Responsible for Monitoring:** Administrators Coordinator for School Improvement At Risk/PRS Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Transportation will be provided for students attending after-school tutoring, Intersession classes, and Saturday School (Weekly). **Strategy's Expected Result/Impact:** Students will receive remediation, preparation, and opportunities to recover lost credit. **Staff Responsible for Monitoring:** Principal Coordinator for School Improvement Support Services Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 2 **Funding Sources:** - 199: General, State Compensatory Education - $15,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Use EOC results, MAP data, Eduphoria reports (CBA), AP pre-assessments, and all available student data to adjust instructional strategies. Data-driven lessons will include EOC study skills, re-tester computer labs, updating technology equipment, software, onsite licenses, student workbooks, intervention kits, AP workbooks, supplemental supplies, and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC, AP, and other summative assessments. Each 9 weeks **Strategy's Expected Result/Impact:** Data will be part of the decision making when purchasing supplies and materials. **Staff Responsible for Monitoring:** Campus Administrators Coordinator for School Improvement Instructional Specialists EOC Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Increase English language development in all four domains: Listening, Speaking, Reading and Writing skills through implementation of Dictado, Flipgrid, Rosetta Stone, Babbel, Sheltered instruction and TRTW. TEKS & ELPS will be included in all lesson plans to address English language development. Daily **Strategy's Expected Result/Impact:** EL students will show progress in TELPAS results; students will exit LEP status. **Staff Responsible for Monitoring:** Instructional Specialists Bilingual Instructional Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: SEHS Educators (counselors, administrators, support members, etc.) will create culturally responsive classrooms that promote mindfulness and decrease anxiety by integrating Social Emotional Learning into weekly lessons and by embedding appropriate interventions into daily lessons. Daily **Strategy's Expected Result/Impact:** Students will learn and perform to their potential. **Staff Responsible for Monitoring:** Campus Administrators Counselors Instructional Specialists Teachers and Para-Educators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199: General, Bilingual Education - $1,200, - 263: Title III, Part A English Language Acq. - $1,200				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Continue with the nomination and assessment of students for the GT program. Each semester **Strategy's Expected Result/Impact:** Identified students will enter the GT program after going through the nomination process. **Staff Responsible for Monitoring:** GT Administrator GT Campus Coordinator GT Campus Teacher **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199: General, Gifted & Talented - $1,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: GT students will be clustered with a designated GT teacher and their academic needs will be addressed through differentiated instruction in their identified area of academic strength within the four core curricular areas. Materials needed to effectively implement differentiated instruction include advanced reading materials, consumables for project-based learning (PBL), biographies, consumables for differentiated lessons (paper, color paper, post-its etc.) GT students will participate in off-campus events and field trips. Daily **Strategy's Expected Result/Impact:** Students will have a display of accomplishments at the end of each semester. **Staff Responsible for Monitoring:** GT Teacher GT Campus Coordinator Student Activities Manager **TEA Priorities:** Improve low-performing schools - **Funding Sources:** - 199: General, Gifted & Talented				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Provide students with disabilities the necessary supports and assistive devices to accommodate instruction e.g. weighted pencils, pencil grips, raised lined paper, visual, organizational, and note taking strategies to facilitate the learning process. Daily **Strategy's Expected Result/Impact:** Student with special needs will have the same access to learnings as all general ed students; thus providing equitable education at SEHS. **Staff Responsible for Monitoring:** Campus Administrators SPED Directors SPED Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199: General, Special Education - $1,200				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: The TEKS Resource System (TRS) and task analysis tool will be used in curriculum planning and lesson plan design. Instructional Focus Document, Year-at-a-Glance, TEKS verification, and the Vertical Alignment Document will be used to ensure student success. Supplies and technology necessary to effectively implement scope and sequence such as laptops, projectors, iPads (and replacements as needed), ring binders, paper, markers, pencils and notebooks will also be provided. Planning time will be used for review of TEKS Resource System alignment. Weekly **Strategy's Expected Result/Impact:** Teachers will be equipped will the necessary tools to deliver quality instruction. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** - District Level Funding				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Reorganization of newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for EBs and newcomer students. Strategies & materials will be used to ensure success include Sentence Frames, Dictado, flip grid, Sheltered instruction, Pathway to Proficiency, intervention kits, and other resources. Each 9 weeks **Strategy's Expected Result/Impact:** Newcomer students will be academically successful in all classrooms. **Staff Responsible for Monitoring:** Administrators Instructional Specialists ESL Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199: General, Bilingual Education, - 263: Title III, Part A English Language Acq.				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Implement a variety of reading strategies across the content area to improve all students' performance in English I & II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies, End of the year Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily **Strategy's Expected Result/Impact:** Increase in EOC English I and II STAAR Performance **Staff Responsible for Monitoring:** Administrators RLA Instructional Officer RLA Instructional Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Provide after-school and evening tutoring, Saturday School, internal tutorials, intercession remediation and prep, and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of being retained, losing credit, or not meeting the standards on EOC and/or AP assessments; by using all available resources to include A+ or Edgenuity, IXL, credit recovery, workbooks, tutoring mobile stations, updated study materials that address EOC for all content areas. Tutoring to be given by teachers and monitored by para-educators. Weekly **Strategy's Expected Result/Impact:** Retention and/or reclassification rates will decrease; students will be successful on EOC, AP, and other assessments with increasing rates. **Staff Responsible for Monitoring:** Administrators At-Risk Teacher Tutoring Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Provide students with visual and hands-on strategies to facilitate the learning process in science classrooms. Students will have access to laboratory materials and tools to include dissection kits, motion detectors, chemicals, clipboards and other instructional supplies to complete lab/lab recordings. Provide resources to facilitate science instruction: STEMScopes print bundle. Daily **Strategy's Expected Result/Impact:** Students will have access to all materials needed to effectively master the science content standards. **Staff Responsible for Monitoring:** Campus Administrators P & I Science Instructional Officer Science Instructional Specialist Science Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211: Title I, Part A Improving Basic Programs				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Provide supplies, contracted services, and transportation for students to participate and compete in non-athletic extracurricular activities. This is to include: Cheerleading, NJROTC, Dance, Theater, Student Council, band, OAP, etc. Each semester **Strategy's Expected Result/Impact:** Students will travel and compete in various activities bringing recognition to the school and district. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199: General, Basic				

Strategy 18 Details	Reviews			
Strategy 18: Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily).	Formative			Summative
Strategy's Expected Result/Impact: Enrollment and Successful exits of students placed in DAEP.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Campus Administration PBIS Team Members Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 19 Details	Reviews			
Strategy 19: Supplies to facilitate and provide supplemental services and instruction to at risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services program through support provided by homebound and/or virtual instruction. (Daily)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Documented Hours of homebound Services Provided; credit acquisition by students receiving services **Staff Responsible for Monitoring:** Campus Administration At-Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Provide research-based interventions aligned to the TEKS and reviewed by the multi-tiered support system team, specifically RtI: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits, workbooks, software e.g. Study Island, Frontline, etc). (Daily) **Strategy's Expected Result/Impact:** Students will receive quality instruction with interventions. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** - 211: Title I, Part A Improving Basic Programs, - 199: General, State Compensatory Education				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: The campus leadership team will meet minimum of twice a month to discuss campus issues (academic, culture, status, future endeavors, etc.) Monthly **Strategy's Expected Result/Impact:** Campus Leadership will work as a team to address campus issues and hold each other accountable. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 22 Details	Reviews			
Strategy 22: Meet with Site Based Decision Making Team (SBDM) once a month to review campus needs. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Committee will review Campus Improvement Plan and review alignment of calendar events with the goals.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Principal SBDM Members **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 23 Details	Reviews			
Strategy 23: Meet with Campus Instructional Leaders bi- monthly to discuss to review curriculum priorities. Quarterly	Formative			Summative
Strategy's Expected Result/Impact: Committee will keep instructional activities current	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Principal Instructional specialists Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 24 Details	Reviews			
Strategy 24: Establish vertical and horizontal alignment processes to include middle school personnel. The instructional coaches will visit the middle school to assist teachers there. Middle school instructional specialists will visit the high school. Each Semester.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Instructional Rounds will assist staff in aligning instruction. **Staff Responsible for Monitoring:** Instructional Specialists P & I **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 25: Provide teachers access to students' special population codes as permitted by TEAMS. Special population lists will be provided to teachers electronically or with hard copies. Monthly **Strategy's Expected Result/Impact:** Teachers will be knowledgeable of students. **Staff Responsible for Monitoring:** PEIMS Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 26: Teen parents will be encouraged to continue their education at SEHS with the opportunity for Compensatory Education homebound Instruction (CEHI) services as needed. The At-Risk teacher will give guidance to teen parents about staying in school. Monthly **Strategy's Expected Result/Impact:** Student parents will succeed in earning credit via non-traditional methods. **Staff Responsible for Monitoring:** Administrators Instructional Specialists At-Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 27: Continue co-teaching model in courses that require students to take an End-of-Course Exam in order to ensure positive passing rates for our students with disabilities. Each 9 weeks **Strategy's Expected Result/Impact:** Special needs students will receive access to general ed curriculum and support via the assigned SPED teacher. **Staff Responsible for Monitoring:** Administrators Co-Teaching partnering teachers SPED Director **TEA Priorities:** Improve low-performing schools **- - Results Driven Accountability** **Funding Sources:** - District Level Funding				

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 28: Monitor and evaluate the effectiveness of student intervention plans, personal graduation plans, and accelerated instructional plans. Each semester **Strategy's Expected Result/Impact:** Counselors & RtI team members will monitor students to make sure they are on track for graduation. **Staff Responsible for Monitoring:** Counselors RtI Teachers At-risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 29 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 29: Continue to utilize TRS and implement task analysis tools to drive instruction at all grade levels through Professional Learning Communities during PLC periods. Weekly **Strategy's Expected Result/Impact:** Effective instruction will follow the curriculum that will be aligned to state standards. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Instructional Officers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 30 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 30: Identify students in need of summer school assistance; and provide student transportation; have extra duty pay for teachers and support staff. Identify students based on AIPs (8th to 9th grade); entry into SEECHS (Summer Bridge Program); TSIA2 scores; EOC scores and grade reports. Second semester **Strategy's Expected Result/Impact:** Students will recover credits and close learning gaps during the summer. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 31 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 31: A Campus College, Career, Military Readiness Specialist will provide guidance and assist students with the overall administration and campus level operations of college readiness programs. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Coordinate and increase the number of students in the dual credit programs, AP placement/testing, in early college high school, that are successful with TSIA2, prepare for SAT/ACT. Maintain a standard of conduct that is supportive of the college, career, and military readiness program. **Staff Responsible for Monitoring:** Campus Administration Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 32 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 32: Provide supplies to students in fine arts classes to ensure success and promote creativity to ensure a well-rounded education. (Daily) **Strategy's Expected Result/Impact:** Student art work displayed during a showcase. **Staff Responsible for Monitoring:** Campus Administration Teacher **Funding Sources:** - 289:Title IV, Part A Subpart 1				

Strategy 33 Details	Reviews			
Strategy 33: Provide students with supplies needed to compete in UIL activities. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: Students will compete in UIL activities **Staff Responsible for Monitoring:** Campus Administration	Sept	Nov	Jan	Mar

Strategy 34 Details	Reviews			
Strategy 34: Provide NJROTC students with the supplies needed to make them successful in the program. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: NJROTC students will achieve and excellent rating. **Staff Responsible for Monitoring:** Campus Administration Instructors	Sept	Nov	Jan	Mar

Strategy 35 Details	Reviews			
Strategy 35: Provide supplies needed for Student Council and National Honor Society to help expand the program and recruit new members. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: Student Council will receive recognition in their district. **Staff Responsible for Monitoring:** Campus Administration Student Council Advisor	Sept	Nov	Jan	Mar

Strategy 36 Details	Reviews			
Strategy 36: ESL teachers and aides will use the LAS assessment for newly enrolled students from another country or state & /or to review proficiency level. To have available resources to implement test such as, CD player, individual student folders and testing materials. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Students will be placed in the correct placement determined by the LPAC committee and LAS results. **Staff Responsible for Monitoring:** LPAC clerk LPAC teacher **Results Driven Accountability** **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199: General, Bilingual Education	Sept	Nov	Jan	Mar

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause**: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Student Achievement
Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause**: Students are not motivated to attend because incentives are minimal or not based on their interest.
Problem Statement 3: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).
Curriculum, Instruction, and Assessment
Problem Statement 1: The instructional resources for core content areas are not uniformed and/or not used with fidelity. **Root Cause**: Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.
Technology
Problem Statement 1: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause**: Inconsistency on the classroom responsibility for accountability; lack of parental support.

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

Performance Objective 2: Students will increase performance as measured by improvements on college entrance and college readiness examinations as follows:

ACT Average Cohort Score: 17.2 to 20.6
SAT Average Cohort Score: 900 to 1027
All Advanced Placement Examinations: 36.42 to 50.6 scoring 3+
The rate of successful Dual Credit Course Completion will increase from 57.5% to 73.0%.

Evaluation Data Sources: ACT, SAT, Advanced Placement Examination Results, Advanced Placement Course Completion, Dual Credit Course Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase ACT, PSAT, SAT, AP, and TSIA participation by testing Freshmen, Sophomores, Juniors, and Seniors to determine Dual Credit placement and include test prep seminar sessions each semester. Provide and facilitate testing process with calculators, recorders, batteries, and other supplies needed for testing. Each semester **Strategy's Expected Result/Impact:** More students will be enrolled in college level courses. **Staff Responsible for Monitoring:** Assistant Principals CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college - - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Create field trip opportunities for At Risk students to attend UTEP, EPCC, NMSU, Western Tech, and other post secondary institutions. Each semester **Strategy's Expected Result/Impact:** Students are exposed to college life through field trips to UTEP and NMSU. **Staff Responsible for Monitoring:** CCMR Specialist Counselors At-Risk Teacher **TEA Priorities:** Connect high school to career and college - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: CCMR Specialist and Counselors will promote awareness in financial aid, college prep testing, scholarships, Apply Texas, etc. to support higher education goals. **Strategy's Expected Result/Impact:** Counselors have all current information needed to assist students. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide necessary support and expand student participation through opportunities for college credit with courses such as CBE, Dual Credit, AP, and EOC in order to support college Readiness initiatives. Provide teachers and students with the necessary textbooks, reading materials, supplies/technology equipment to properly conduct courses, i.e.: binders, markers, colored pencils, ISN's, textbooks, computers, laptops, calculators, benchmark booklets, etc. Daily **Strategy's Expected Result/Impact:** Students will graduate from SEHS with college credit hours. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Attendance and Leaver Committee will meet every nine weeks to ensure and monitor that all students graduate in four years from high school. The committee will meet as needed to review data on dropouts, no shows, and students who are lacking credits and have not met standard on state-mandated tests. Home visits will be made when necessary to recover improper leavers. Every 9 weeks **Strategy's Expected Result/Impact:** Student will complete their high school requirements. **Staff Responsible for Monitoring:** Assistant Principals Registrar Clerk Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Overall AP scores show less than an average of 40% of tested students score 3+ **Root Cause**: Teachers need additional support to prepare students for the AP exam (content and test types).

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

Performance Objective 3: The four-year (on time) graduation rate will increase from 86.6% to 91.0%, (TEA Performance Report Card)
The five-year (longitudinal) graduation rate will increase from 89.3% to 92.0%.
The grades 9-12 dropout rate will decrease from 3.1% to 1.9%.

Evaluation Data Sources: Increase of current on-time (4-year) and longitudinal (5-year) graduation rates, a decrease in Grades 9-12 current dropout rate (TEASE, or TAPR for 2019)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students identified At-Risk that need additional support to ensure graduation will be provided one-on-one interventions by the at-risk teachers. Daily **Strategy's Expected Result/Impact:** At -Risk students will graduate within reasonable time frame. **Staff Responsible for Monitoring:** Coordinator for School Improvement At-Risk Teachers CCMR Specialist **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** - 199: General, State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework. ARD committees will review annual progress of students in order to establish an appropriate coursework plan to ensure student graduation needs are being met. Necessary supplies include time clocks, time sheets, textbooks, electric sharpeners, shredder, file cabinets, manila folders, and hanging folders. Daily **Strategy's Expected Result/Impact:** Increase the number of students graduating within cohort. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers Transition Coach **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Credit recovery programs will be utilized for improper leavers that are lacking minimal credits. The program will be utilized before school, after school and during school. (programs e.g. A+ or Edgenuity) Daily **Strategy's Expected Result/Impact:** Students will complete missing credits needed for graduation. **Staff Responsible for Monitoring:** Credit Recovery Facilitator(s) - Teacher & Aide Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199: General, State Compensatory Education				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause**: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.
Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause**: Students are not motivated to attend because incentives are minimal or not based on their interest.
Problem Statement 3: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

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

Performance Objective 4: To increase parental and community participation in instructional activities and literacy programs / projects by 10% from the 2022-2023 school year to the 2023-2024 school year.

Evaluation Data Sources: Meeting agendas, sign in sheets, parental feedback, and surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parents will be invited to attend appropriate campus, district, and regional trainings; e.g. Progressing Together Meetings, Literacy Sessions, and the Annual Regional Parental Engagement Conference @ Region XIX. Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Host informational meetings to educate parents on how they can assist their children with the transition to high school and/or college; Sessions to clarify on Dual Credit and Advanced Placement courses, CTE & CCMR & MTSS protocol and issues.; Sessions on Personal Graduation Plans, etc. Parents will be provided general information on the different requirements at each grade level that will lead to student success. Train parents in various areas; Practical Parent Education and Parent Portal. (Parent materials and refreshments). Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Instructional Specialists Counselors Parent Liaison CCMR Specialist **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** - 211: Title I, Part A Improving Basic Programs, - 289:Title IV, Part A Subpart 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase parental involvement and communication through the use of books, newsletter, website, teacher phone calls, letters, home visits, parent portal, a variety of parent informational presentations, bulletin boards, posters, flyers and hands-on activities and monthly meetings. Weekly **Strategy's Expected Result/Impact:** Parent attendance at activities will increase. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Librarian Counselors Instructional Specialists **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211: Title I, Part A Improving Basic Programs, - 289:Title IV, Part A Subpart 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEHS will assist in the development of a family-friendly environment at the campus, by supporting and implementing effective practical, research-based parental involvement practices to improve student academic achievement; to include a "parent center" where parents will have access to supplies to support the daily activities of the campus. (Daily) **Strategy's Expected Result/Impact:** Parents will be invited to attend and participate in all aspects of school life. **Staff Responsible for Monitoring:** Campus Administration Federal/Special Programs Coordinator Associate Superintendent **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parent liaison will attend various district, Region XIX, and statewide professional development events to promote parental and community involvement; (Yearly) **Strategy's Expected Result/Impact:** Parental involvement numbers will increase based on information learned at conferences. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211: Title I, Part A Improving Basic Programs				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Conduct Title I and school improvement program orientations such as: Parent Right to Know, Parent Compact, Parent notification-school choice, and transition structures and strategies (9th grade only). Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Each semester **Strategy's Expected Result/Impact:** Parents will receive the information on the various Title I requirements. **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211: Title I, Part A Improving Basic Programs				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Train parents to serve in a decision-making capacity such as Language Proficiency Assessment Committee (LPAC), School Improvement and Operational Team (SIOT), Admission Review and Dismissal (ARD) Committees, campus literacy projects. Weekly **Strategy's Expected Result/Impact:** Parents will be part of the decision-making committees for students. **Staff Responsible for Monitoring:** Administrators SPED Teachers Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aide process of college entrance. Spring semester **Strategy's Expected Result/Impact:** Parents will help students complete financial aid packages and prepare for entry to college. **Staff Responsible for Monitoring:** Assistant Principal for Guidance and Instruction Counselors				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Provide streaming services of graduation to account for inclement weather/overflow. (Yearly) **Strategy's Expected Result/Impact:** Graduation is available to all of the community. **Staff Responsible for Monitoring:** Technology Department **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199: General, Basic - $7,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide access to technology devices e.g. desktops, laptops, printers, etc. in the parent center so parents, volunteers, and the parent liaison can navigate the websites needed to monitor and support students achievement. Daily **Strategy's Expected Result/Impact:** Parent Center will help parents check grades, progress, attendance, and other				

websites used to monitor student progress.
Staff Responsible for Monitoring: Parent liaison

Funding Sources: - 289:Title IV, Part A Subpart 1

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The two special education teachers will provide all the High School students help with their identified needs. (2 FTE's) Daily **Strategy's Expected Result/Impact:** Continue assisting special education students in their areas of need. **Staff Responsible for Monitoring:** Special Education Teachers Campus Administration Special Education Director **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The Special Education Instructional Aide will provide additional academic support to the students. Daily **Strategy's Expected Result/Impact:** To assist the student struggling in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators **TEA Priorities:** Improve low-performing schools				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 6: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will have access to technology as needed to have success in the classroom. Daily **Strategy's Expected Result/Impact:** Students will use technology devices as prescribed by teachers - even if it's after hours (while at home). **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - 282 ESSER III				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 7: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/ Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Classrooms will offer support in subject areas to help student recover lost learning due to quarantine and COVID Pandemic. Reading materials will be accessible to all students throughout the campus; to promote a "Culture of Literacy" that will help students close the loss of learning caused by the COVID pandemic. Science classes will use consumables to offer labs and demonstrations. Daily **Strategy's Expected Result/Impact:** Students will have easy access to read books and e-books; books that are culturally sensitive and that promote emotional/mental well-being. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Counselors Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** - 282 ESSER III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The high school will continue upgrading or adding devices for computer labs, theater stations, mobile units, and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 to include any technology replacement items to better serve our students. Software will be considered for updates. (Yearly) **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Technology 1 **Funding Sources:** - 282 ESSER III				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff members with training opportunities to better inform and assist all stakeholders in the learning process. This includes professional development for administrators on coaching and instructional methods; parent liaison on better supporting parents to increase academic achievement, teachers needing additional training, and support staff personnel that may address mental health. (Monthly/ Bi-Monthy) **Strategy's Expected Result/Impact:** Continue supporting parents and families with tools to assist their children **Staff Responsible for Monitoring:** Campus Principal Campus Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 282 ESSER III				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents will have various opportunities to participate in activities that promote a 'Culture of Literacy' on the campus and at home; attend information meetings, Practical Parenting sessions, and other meetings/workshops designed to promote community and parental involvement. Monthly **Strategy's Expected Result/Impact:** Parents will encourage reading with students to help close the gap created by regression in reading skills due to the COVID pandemic. **Staff Responsible for Monitoring:** Coordinator of School Improvement Librarian Instructional Specialist Parent Liaison **Funding Sources:** - 282 ESSER III				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide all of the necessary supplies or equipment to ensure that the students/staff work in a clean/sanitized environment. Daily **Strategy's Expected Result/Impact:** Clean learning environment **Staff Responsible for Monitoring:** Campus Administration Custodial Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - 282 ESSER III				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Students struggling to acclimate back into classrooms procedures will be provided supports through SEL activities, reading materials, supplies, and lessons with the PBIS Core Team and Counselors. SEL Activities will be implemented weekly in the general classrooms. Student Safe Spaces and Calming Corners will be found throughout the campus. (counseling center, admin office, classrooms, etc.) **Strategy's Expected Result/Impact:** Students will transition from hybrid learning back to face-to-face instruction with minimal negative impact. **Staff Responsible for Monitoring:** Counselors PBIS Core Team Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 282 ESSER III				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: At-Risk Service Teacher (1 FTE) Enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, ESL students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will be offered academic tutoring and remediation and emotional and behavioral support with activities. Supplies will be provided for the students and sessions will be held before & after school and on Saturdays. Daily **Strategy's Expected Result/Impact:** Students will recover lost learning in closing the gaps. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** - 282 ESSER III				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: All students will be provided with general supplies to complete class assignments, student activities, fine arts lessons, and other projects. Teachers will monitor engagement through various instructional lessons that include activities for accelerated learning. Daily **Strategy's Expected Result/Impact:** Students will have equitable opportunity to learn, regardless of financial setbacks due to the pandemic. **Staff Responsible for Monitoring:** Instructional Specialists Coodinator of School Improvement Teachers Counselors **TEA Priorities:** Improve low-performing schools -				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Intervention Teacher (2 FTE) Provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society. (Daily/Yearly) **Strategy's Expected Result/Impact:** Provide quality accelerated instruction through co-teaching and interventions. Identify appropriate academic student services for at-risk students and ensures that the appropriate services are monitored and delivered. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal District Administration **Funding Sources:** - 282 ESSER III				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: An Aide-Special Ed II will be employed. Annually **Strategy's Expected Result/Impact:** Improved instruction for Special Education students. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Special Education Director **Funding Sources:** - 282 ESSER III				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: At-Risk Aide (1 FTE)The primary purpose of this position is to provide targeted instructional support and interventions to at-risk students. Assist the campus with the implementation of the At-Risk Program to include; At-Risk documentation and record keeping. At-Risk committee meetings, credit recovery processes, and procedures to include RTI. (Daily/Yearly) **Strategy's Expected Result/Impact:** Provide instructional support for At-Risk students in the classroom. Conduct instructional exercises assigned by the teacher; work with individual students or small groups. Responsible for monitoring At-Risk students for credit recovery. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - 282 ESSER III				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Provide Administrators, Counselors, Teachers, and Para Educators with training and resources to better support faculty and student issues that were brought on by the Pandemic, to include academic progress and mental health. Daily **Strategy's Expected Result/Impact:** Students will have a balance emotional state to better make academic progress. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - 282 ESSER III				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Intervention resources such as kits, fine arts materials, instrument parts/pieces, and workbooks will be available for students to use during class instruction, during after-school tutoring, intersession and Saturday School Resources and materials to enhance student learning will be used to help close the learning gap created by the COVID pandemic. Daily **Strategy's Expected Result/Impact:** Students will have varied instructional materials to master various concepts. **Staff Responsible for Monitoring:** Teachers Instructional Specialists **TEA Priorities:** Improve low-performing schools - **Funding Sources:** - 282 ESSER III				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Offices of campus administrators, counselors, librarian, and admin assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficient reports and data. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 282 ESSER III				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Teachers will have the opportunity to order classroom supplies needed to provide effective instruction. **Strategy's Expected Result/Impact:** Students will have increased academic achievement. **Staff Responsible for Monitoring:** Teachers Instructional Specialists				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Student attendance rates are below 96% and many students have loss of credit due to attendance. **Root Cause**: Students are not motivated to come to school for various reasons, to include mental health issues.

Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause**: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.
Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause**: Students are not motivated to attend because incentives are minimal or not based on their interest.
Problem Statement 3: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

School Culture and Climate
Problem Statement 1: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. **Root Cause**: Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Staff Quality, Recruitment, and Retention
Problem Statement 2: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause**: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed
Technology
Problem Statement 1: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause**: Inconsistency on the classroom responsibility for accountability; lack of parental support.

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

Performance Objective 8: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, power point presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.03.001.30 - $10,000, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - $5,000, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - $40,171				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - Library Books - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.001.30 - $11,400, Technology Equipment - Library - 211: Title I, Part A Improving Basic Programs - 211.12.6395.00.001.30 - $3,380, Software/Site License Library - 211: Title I, Part A Improving Basic Programs - 211.12.6396.00.001.30 - $220				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6329.00.001.30 - $5,500, Technology Equipment - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6395.00.001.30 - $2,800, Software/Site Licenses - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6396.00.001.30 - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District Regional or in state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5, 2.6 **Funding Sources:** ESC 19 - 211: Title I, Part A Improving Basic Programs - 211.6239.00.001.30 - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: High School will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation, **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2 **Funding Sources:** ESC R19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.001.30 - $750, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.001.30 - $59, Employee Travel & Online Training - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.001.30 - $2,000, Food Purchase - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.001.30 - $3,069				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The high school will employ a Title I Campus Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) **Strategy's Expected Result/Impact:** To increase parent and family engagement at the campus level **Staff Responsible for Monitoring:** Administrator, Teachers, Parent Liaison **Title I:** 4.2 **Funding Sources:** Estimated Paraprofessional Salary & benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.001.30 - $32,840				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speakers, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily **Strategy's Expected Result/Impact:** Enhance student learning thru the use of technology **Staff Responsible for Monitoring:** ADministrators and Instructional Specialists **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Technology Devices and Accessories - 211: Title I, Part A Improving Basic Programs - $3,380				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Classroom Instructional Aide 1 FTE				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 9: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide reading materials and supplies to students to achieve at high levels in academic subjects for all English learners can meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity to English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist and Bilingual Director. **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.6				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 10: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services-school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, Social Worker. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better				

classroom instruction.
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers.

Title I:
2.4, 2.6

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 11: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: High School will provide secondary transition students with summer programs to support learning, tolerance, and prejudice. (Extra-Duty Pay teacher, aide, books and school supplies, educational field trip). **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers ,Counselors and Social Worker **Title I:** 2.6				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 12: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, and nine-weeks reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: High School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. **Strategy's Expected Result/Impact:** To have transition student continuing their college education after graduation. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/ Homeless Liaison **Title I:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 13: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pa,)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: San Elizario High School will provide all students with supplemental instruction on core academic subjects materials, intervention materials, and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialists, and other instructional support. **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Supplies to facilitate and provide supplemental services and instruction to at-risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services programs through homebound and virtual instruction support. (Daily) **Strategy's Expected Result/Impact:** Documented Hours homebound Services Provided; credit acquisition by students receiving services **Staff Responsible for Monitoring:** Campus Administration At-risk Teacher **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - Homebound - 199: General, State Compensatory Education - 199.11.6399.10.001.30 - $30				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Enrollment in coherent sequence of course offerings will increase. The number of students obtaining certifications and licensures through CTE coherently sequenced programs will increase. Other coherent programs include Journalism, Sports Medicine, JROTC, and Fine Arts classes.

Evaluation Data Sources: Coherent sequence program enrollment percentages, number of obtained certifications, scholarships, and licensures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily **Strategy's Expected Result/Impact:** Students will continue to qualify for state and national competitions in the Spring. **Staff Responsible for Monitoring:** CTE Administrator CTE Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199: General, Career & Technology				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will be prepared to meet standards for industry employment, post-secondary programs e.g. EMT, Sports Medicine, and/or scholarship opportunities e.g. JROTC and Journalism. Each 9 weeks **Strategy's Expected Result/Impact:** Students will test in their respective fields to receive certification and have the qualifications to adequately compete for scholarships and colleges with programs in journalism or physical therapy. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Connect high school to career and college -				

Strategy 3 Details	Reviews			
Strategy 3: Use Career and Technical Education courses to promote student access to technology. Daily	Formative			Summative
Strategy's Expected Result/Impact: The CISCO program will train students in computer skills allowing to work within the technology field.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: CTE Coordinator Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit, certifications and completion of pathways. Each semester	Formative			Summative
Strategy's Expected Result/Impact: Graduation plans include the Career Pathways to include CTE courses.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: CTE Coordinator CTE Teachers Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199: General, Career & Technology				

Strategy 5 Details	Reviews			
Strategy 5: Pay for licensures for students based on their CTE program of study. Each semester	Formative			Summative
Strategy's Expected Result/Impact: Students will test in their respective fields to receive certification.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Administration CTE Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 6 Details	Reviews			
Strategy 6: Student will have access to necessary PPE, consumable supplies, and other materials to partake in quality hands-on instruction, and in PLTW courses. Daily	Formative			Summative
Strategy's Expected Result/Impact: Increase in the number of Industry-Based Certifications	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Instructors **TEA Priorities:** Connect high school to career and college				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Develop, improve, or expand the use of technology in CTE, to provide CTE students with CTE skills needed (including developing STEM knowledge) that lead to entry into the technology fields. PLTW participation will allow students to increase use of industry relevant technology in the CTE classrooms. Monthly **Strategy's Expected Result/Impact:** Increased access to relevant technology. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers (PLTW) **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will have the opportunity to participate in competitions, conferences, and workshops that will better prepare them for post-secondary opportunities. **Strategy's Expected Result/Impact:** Students will learn skills necessary to compete for post-secondary opportunities through experiences. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199: General, Career & Technology				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Students in CTE classes will have access to facilities that will be maintained to meet all guidelines and that exude quality and professional services.

Evaluation Data Sources: Maintenance and facility reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Contract companies to perform one annual thorough cleaning as needed. Annually **Strategy's Expected Result/Impact:** Adequate Facilities **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Link CTE to post-secondary education and/or the industry. Annually **Strategy's Expected Result/Impact:** Prepare CTE students for careers and/or professional certifications **Staff Responsible for Monitoring:** Campus Administration Counselors CTE Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will work toward industry-based certifications that align with TEA for each program of study; program growth and student achievement by race, ethnicity, and gender. Monthly				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Develop and implement annual CTE program evaluations to determine consistency in CTE vertical alignment across campuses and to ensure fidelity implementation. Annually **Strategy's Expected Result/Impact:** Thorough review of CTE programs of study. **Staff Responsible for Monitoring:** District CTE Coordinator Principal				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Students will have the opportunity to earn college credit through AP courses and Dual Credit courses at SEHS. Annually

Evaluation Data Sources: AP Scores and Dual Credit End-of-Year Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: AP students will be provided with materials, such as textbooks and access to online support and workbooks. Daily **Strategy's Expected Result/Impact:** The percentage of students earning a 3 or above on AP exams will increase. **Staff Responsible for Monitoring:** CCMR Specialist Instructional Specialists AP/DC Teachers and Instructional Aides **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199: General, Career & Technology, Workbooks and kits - 289:Title IV, Part A Subpart 1 - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEHS Students will be provided textbooks, registration fees, assessment costs, etc. so they all have the opportunity to earn college credit through Dual Credit courses (EPCC). Daily **Strategy's Expected Result/Impact:** Students will graduate with college credits. **Staff Responsible for Monitoring:** Administrators Counselors CCMR Specialist Textbook Clerk **TEA Priorities:** Connect high school to career and college				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 4: Post-secondary enrollment will increase from 37.7% in Fall 2023 to 51% in Fall 2024; for UTEP, EPCC, and other state institutions of higher education.

Evaluation Data Sources: Texas Higher Education Coordinating Board Report will show an increase in the percentage of students enrolling in college in the fall, immediately after graduating from SEHS.

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

Performance Objective 1: The campus will maintain a safe environment conducive to learning by reducing disciplinary incidents, increasing social services contacts and related presentations and by promoting academic achievement.

Evaluation Data Sources: Discipline reports, documented presentations, documented social services activities/contacts/assistance

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The offices of campus administrators, coordinators, counselors, librarian, and administrative assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficiency reports, customer service, and data. **Staff Responsible for Monitoring:** Administration Librarian Coordinator for School Improvement **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The school will provide a nurse to assist students in need of medical services. Daily **Strategy's Expected Result/Impact:** Students will have access to a medically trained personnel during school hours on a daily basis to assist with any medical needs. **Staff Responsible for Monitoring:** Nurse **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will implement the Multi-Tiered Support System within their classrooms with academic interventions, monitor discipline data through SWIS reports, implement SEL lessons bi-monthly. The Eagle Success Team will follow through on the initiative and extend it through further RtI, Mental Health, and Restorative practices. **Strategy's Expected Result/Impact:** Students will learn and transfer the core values to their daily lives. **Staff Responsible for Monitoring:** Administrators Counselors Eagles Success Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Security officers and hall monitors will be provided with the necessary equipment to carry out the assigned duties. Security will be on duty for after school functions. Daily **Strategy's Expected Result/Impact:** Safety of students, staff, and visitors will be monitored creating a safe environment. **Staff Responsible for Monitoring:** Administrator for Safety Security Monitors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily **Strategy's Expected Result/Impact:** Security will be at school functions to monitor crowd control. **Staff Responsible for Monitoring:** Administrator for Safety Technology **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Disciplinary Alternative Educational Placement (DAEP) will be used for students who are chronically violating the Student Code of Conduct or who commit serious offenses. DAEP will provide daily restorative circles, weekly meetings with a counselor or MTSS/PBIS representative. Daily/Weekly **Strategy's Expected Result/Impact:** Students who do not comply with school rules will be placed in DAEP and continue to receive instruction. **Staff Responsible for Monitoring:** Assistant Principals DAEP Teacher(s) and Aide **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The attendance committee and the attendance clerk will monitor and ensure accurate attendance from teachers through attendance verification sheets, notify parents of excessive absences and tardies, and refer excessive absences to truancy court with the assistance of counselor/social worker efforts. Students will follow the Truancy Prevention Plan (contracts) and the Loss Of Credit (LOC) recovery plan. Daily **Strategy's Expected Result/Impact:** Accurate documentation will be in place for auditors. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerk Social Worker Truancy Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Incentives and recognition will be provided for students with perfect attendance, honor roll grades, positive behavior, SEL Participation, and academic achievement (literacy or STEM or language acquisition). Books to promote a "Culture of Literacy" will be used via school wide activities, e.g. assemblies, Tutoring/Remediation Sessions, etc. Tier 1 students will be Monthly **Strategy's Expected Result/Impact:** Increase in recognition for positive behavior and academic achievement. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Student Activities Manager MTSS Core Team ESL Teachers (newcomers) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus personnel will participate in the School Health Advisory Council (SHAC). Quarterly **Strategy's Expected Result/Impact:** Activities will center around good health habits and be consistent throughout the district. **Staff Responsible for Monitoring:** Administrator for SHAC Committee members elected to SHAC				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly **Strategy's Expected Result/Impact:** The possession of drugs on campus will decrease. **Staff Responsible for Monitoring:** Administrator for Safety				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Physical Education teachers and coaches will motivate students to improve on their Fitness Gram results. Daily **Strategy's Expected Result/Impact:** Fitness Gram report will show an improvement in student health as required by the State. **Staff Responsible for Monitoring:** P.E. Teachers				

Strategy 12 Details	Reviews			
Strategy 12: Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly	Formative			Summative
Strategy's Expected Result/Impact: The at-risk teacher will meet with students and give information that will increase awareness of disease.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: PRS Educator, Nurse				

Strategy 13 Details	Reviews			
Strategy 13: Utilize Social Worker, At-Risk Counselor, and School Nurse to enhance guidance program. Every 9 weeks	Formative			Summative
Strategy's Expected Result/Impact: Personnel will work as a team to create the best program for all students.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Social Worker, Counselors, Nurse				

Strategy 14 Details	Reviews			
Strategy 14: Home visits will be conducted for: Dropout recovery, attendance issues, leavers, and social services. Every 9 weeks	Formative			Summative
Strategy's Expected Result/Impact: Home visits will remind families that students need to be in school to be ready to meet graduation requirements. **Staff Responsible for Monitoring:** At Risk Teacher Social Worker Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Sept	Nov	Jan	Mar

Strategy 15 Details	Reviews			
Strategy 15: Homeless services, supplies, and transportation will be provided to students in need of assistance. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Students will receive all the necessary assistance to keep them in school despite their situation.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: District Homeless Liaison				

Strategy 16 Details	Reviews			
Strategy 16: NJROTC and others will conduct the following student informational classes: Bullying, Sexual Harassment, and Bystander Intervention. Monthly/Yearly	Formative			Summative
Strategy's Expected Result/Impact: NJROTC conducts various trainings as required by the program to keep cadets ready to participate in all the ROTC activities.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: NJROTC Teachers Teachers				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: The campus facilities will be maintained to provide a safe and organized environment; Facilities and items such as floors, paint, furniture, etc. will be updated/replaced, as appropriate, to offer students an environment that is conducive to learning and that provides an overall positive learning experience. Daily **Strategy's Expected Result/Impact:** Facilities and maintenance will kept up to have a nice learning environment. **Staff Responsible for Monitoring:** Administrators Custodians **TEA Priorities:** Improve low-performing schools				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: All Seniors will be provided CPR training to meet graduation requirements. Yearly **Strategy's Expected Result/Impact:** Seniors will leave high school having been exposed to the basics of CPR and how to administer. **Staff Responsible for Monitoring:** Administration Nurse Athletic Trainer NJROTC Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: All students involved in athletic programs will receive information on hazing. (Once a year) **Strategy's Expected Result/Impact:** Students in athletic programs will know that hazing is prohibited at any time. **Staff Responsible for Monitoring:** Athletic Coaches, SRO Officer, Administrator in charge of Athletics				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily **Strategy's Expected Result/Impact:** Minimal number of accidents reported by support staff. **Staff Responsible for Monitoring:** Administrators Support Services (security) supervisors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: In order to ensure a safe environment, teachers will be provided items needed for first response, classrooms will have window coverings, and students will be provided IDs/lanyards and expected to wear items on campus in order to properly identify students when on campus. **Strategy's Expected Result/Impact:** Maximize student safety by being able to properly identify students **Staff Responsible for Monitoring:** Administrators Security Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: SEHS will offer extra-curricular opportunities to students that will help build self-esteem and leadership skills.

Evaluation Data Sources: Sign in sheets, event flyers

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Blazers will be provided as uniforms for groups of students who will perform or participate in off-campus event. Semester **Strategy's Expected Result/Impact:** Students will have uniforms to show cohesiveness as a group. **Staff Responsible for Monitoring:** Starlettes coach Administration **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students will be provided with extra-curricular events that will promote a pride in the school e.g. homecoming, pep rallies, recognition events, etc. Daily **Strategy's Expected Result/Impact:** Students will respect others, themselves, and the facilities through participation in events that promote school pride/spirit. **Staff Responsible for Monitoring:** Assistant Principals Organization Sponsors Student Activities Manager **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: Students will be offered opportunities in the area of fine arts to include, theater, dance, music, band, piano, and art.

Evaluation Data Sources: Enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will participate in Project-Based Learning that will encourage them to be creative and productive. Weekly **Strategy's Expected Result/Impact:** Active participation **Staff Responsible for Monitoring:** Fine Arts Teachers Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 289:Title IV, Part A Subpart 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will participate in performances for the community (non-competitive) twice (one in December, one before spring break). These will include dance, art displays, band concerts, mariachi performances. Bi-annually **Strategy's Expected Result/Impact:** Students will exude confidence in their abilities and talents. **Staff Responsible for Monitoring:** Fine Arts Teachers Student Activities Manager **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Alejandra Garcia	Career & Collee Readiness Specialist	Title i, Part A	100%
Erika Morales	Campus Instructional Specialsit	Title i, Part A	100%
Jesusa Portillo	Parent Liaison	Title I, Part A	100%
Veronica Pulido	campus Instructional Specialist	Title I, Part A	100%
William Crews	Aide-Classroom	Title i, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,000.00
1	1	2			$2,500.00
1	3	1			$0.00
1	3	2			$1,800.00
1	3	3			$20,000.00
2	1	17			$0.00
2	4	9			$7,000.00
				Sub-Total	$33,300.00

199: General, Gifted & Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	9			$1,000.00
2	1	10			$0.00
				Sub-Total	$1,000.00

199: General, Career & Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	4			$0.00
3	1	8			$0.00
3	3	1			$0.00
				Sub-Total	$0.00

199: General, Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$5,000.00
2	1	11			$1,200.00
				Sub-Total	$6,200.00

199: General, Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
2	1	8			$1,200.00
2	1	13			$0.00
2	1	36			$0.00
				Sub-Total	$1,200.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
2	1	3	Software/Site Licenses		$35,000.00
2	1	5			$15,000.00
2	1	6			$0.00
2	1	14			$0.00
2	1	15			$0.00
2	1	18			$0.00
2	1	19			$0.00
2	1	20			$0.00
2	3	1			$0.00
2	3	3			$0.00
2	13	2	General Supplies - Homebound	199.11.6399.10.001.30	$30.00
				Sub-Total	$50,030.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Estimated Salary & Benefits	211.13.6119.00.001.30	$174,205.00
2	1	1	Books		$12,000.00
2	1	16			$0.00
2	1	20			$0.00
2	4	2			$0.00
2	4	3			$0.00
2	4	5			$0.00
2	4	6			$0.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	General Supplies	211.11.6399.00.001.30	$40,171.00
2	8	1	Software/Site License	211.11.6396.00.001.30	$5,000.00
2	8	1	Technology Equipment	211.11.6395.03.001.30	$10,000.00
2	8	2	Software/Site License Library	211.12.6396.00.001.30	$220.00
2	8	2	Reading Materials - Library Books	211.12.6329.00.001.30	$11,400.00
2	8	2	Technology Equipment - Library	211.12.6395.00.001.30	$3,380.00
2	8	3	Technology Equipment - Professional Development	211.13.6395.00.001.30	$2,800.00
2	8	3	Reading Materials - Professional Development	211.13.6329.00.001.30	$5,500.00
2	8	3	Software/Site Licenses - Professional Development	211.13.6396.00.001.30	$10,000.00
2	8	4	ESC 19	211.6239.00.001.30	$2,000.00
2	8	6	ESC R19	211.61.6239.01.001.30	$750.00
2	8	6	Software/Site License	211.61.6396.01.001.30	$59.00
2	8	6	Employee Travel & Online Training	211.61.6411.01.001.30	$2,000.00
2	8	6	Food Purchase	211.61.6497.01.001.30	$3,069.00
2	8	8	Estimated Paraprofessional Salary & benefits	211.61.6129.00.001.30	$32,840.00
2	8	9	Technology Devices and Accessories		$3,380.00
				Sub-Total	$318,774.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
2	1	8			$1,200.00
2	1	13			$0.00
				Sub-Total	$1,200.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$7,000.00
2	1	32			$0.00
2	4	2			$0.00
2	4	3			$0.00
2	4	10			$0.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1	Workbooks and kits		$12,000.00
4	3	1			$0.00
				Sub-Total	$19,000.00

District Level Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	12			$0.00
2	1	27			$0.00
				Sub-Total	$0.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1			$0.00
2	7	1			$0.00
2	7	2			$0.00
2	7	3			$0.00
2	7	4			$0.00
2	7	5			$0.00
2	7	6			$0.00
2	7	8			$0.00
2	7	10			$0.00
2	7	11			$0.00
2	7	12			$0.00
2	7	13			$0.00
2	7	14			$0.00
2	7	15			$0.00
				Sub-Total	$0.00

San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation, and offer extracurricular activities that meet individual student needs.

Vision

Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

CIP Plan of Dissemination

The final draft of the plan will be disseminated to all staff members on the middle school campus. The plan will be reviewed at SBDM team meetings.

In addition to dissemination of the plan to the entire staff, the plan will also be forwarded to the following individuals:

Superintendent
Associate Superintendent
Administrator of Research and Evaluation
Coordinator of Instructional Programs
Director of Special Education
Chief Financial Officer
Board of Trustees

The plan will also be placed in the following prominent places:

Campus Library, Main Office, and campus website

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 8
- Curriculum, Instruction, and Assessment 9
- Parent and Community Engagement 10
- School Context and Organization 11
- Technology 12

Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 15
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 16
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 19
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 59
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 65

Title I Personnel 72
Campus Funding Summary 73

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ann M. Garcia-Enriquez Middle School (GEMS) is one of six campuses in SEISD; it is the district's sole middle school and has been since 1986. GEMS serves a population of 490 students which is comprised of 218 grade 7 students and 272 grade 8 students. The population is comprised of 50.20% female and 49.80% male students. The student population is 99% Hispanic, 92% economically disadvantaged, 89% at risk, and 55% limited English proficient. The attendance rate for students is 91%.

GEMS employs 34 teachers, two administrators, one ESSER Coordinator, two counselors, and two campus instructional specialists. A full custodial staff and cafeteria staff are also employed, and 7 educational aides are also employed to meet the different needs of our students. 97% of GEMS' teachers are Hispanic and 23% of campus teachers hold a Master's Degree.

Campus Type: Middle School - Grades 7th & 8th

Campus Size: 490 students

Hispanic: 99%

Economically Disadvantaged: 92%

Emergent Bilingual: 71%

At-Risk: 89%

Special Education: 17%

Section 504: 7%

Gifted & Talented: 9%

Demographics Strengths

The majority of students have a strong desire to pursue a post-secondary education, especially with the San Elizario High School Early College opening for its first cohort in 2021-2022. Many GEMS' families have strong ties to the neighborhood and multiple generations have lived in the San Elizario Community. The campaign of San Elizario Community of Champions has given our community a sense of pride. Being a strong multicultural school with a smaller population provides a family orientated culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing declining enrollment. **Root Cause:** Neighboring districts offer open enrollment and there are more charter schools in the area such as IDEA that recruit in our community. We have a high mobility rate being close to the border with students entering from and leaving to Mexico.

Problem Statement 2: The demographics of the students has changed over the year in addition to Spanish being the dominant language in the community. **Root Cause:** Our campus has experienced an increase in Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students.

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, STAAR testing resumed after being cancelled the previous year due to the COVID-19 pandemic. All STAAR and AP assessments were administered.

7th Grade

Reading: 62% Approaches, 35% Meets, 19% Masters

Mathematics: 48% Approaches, 16% Meets, 4% Masters

8th Grade

Reading: 76% Approaches, 48% Meets, 26% Masters

Mathematics: 69% Approaches, 34% Meets, 6% Masters

Social Studies: 41% Approaches, 12% Meets, 5% Masters

Science: 65% Approaches, 32% Meets, 15% Masters

Algebra I

100% Approaches, 90% Meets, 79% Masters

AP Spanish

1: 5%

2: 32%

3: 35%

4: 19%

5: 8%

Student Achievement Strengths

The students at Ann M. Garcia-Enriquez Middle School are provided with a variety of classes to achieve high school credit in the areas of Algebra I, Spanish I and II, and Career and Technology courses. There are many non-traditional courses offered to prepare students to be successful in high school and college such as AVID (Advancement Via Individual Determination), STEM, STEAM, Honors/PBL courses, Fine Arts, sports, clubs, and organizations. Our Eagles have been successful winning Softball District, Band UIL competitions, Do the Write Thing winner to Washington D.C., and Literary Anthology winners.Students who are struggling are provided support and interventions through STAAR labs, after school tutoring, Saturday Camps, intersession, and Summer School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR achievement scores have declined from pre-pandemic scores. **Root Cause:** There has been a decline in organization and study skills, an increase in the Reading comprehension gap, struggle with accountability and responsibility with assignments, and poor social skills since the COVID-19 pandemic.

Problem Statement 2: Language Barriers **Root Cause:** We experience a high volume of New Comers to the United States that understand little to no English. We have 92% of our Emergent Bilingual students who have been in a U.S. school for six plus years and have not been able to acquire the English language proficiency.

School Culture and Climate

School Culture and Climate Summary

Overall, most faculty and staff members appear satisfied to be at GEMS and are genuinely concerned with student growth. We are a close-knit family that works as a team to support and encourage each other. All stakeholders show a genuine concern for the safety and success of all students. The campus makes attempts to keep high morale and a positive campus climate with several efforts: the Sunshine Committee celebrates birthdays monthly; luncheons are hosted for various occasions e.g. Veteran's Day. The campus leaders includes team-building activities in faculty meetings and Professional Development sessions.

School Culture and Climate Strengths

Recognition is given intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee, Twitter, Instagram, and Facebook. Our clubs and organizations are recognized at Board Meetings for their academic accomplishments as well as other milestones.

The campus embraces the PBIS Core Values of Safety, Respect, and Responsibility. Students of the week, teachers and employees of the month are recognized through the marquee and all social media avenues. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are provided and rewarded with a variety of field trips to provide experiences they may not have experienced.

Counselors conduct restorative circles and hold individual counseling sessions for students. Counselors provide techniques and strategies for all stakeholders to take care of their Social and Emotional needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Communication processes with Faculty and Staff **Root Cause:** With new leadership and processes, faculty and staff are adjusting. Leadership is committed to streamlining familiar process with current processes.

Problem Statement 2: PBIS and Student Code of Conduct implementation **Root Cause:** Not all staff are implementing PBIS or Student Code of Conduct with fidelity and consistency.

Problem Statement 3: Inappropriate use of social media **Root Cause:** Students are creating accounts in a variety of social media platforms to promote fights and negative comments to each other.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the 2022-2023 school year, three teachers (one Science, one Math, one Spanish) joined the faculty. The San Elizario Independent School District held a job fair in the fall to promote an increased stipend for Science in which we are able to fill our Science position. For the 2023-2024 school year, the district is going to move to a four day work week. We are currently fully staffed with no vacancies.

Staff Quality, Recruitment, and Retention Strengths

100% of faculty & staff are trained in PBIS so teachers feel confident in managing classroom behavior; support is offered to any educator that may show the need. The campus promotes a positive culture that has a family orientated feeling that enables the faculty and staff to work as a team. Vacancies have been filled through a fast turnaround that allows classes to be a taught by a highly qualified teacher. All faculty and staff are encouraged and empowered to use a growth and innovators mindset.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of outside faculty and staff to apply due to facilities and distance. **Root Cause:** Some of the buildings and facilities on campus are not up to date and comparable to neighboring middle school buildings. the main building is 51 years old. The campus is far for the majority of the population that live in El Paso to commute to on a daily work basis.

Problem Statement 2: A sense of security at the campus. **Root Cause:** The buildings are not connected at the campus

Problem Statement 3: Mental well being of faculty and staff **Root Cause:** Concerns of lack of social skills, respect, responsibility from students return post-pandemic. Concerns of student access to vapes, drugs and weapons at their age.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

GEMS follows the curriculum for all areas as guided by the TEKS Resource System and other available resources. Teachers continually meet with Instructional Specialists and/or administrators for PLCs and/or planning sessions. Students are assessed through the aligned unit assessments and with the district MAP testing. Data is used from unit assessments and previous STAAR results to make decisions about remediation and further classroom instruction. STAAR classes continue to offer the opportunity for students who are in need of support (for those not meeting the standards or approaches on STAAR). Data from 2022-2023 shows that the number of students needing STAAR remediation has increased in math and reading. Teachers continue to emphasize a good first teach and are able to provide remediation for struggling students using quintile reports provided through Eduphoria.

Curriculum, Instruction, and Assessment Strengths

Teachers make efforts to improve the instruction by implementing technology and newly learned material. Teachers are working hard to create engaging and relevant lessons.The P&I department, the Campus Instructional Specialists, the administrators and the campus Librarian have provided support and encouragement. The creation of Coordinator of School Improvement position through ESSER funds has been instrumental on targeting tutoring, Saturday camps, Intersession, and Summer School. The implementation of AVID has created a college mindset and strategies for students to be future-ready. Ten employees are going to attend the AVID summer institute to promote a campus culture that every student can succeed. We are one of the few middle schools that offer AP Spanish.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Concern for student achievement for STAAR assessment. **Root Cause:** Implementation of STAAR 2.0 will have new question types that students are not accustomed to. There continues to be a gap of unfinished learned from the pandemic.

Parent and Community Engagement

Parent and Community Engagement Summary

GEMS strives to increase family participation in community meetings, parent/teacher conferences, volunteer programs, etc. The Family Literacy workshops provide parents with a better understanding of the importance of reading at home. Due to the good response, these sessions continue and focus on promoting college readiness through literacy and will continue monthly at the campus Parent Center. Keeping families informed is a priority, therefore, meetings that address pertinent information for our students, parents, and community members will continue to be a priority at GEMS. Every year brings new challenges and those needs are addressed as quickly and effectively as possible.

Parent and Community Engagement Strengths

GEMS continues to have a parent liaison, and we have loyal and consistent parent volunteers. The parent liaison assists parents in creating parent portal accounts and how to utilize the San Elizario ISD app to ensure their involvement in their child's academics. Information for the campus is disseminated in a variety of formats through a Blackboard (text, email, twitter, and Facebook). The GEMS Gazette is sent on a weekly basis with important campus/district information and dates, as well of pictures promoting the great things happening at the campus.

The campus has been able to keep up with the latest trends with vaping, social media/websites, bullying/cyberbullying, etc... for parents to be aware of. The campus provides a variety of modes of presentations and activities for our parents such as "I painted that!" and Yoga with the Principal. Our clubs and organizations have been able to contribute to community based projects and giving back to elementary schools. The campus continues to have a high parent turnout for Parent/Teacher Conferences.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation **Root Cause:** Many parents/guardians block text and calls from the campus (and district) and do not receive updates or dates for meetings/presentations. Misconception that secondary students do not need as much parent involvement. A new parent liaison was hired for the 2022-2023 school year and is still learning the position.

School Context and Organization

School Context and Organization Summary

The master schedule for the 2023-2024 school year will allow for core content teachers to have one PLC and one conference every day with their respective content. An advisory period will be incorporated to address the needs of the students through a structured period Tuesday - Friday. The campus will continue to offer a variety of clubs, organizations, and sports to help students participate and be involved. The campus holds onto the academic goals of 90-60-30 (approaches, meets, masters). However, the campus is held accountable for presenting on progress toward the Student Outcome goals set by the school board (in math and reading).

School Context and Organization Strengths

PLCs for content teachers will be held on a daily basis to provide productive collaboration among team members to make efforts to address the needs of the student academic and social emotional needs. The advisory period will be structured to provide AVID strategies of organization, note taking skills, study skills and higher order thinking. The advisory period will also consist of a social and emotion day where students will learn skills to address their well-being and building capacity with school and home. The advisory period will provide students with 21st century skills to be future ready and intervention catered to the student needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Time frame for tutoring, after school and outside agencies. **Root Cause:** Due to the 4-day week, the school day will be extended to 4:50 pm which effects the time for after school tutoring, extra-curricular activities and how outside agencies can participate.

Problem Statement 2: One assistant principal for behavior and other duties **Root Cause:** Due to decreased enrollment and monetary constraints, there is only one administrator designated for discipline.

Technology

Technology Summary

GEMS offers access to use and learn technology to students and staff members. Our classroom teachers have access to Chromebooks, Elmos, iPads and/or laptops, computer labs, and ActivPanels with Chromeboxes. Teachers are encouraged to embed teaching through technology into their lesson plans, as this is how today's students expect to be engaged at school. We have accomplished our previous goal having a 1:1 ratio of students to devices. Teachers are able to continue to utilize the Google Classroom.

Technology Strengths

All students are assigned a Chromebook which enables us to be a one-one campus. All teachers are utilizing the Google Classroom and Meets to post assignments, notes, and videos for students. All instructional classrooms have an Interactive White Board along with a Chromebox to provide interactive and engaging lessons. Teachers are proficient in using various digital resources to enhance student learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Problems with equipment and accessories **Root Cause:** Students not being responsible to take care of their Chromebooks, break their devices or lose their chargers which does not allow them to participate electronically with the class. When this occurs, there are some families who are not able to pay for the replacement or damage fee. Some students do not have their devices charged to utilize in class.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: By the end of the 2023-2024 school year, 100% of faculty and staff members will be provided high quality professional learning that will increase instructional effectiveness and student academic achievement.

High Priority

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations,
STAAR Results in Grades 7-8, TELPAS Results; Documentation of completed professional development offerings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All faculty and staff will be able to attend content specific training and professional learning through campus, district, Region 19, and out of town opportunities. They will be expected to share their newly acquired knowledge with their department and campus through Professional Learning Communities (PLC's) and incorporate strategies in the classroom for student learning. **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives, best practices and technology in a manner that proves to be effective in the efforts to reach academic achievement for all students to include subgroups and advanced academics. **Staff Responsible for Monitoring:** Campus Teachers Counselors Librarian Administration Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide professional development opportunities for librarian to attend training in areas of library science. (Yearly) **Strategy's Expected Result/Impact:** GEMS Librarian will participate in the state conference every other year to stay abreast on new information. **Staff Responsible for Monitoring:** Administration Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: At Garcia-Enriquez Middle School, faculty and staff will attend professional development that directly impacts the instruction of the Emergent Bilingual (EB) sub-population, with the intent of improving STAAR Emergent Bilingual results. ESL Teachers, General Education Teachers, Administrators, and other professional educators that will participate in sessions and training, book studies, and supplemental material to improve Emergent Bilingual student learning. **Strategy's Expected Result/Impact:** Teachers will use strategies to ensure the learning of EB students. Students will increase scores in TELPAS, STAAR, and campus assessments. **Staff Responsible for Monitoring:** Administrators Bilingual Coordinator Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Faculty and staff will be provided the opportunity to attend conferences and sessions at the district and region level as well as out of town opportunities to enhance knowledge of Special Education legal requirements, writing effective Individual Education Plans (IEP's), and learning a variety of strategies to incorporate accommodations and modifications for students with special needs. **Strategy's Expected Result/Impact:** Students will be provided resources to increase their knowledge across all classes. Student improvement in STAAR and STAAR-Alt 2 scores Teachers will have proper documentations for audit purposes. **Staff Responsible for Monitoring:** Administration Instructional Specialists Instructional Officers Diagnostician Special Education Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The campus will be able to attend AVID Summer Institute, AVID Ignite, and other AVID sessions to successfully incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. **Strategy's Expected Result/Impact:** Increase the use of WICOR across the campus (Writing, Inquiry, Collaboration, Organization, Readying). Students will learn effective note taking strategies Increase rigor for STAAR Meets and Masters **Staff Responsible for Monitoring:** Administration Counselors AVID Coordinator Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: For the 2023-2024 school year, at least 85% of the teachers who are observed will attain an overall rating of at least "proficient" on their T-TESS Observations and Summative Evaluations.

Evaluation Data Sources: T-TESS Walkthroughs
Formal and Informal Observations
T-TESS Goal Setting
T-TESS Summative and Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) and SLO (Student Learning Objective) prior at the beginning of the year. Teachers will continue to receive training related to the T-TESS throughout the year. **Strategy's Expected Result/Impact:** Teachers will be providing effective instruction for student centered learning. Increase knowledge of students through formal and informal observations **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Each Administrator will conduct a minimum of 10 walk-throughs every week, providing documented feedback to teachers within 48 hours. **Strategy's Expected Result/Impact:** Provide constructive feedback and reinforce appropriate lesson delivery. Ensures teachers are providing high quality instruction. **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: In the 2023-2024 academic year, all students and student sub-groups taking the Reading, Math, Science, and Social Studies STAAR assessments will meet all accountability measures as established by the A-F Rating system.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Assessment Results
MAP Data
Unit Assessments
Exit Tickets
Formal and Informal Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will receive intervention and enrichment through supplemental resources such as workbooks, intervention kits, textbooks, and online resources during instruction, Advisory Period, RtI process, STAAR Class, After School Tutoring, Fall and Spring Intersession and Saturday Camp. (Daily) **Strategy's Expected Result/Impact:** Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student. RTI Intervention Forms will reflect implementation and changes as needed. **Staff Responsible for Monitoring:** Administration Teachers Counselors RtI committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Supplemental Materials Staar - 199: General, State Compensatory Education - 199.71.6514.00.041.30				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Transportation will be provided for students attending remediation and enrichment during after-school tutoring sessions, Saturday School, and Intersession. Daily **Strategy's Expected Result/Impact:** Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student. **Staff Responsible for Monitoring:** Administration Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily) **Strategy's Expected Result/Impact:** Rosters will show classes with 30 or fewer students in all core-area classes. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The Campus Instructional Specialists will work with classroom teachers to support student learning and carry out district initiatives in all content areas via providing professional development and modeling of best-practice instruction. The campus instructional specialists are responsible for improvement of teaching and learning at the assigned campus utilizing technology and appropriate resources to address campus needs, document observations and provide effective feedback utilizing data reports. (2 FTE) (Daily) **Strategy's Expected Result/Impact:** PLCs will be used to guide teachers through the planning process. Four and eight assessment scores will show mastery by 70% of students. STAAR scores will increase in the areas of Reading, Writing, Science, Social Studies, and Math. **Staff Responsible for Monitoring:** Title I coordinator Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: An Instructional Aide will provide direct instruction to students in an individual basis or small group, inside and outside the classroom under the teacher supervision. Assist teacher in preparation and management of classroom activities. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Student Grade Reports will reflect passing grades every 9 weeks. **Staff Responsible for Monitoring:** Title I Coordinator Administrators Teachers **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: GEMS will provide services e.g. tutoring and assistance to Homeless/Transition students including, but not limited to, school supplies, clothing, books, and transportation. District social worker will serve as point of contact (Daily). **Strategy's Expected Result/Impact:** STAAR Scores for students in transition will show progress in academic achievement. **Staff Responsible for Monitoring:** Administration Federal Programs Administrator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide incentives to include tangible and edible items to students who participate in Saturday School activities to increase self-esteem and expectations of our students. Weekly between September 2023 to June 2024. **Strategy's Expected Result/Impact:** Students will participate in Saturday remediation; resulting in improved scores. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: STAAR Grade 8 Social Studies Goals for 2023-2024 school year is to increase Approaches from 37% to 57%, Meets from 12% to 32%, and Masters from 3% to 24%.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grade 8 Social Studies Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Social Studies team will utilize a various websites via technology, applications, programs, instructional practices, workbooks and project based learning to utilize to research pertinent to American History as guided by TEKS Resource System. Classes will participate in Constitution Week. (Monthly Eduphoria Reports) **Strategy's Expected Result/Impact:** Social studies teachers will use technology in the classrooms and allow students to research various sites for information as appropriate. **Staff Responsible for Monitoring:** Social Studies Teachers Campus Administrators Computer Lab Aides Library Staff Central Office Instructional Personnel **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: STAAR Grade 7 Reading Goals for 2023-2024 school year is to increase Approaches from 50% to 70%, Meets from 24% to 40%, and Masters from 11% to 20%.

STAAR Grade 8 Reading Goals for 2023-2024 school year is to increase Approaches from 60% to 75%, Meets from 34% to 50%, and Masters from 15% to 25%.

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Reading Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. June 2024 **Strategy's Expected Result/Impact:** Students will be motivated to read via electronic/technology devices. **Staff Responsible for Monitoring:** Campus Reading teachers Reading resource teachers English/ESL teachers, Computer Lab personnel Library staff Campus administrators Language Development Aides **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: STAAR Grade 7 Math Goals for 2023-2024 school year is to increase Approaches from 38% to 58%, Meets from 12% to 22%, and Masters from 3% to 15%.

STAAR Grade 8 Math Goals for 2023-2024 school year is to increase Approaches from 26% to 50%, Meets from 4% to 20%, and Masters 0% to 10%.

End-of-Course Algebra I Goals for 2023-2024 school year is to increase Approaches from 91% to 100%, Meets from 65% to 75%, and Masters from 26% to 45%.

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Mathematics and End of Course Algebra I: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Math teachers and students will be provided support through site-licenses such as iXL and iReady for diagnostic tests. Students will utilize technology such as Chromebooks, Elmos, interactive white boards and calculators to enhance instruction and. Monthly Reports through June 2024 **Strategy's Expected Result/Impact:** Students will show increased use of online lessons and technology in the classroom. **Staff Responsible for Monitoring:** Math Teachers Administration Instructional Specialists Instructional Officers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: STAAR Grade 8 Science Goals for the 2023-2024 school year is to increase Approaches from 49% to 65%, Meets from 25% to 45% and Masters from 6% to 15%.

Evaluation Data Sources: 2023-2024 Grade 8 STAAR Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will read science-related material, incorporate STEMScopes, participate in product-based materials, utilize site-license, workbooks, use consumable supplies for both lab and classroom instruction to help enhance acquisition. (Daily) **Strategy's Expected Result/Impact:** Students in science classes will be given the opportunity to improve reading skills through content passages, be able to solve algebraic problems, and participate in the Science Fair. **Staff Responsible for Monitoring:** Campus science teachers Instructional Specialists Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Teachers will incorporate labs/demonstrations into 40% of instructional time. Every nine weeks through June 2024. This includes having the appropriate materials and supplies to accomplish. **Strategy's Expected Result/Impact:** Students will learn through labs and demonstrations in the science classes. **Staff Responsible for Monitoring:** Science Teachers Instructional Specialist Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will be able to attend field trips and campus visits to provide hands on learning experience and see how Science is applied in a real-world experience. **Strategy's Expected Result/Impact:** Make connections from the classroom to the real-world application. Increase interest in the Sciences. Improved formal and informal assessment. **Staff Responsible for Monitoring:** Administration Counselors Instructional Specialist Instructional Coaches Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: Students receiving special education services will increase their STAAR and STAAR-Alt 2 assessments in the area of approaches by 10%, meets by 2%, and masters by 1% for the 2023-2024 school year.

High Priority

Evaluation Data Sources: 2023-2024 STAAR and STAAR-Alt 2 Results: Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: General Education and Special Education Teachers will work cooperatively to implement proper Co-Teaching models at all grade levels to ensure SPED students receive grade level instruction, attend Strengthening Your Wings Camps on Saturday, after school tutoring, and Fall/Spring Intersession and be provided appropriate workbooks, materials, and supplies to meet individual needs. Special Education teachers will work with general education teachers on disaggregation of data utilizing diagnostic tests and Lead4ward during Professional Learning Communities (PLC's). Daily **Strategy's Expected Result/Impact:** Teachers work collaboratively to implement proper modifications and accommodations. Students will increase knowledge in assessments and assignments **Staff Responsible for Monitoring:** SPED Teachers SPED Instructional Aides SPED Director Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Academic Self-Contained Classrooms will have materials and resources necessary to provide instruction in all core areas and adopt program requirements with the Physical Education department as per Individual Education Plan (IEP) recommendations. Students in the life-skills classroom will have opportunities to practice skills in working, to include the exchange of money and inventory practice, through participation in the community based instruction (Peter Piper Pizza) and an on-site "coffee shop". (Daily) **Strategy's Expected Result/Impact:** Life Skills students will build independent living skills. PED Teachers (Life skills and/or ASC) will work with coaches to ensure students receive appropriate physical activities during P.E. classes. **Staff Responsible for Monitoring:** SPED teachers and paraprofessionals General Ed. teachers Campus Administrators District Personnel **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The Special Education Instructional Aide will provide additional academic support to the students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: Staff will use varied teaching methods to address the needs of Emergent Bilingual students and promote learning as measured by a minimum of 60% of Emergent Bilingual students meeting the STAAR 2023-2024 performance standard in all assessed subjects. Emergent Bilingual students will increase performance as measured by the 2023-2024Texas Language English Proficiency Assessment System (TELPAS) to increasing at least one proficiency level in their composite score.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Results: Limited English Proficient Students
TELPAS scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers and aides will implement necessary measures to promote exit from the Emergent Bilingual program by utilizing workbooks, online programs, resources, materials, diagnostics such as LAS. Teachers will be able to effectively administer TELPAS and collect writing samples and materials to properly file LPAC documents. The campus will utilize technology for practice online speaking and listening portion of TELPAS. (Annually) **Strategy's Expected Result/Impact:** TELPAS administration will run smoothly with the focus on student achievement. **Staff Responsible for Monitoring:** ESL Teachers Administration **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: EL teachers will use authentic visuals as recommended by GLAD, TEKS Resource System, Teacher Created Materials, Zingers, Rosetta Stone, Achieve 3000, vocabulary acquisition, technology and and resources to successfully implement effective lessons to better prepare for mastery of the STAAR.				

Strategy's Expected Result/Impact: Students will learn through GLAD strategies in the ESL, science and social studies classes.

Staff Responsible for Monitoring: Administration
ESL Teachers
Instructional Officers
Instructional Specialists
LPAC Committee

TEA Priorities:
Improve low-performing schools

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 8: The campus will increase parental participation in parent meetings and parental workshops 10% through different means of communication such as printed flyers, blackboard messages (phone, text messages, email, social media), SEISD app with at least 48- hour notice in English and Spanish.

Evaluation Data Sources: Sign-in sheets from 2022-2023 as compared to sign in sheets from 2023-2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parent Liaison (1 FTE) will be hired to further the educational process through involvement of parent and community members. A parent liaison is on staff to elicit parental involvement and coordinate activities related to parental involvement across the campus. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Increase in available parental involvement activities, and in the level of parent participation. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The campus parent liaison will assist in the development of a family-friendly environment at the campus. Support and implement effective, practical, research-based parental involvement practices and policies, and technology (Title I and Title III) to improve student academic achievement. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly) **Strategy's Expected Result/Impact:** Parents will feel welcome at the campus for conferences and meetings. **Staff Responsible for Monitoring:** Parent Liaison Title I Coordinator Administrators Counselors **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will stay after hours to meet parents at the Fall and Spring Semester Parent/Teacher Conference. Parents will be given the opportunity to evaluate the parental involvement program. **Strategy's Expected Result/Impact:** Teachers will share grade, attendance, and behavior information with parents to help them understand completion requirements and tutoring. **Staff Responsible for Monitoring:** Parent Liaison Counselors Administrators Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Literacy Sessions will be offered on a monthly bases where parents will be provided with reading materials such as books and brochures, online curriculum, and supplies. Parents will be offered food, refreshments, coffee, and water when they visit the campus.(Monthly) **Strategy's Expected Result/Impact:** Parents will help support the efforts to improve academic achievement with students. **Staff Responsible for Monitoring:** Parent liaison Counselors Administrators PBIS Committee Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parents and community members will be provided the opportunity to serve as campus volunteers. (Daily) **Strategy's Expected Result/Impact:** All stakeholders are encouraged to participate as volunteers. **Staff Responsible for Monitoring:** Parent liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Parents and campus parent liaison will be afforded the opportunity to attend parental engagement conferences to implement new strategies for family engagement. **Strategy's Expected Result/Impact:** Parents will participate in the annual parent engagement conference. Parents and Parent Liaison will be more knowledgeable on student improvement and engagement. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Parents will be given the opportunity to participate in a variety of parenting activities such as extracurricular events and painting sessions. Parents will be provided with informational classes (drug awareness, homework help, literacy, healthy habits), Personal Graduation Plans (PGP's), and social emotional awareness. Parents will be invited to attend sessions specifically geared toward various subgroups, clubs, organizations, academic recognition, advanced academics information, sports banquets, inductions and events. **Strategy's Expected Result/Impact:** Parent Involvement in student academic and extra-curricular endeavors. **Staff Responsible for Monitoring:** GT Campus Coordinator GT Teachers General Ed Teachers Algebra I Teacher Honors Teachers Sponsors Coaches Counselors Campus Administrators **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Involve parents in the development/revision of the Parent and Engagement Policy and Parent-Student-School Compact, and conduct annual meetings to inform parents of their child's participation in Title I Part A and Title III program requirements and their right to be involved. Once per Semester **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: Participation in school activities by business members, community members, and parents/guardians will become more meaningful and applicable to instructional efforts. Garcia-Enriquez will increase community outreach by 5% from the 2022-2023 school year.

Evaluation Data Sources: Sign-in sheets; flyers, and monthly parental involvement calendar.
Participants for SBDM teams

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Community and business members will be invited to participate in the monthly Site-Based Decision Making Meetings. **Strategy's Expected Result/Impact:** The SBDM Committee will have representation of all departments and for parents and the community. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Parents will be trained to participate in Language Proficiency Academic Committee Meetings (LPAC) throughout the year. (Monthly) **Strategy's Expected Result/Impact:** Parent representatives will serve as an advocate for students in the LPAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators Registrar ESL Teacher **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Parents will be invited to participate in Student Health Advisory Committee Meetings throughout the year. (SHAC) (Quarterly) **Strategy's Expected Result/Impact:** Teachers and parents will work together to represent GEMS at SHAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Nurse Counselor P.E. Coach Administrator **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hot-spots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: GEMS will utilize the CARE Act ESSER grant funds to help 7-8 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 11: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning - Students will be able to attend Fall and Spring Intersession and/or Summer School to target loss of learning. Teachers will need supplies, materials, and resources to provide meaningful, engaging, and empowering, project-based lessons for students that need to attend. These classes will support and improve academic achievement for all students invited. These materials could include but are not limited to workbooks, creative supplies. **Strategy's Expected Result/Impact:** Improved scores, improved behavior, **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - The use of technology such as computers, laptops, and equipment will be used for student learning and any necessary upgrades will be provided. **Strategy's Expected Result/Impact:** Students will have access to 21st century learning **Staff Responsible for Monitoring:** District Technology Campus Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development - Faculty and Staff will be provided with the opportunity for professional development through conferences, training, webinars, etc... to enhance instruction, interventions, enrichment, social and emotional components to be successful both in and out of the classroom. **Strategy's Expected Result/Impact:** Students and teachers have a positive learning environment that will allow for more engagement in the classroom. **Staff Responsible for Monitoring:** Administration Coordinator of School Improvement				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family/Community Engagement - The Parent Liaison will enhance student, parent, family, and community outreach programs to facilitate more parental involvement, build trust between all stakeholders in the community, as well as facilitate communication between all individuals involved in a students' growth. The Parent Liaison will purchase items/ supplies for activities that will be for our parents. These activities will take place after school or during the school day, promoting health, engagement, literacy, current informational topics such as bullying, drug usage and stress management. Snacks will also be available for parents during presentations and sessions. The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement, relations between communities and campus, and building relationships at home as well. **Strategy's Expected Result/Impact:** Parents will understand how to support their students at home, deal with stress, stay organized. **Staff Responsible for Monitoring:** Parent liaison Campus Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to Return in Person and Continuity of Services - Students will have needed supplies needed to ensure that all students, faculty and staff have the necessary medical/health supplies to continue to maintain a healthy campus through the 2023-2024 school year with minimal disruption. Campus will also have the needed supplies/equipment to ensure the campus is clean and sanitized. **Strategy's Expected Result/Impact:** Students, faculty and staff will have a safe working environment **Staff Responsible for Monitoring:** Nurse Custodians Campus Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavioral Supports - Students and teachers need to learn how to navigate relationships through Social Emotional Learning (SEL). Students and teachers learn to understand their own strengths and weaknesses, as well as see their behavior's influence on other people, self-management, social awareness, relationship skills, responsible decision-making. Garcia-Enriquez Middle School will have various locations on the campus for students to engage in these lessons (library, counseling rooms, rooms in the 300 and 400 building as well). The students and teachers will practice these skills through games, team building, journal writing, arts and crafts, discussions, restorative circles, etc. Various activities will require appropriate supplies and furniture to allow for best practices. **Strategy's Expected Result/Impact:** Social and emotional learning (SEL) is the process through which children and adults develop and effectively apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When implemented systemically in the school, classroom, home, and community, school-wide SEL provides a powerful coordinating framework for supporting student success. **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement Counselors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration - Ann M. Garcia-Enriquez Middle School will work with the district finance department to meet campus goals and objectives. **Strategy's Expected Result/Impact:** Improved school performance **Staff Responsible for Monitoring:** District Improvement Coordinator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and Afterschool Programs- These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Clubs will promote wellness and a healthy environment and be engaged with the community. **Strategy's Expected Result/Impact:** Exposure to new material, increase skills and interest, build self-confidence, and enrich the school with a feeling of community. **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to Address Needs of Individual Schools - Resources to address the needs of individual schools. These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Possible items for groups may include crafting supplies, furniture to create a conducive environment to learn from one another, art supplies to assist in creating art, reflections of feelings, library inventory, creation of a Makerspace room. **Strategy's Expected Result/Impact:** Understanding features of the camera, creating the most appropriate photos to display student activities through the yearbook. Effective master scheduling **Staff Responsible for Monitoring:** CTE Teacher Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees - Ann M. Garcia-Enriquez will promote a positive school culture where employees feel valued and respected. **Strategy's Expected Result/Impact:** High employee moral Low turnover **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supplies - Teachers are able to purchase items for their classroom, based on School Board approval of funds. These items will allow teachers to purchase items that normally would have been bought from teachers' own accounts. These items can include materials for students to use in classroom, materials to help keep classrooms organized, as well as games and activities that will allow students more engagement with the curriculum, as well as stress relieving items that students can use while in the classroom. **Strategy's Expected Result/Impact:** Students and teachers have a positive learning environment that will allow for more engagement in the classroom. **Staff Responsible for Monitoring:** Campus Administration Coordinator of School Improvement **Funding Sources:** General Classroom Supplies - 199: General, Basic - 199.11.6399.00.041.11, CTE General Supplies - 199: General, Career & Technology - 199.11.6399.00.041.22				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: During the School Day Enrichment Period - Students will be provided intervention and enrichment support through various classes throughout the day as well as an Advisory Period. An Intervention Teacher (2 FTE) will provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. The Intervention Teacher will be provided the appropriate technology to enable students to develop competencies and skills to function successfully in society. **Strategy's Expected Result/Impact:** An Enrichment Period will allow students to fill in the gaps due to unfinished learning. Higher grades for each progress report and report card Increased assessment scores **Staff Responsible for Monitoring:** Administration, Instructional Specialists Counselors Coordinator of School Improvement				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning - An Aide-Classroom (BIL/ ESL) will assist teacher in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher. Coordinator- School Improvement (1 FTE) Estimated Salary & Benefits. Coordinator- School Improvement (1 FTE) Assist the school principal in the overall administration of the instructional programs and campus-level operations. The Coordinator of School Improvement will be provided the appropriate technology, supplies, and materials to work closely with the principal to effectively support student achievement, attendance, and behavior. Coordinate assigned student activities and services. Extra Duty pay will be offered to students to provide support after school, intersession, and Saturday School to assist students from the academic gap filled by the COVID-19 pandemic. **Strategy's Expected Result/Impact:** Assists teacher in preparing instructional materials and classroom displays to support language acquisition. Assists with administration and scoring of objective testing instruments or work assignments. Conducts instructional exercises assigned by the teacher; work with individual students or small groups to support English language acquisition. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - Ann M. Garcia-Enriquez Middle School will continue upgrading or adding devices for computer labs and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19. Students will have access to computer technology as it relates to reading enhancement as set by TEKS objectives, to include e-books, history reading sets, and online software for reading on computer/online. **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development - Campus faculty and staff will be provided opportunities to attend professional learning through in person training, webinars, conference etc. to incorporate best practices, intervention and enrichment strategies. **Strategy's Expected Result/Impact:** The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family/Community Engagement - The Parent Liaison will enhance student, parent, family, and community outreach programs to facilitate more parental involvement, build trust between all stakeholders in the community, as well as facilitate communication between all individuals involved in a students' growth. The Parent Liaison will purchase items/ supplies for activities that will be for our parents. These activities will take place after school or during the school day, promoting health, engagement, literacy, current informational topics such as bullying, drug usage and stress management. Snacks will also be available for parents during presentations and sessions. The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement, relations between communities and campus, and building relationships at home as well. **Strategy's Expected Result/Impact:** More engagement within the community, between all stakeholders, through better practices taught through Professional Development **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement Parent Liaison **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to Return in Person and Continuity of Services - Students will have needed supplies needed to ensure that all students, faculty and staff have the necessary medical/health supplies to continue to maintain a healthy campus through the 2023-2024 school year with minimal disruption. Campus will also have the needed supplies/equipment to ensure the campus is clean and sanitized. **Strategy's Expected Result/Impact:** Students will be provided a safe and healthy learning environment to ensure campus safety measures for the COVID-19 pandemic throughout the school year. **Staff Responsible for Monitoring:** Campus Nurse Administration				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavioral Supports - Students and teachers need to learn how to navigate relationships through Social Emotional Learning (SEL). Students and teachers learn to understand their own strengths and weaknesses, as well as see their behavior's influence on other people, self-management, social awareness, relationship skills, responsible decision-making. Garcia-Enriquez Middle School will have various locations on the campus for students to engage in these lessons (library, counseling rooms, rooms in the 300 and 400 buildings as well). The students and teachers will practice these skills through games, team building, journal writing, arts and crafts, discussions, restorative circles, etc. Various activities will require appropriate supplies and furniture to allow for best practices. **Strategy's Expected Result/Impact:** The goal is to: give learning a purpose, engage students, optimize learning, support behavior change, and socialize **Staff Responsible for Monitoring:** Principals Assistant Principal Coordinator of School Improvement Instructional Specialist. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration - Ann M. Garcia-Enriquez Middle School will work with the district finance department to meet campus goals and objectives.. An At-Risk Service Teacher (1 FTE) will enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, Emergent Bilingual students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and Afterschool Programs- These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Clubs will promote wellness and a healthy environment and be engaged with the community. **Strategy's Expected Result/Impact:** Principal, Assistant Principal, Coordinator-School Improvement, Instructional Specialists, Counselors **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to Address Needs of Individual Schools - Resources to address the needs of individual schools. These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Possible items for groups may include crafting supplies, furniture to create a conducive environment to learn from one another, art supplies to assist in creating art, reflections of feelings, library inventory, creation of a Makerspace room. **Strategy's Expected Result/Impact:** Exposure to new material, increase skills and interest, exploration, build self-confidence, and enrich the school with a feeling of community. **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement Instructional Specialist Librarian **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees - Ann M. Garcia-Enriquez will promote a positive school culture where employees feel valued and respected. **Strategy's Expected Result/Impact:** High employee moral Low turnover **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement Librarian Instructional Specialists **ESF Levers:** Lever 3: Positive School Culture				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supplies - Teachers are able to purchase items for their classroom, based on School Board approval of funds. These items will allow teachers to purchase items that normally would have been bought from teachers' own accounts. These items can include materials for students to use in classroom, materials to help keep classrooms organized, as well as games and activities that will allow students more engagement with the curriculum, as well as stress relieving items that students can use while in the classroom. **Strategy's Expected Result/Impact:** Teachers will be able to purchase items to enhance instruction and student outcomes **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator of School Improvement				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: During the School Day Enrichment Period - Students will be provided intervention and enrichment support through various classes throughout the day as well as an Advisory Period. An Intervention Teacher (2 FTE) will provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. The Intervention Teacher will be provided the appropriate technology to enable students to develop competencies and skills to function successfully in society. **Strategy's Expected Result/Impact:** Provide quality accelerated instruction through co-teaching and interventions. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in student learning styles and student academic needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 13: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Garcia-Enriquez Middle will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Garcia-Enriquez l will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation, **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Funding Sources:** General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.01.041.30 - $149, Food Purchase - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.041.30 - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The Garcia-Enriquez Middle school will employ a Title I Campus Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) **Strategy's Expected Result/Impact:** To increase parent and family engagement at the campus **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 14: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 15: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.041.30 - $7,028				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Funding Sources:** Misc. Contracted Services - 289:Title IV, Part A Subpart 1 - 289.11.6299.02.041.30 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better				

classroom instruction.
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers

Title I:
2.4, 2.5, 2.6
Funding Sources: Software/Site License - 289:Title IV, Part A Subpart 1 - 289.11.6396.03.041.30 - $11,000

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 16: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will provide secondary transition students with summer programs to support learning and increase confidence and self-worth. (Extra-Duty Pay teacher, aide, books and school supplies, and educational field trip). **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 17: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. Also will address learning loss and track attendance and improve student engagement. **Strategy's Expected Result/Impact:** To have transition student continuing their college education after they graduate from High School. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 18: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pay)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Garcia-Enriquez Middle School will provide all students with supplemental instruction on core academic subject materials, intervention materials, software license programs, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** To assist students in meeting the State academic standards. **Title I:** 2.4, 2.6 **Funding Sources:** General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.041.30 - $8,600 , Reading is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.041.30 - $38,100, Reclassified Transportation Exp - Tutoring - 199: General, State Compensatory Education - 199.11.6494.05.041.30 - $7,000, SCE - 199: General, State Compensatory Education - 199.71.6514.00.041.30 - $59,300				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By the end of the 2023 - 2024 School Year, 100% of the students will be provided with opportunities to demonstrate technology applications as indicated in TEKS and measured by the Learning Assessment and will be provided with 21st century skills to be future ready.

Evaluation Data Sources: All students will have a Chromebook and will be a 1-1 campus. Computer lab schedules will be maintained to ensure consistent use by all classroom teachers. Technology distribution logs will document uses by all students and for individual classrooms. Administrative walkthroughs will note the use of laptops, Chromebooks, notebooks, iPads, and ActivPanel boards by students. Also the use of IXL, and any programs that require licenses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increased access to technology to 100% of the classrooms through acquisition of classroom computers, wireless connectivity with computers on wheels (COW) storage, and protective equipment for longevity, iPods, iPads, cameras, photo printers, photo processing software, ActivePanels, Chromebooks, and other forms of technology (including replacements and upgrades in the computer labs.) Continual upgrade and maintain existing technology equipment, furniture and software on campus for student and teacher use; to include the computer labs, library, Emergent Bilingual, Special Education, and Gifted and Talented classrooms to provide an environment for instruction and conducive to learning to include IXL. Monthly through June 2024 **Strategy's Expected Result/Impact:** Students will be proficient in using technology and will be better prepared to meet the demands of our technological society. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, Yearbook Teacher, Social Studies Teachers, CTE Teachers, and District and campus technology teachers **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: 100% of students will have access to materials and technology devices needed for remediation in the areas of reading and writing to better prepare for success as measured by the STAAR (IStation, e-books, etc.) December 2023 & June 2024 **Strategy's Expected Result/Impact:** Students will visit the computer labs after school and on weekends as necessary. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus Technology committees. **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Curriculum integration of technology in all disciplines by supporting district initiative of technology training for 100% of teachers. Once a Semester **Strategy's Expected Result/Impact:** Teachers will feel more comfortable with technology in the classrooms. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus CATE teachers and computer teacher. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Incorporate Technology TEKS in all disciplines and include internet safety as per HB 3171. August 2023 through June 2024 **Strategy's Expected Result/Impact:** Students will abide by guidelines set forth in the Student Code of Conduct. **Staff Responsible for Monitoring:** All campus teachers and administrators. **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Career and Technology Education (CTE) classrooms will maintain consumable items for projects, ink/toner for printers, and the annual update for site licenses such as White Box. Annually **Strategy's Expected Result/Impact:** Students will use materials to prepare projects and assignments for daily announcements, PBMF, CCMR, Game Salad, ICS, CET, and PLTW classes. **Staff Responsible for Monitoring:** CTE Teacher, CTE District Coordinator **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Students will be given opportunities to explore various opportunities post-high school (career/college).

Evaluation Data Sources: CTE teachers will maintain record of guest speakers. Counselor calendars will show scheduled presenters. PGP's will show students have a plan for after high school. On-course pre & post-assessment results will be recorded.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: College and Career Days will be scheduled at the campus where various organizations/careers will be represented. Monthly **Strategy's Expected Result/Impact:** Students will identify a post-high school plan for PGP's. **Staff Responsible for Monitoring:** CTE Teachers, Counselors, CTE Administrator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Career and Technology Education (CTE) students will have the opportunity to visit post-secondary institutions to learn about College Career Military Readiness (CCMR) options. Students will participate in field trips that further enhance the core curriculum and or help students build background knowledge for concepts. Field trips will also include CCMR efforts for awareness of various post-secondary opportunities available (Semester) **Strategy's Expected Result/Impact:** Students will be better prepared to participate in conversations for PGP's and pathways. **Staff Responsible for Monitoring:** CTE District Coordinator, CTE Teachers, Instructional Specialists, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The campus will incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. **Strategy's Expected Result/Impact:** AVID's systemic approach is designed to support students and educators as they increase schoolwide/district-wide learning and performance using successful strategies and methodologies. **Staff Responsible for Monitoring:** AVID coordinator, Administration, Teachers, District Director, Counselor, Instructional Specialists. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Counselors and students will work collaboratively to develop Personal Graduation Plans to identify interventions and high school pathways in conjunction with students and parents. (Fall Semester) **Strategy's Expected Result/Impact:** Students will identify goals in the PGP's and counselors will maintain accurate records of interventions and/or remediation. **Staff Responsible for Monitoring:** Counselors, Teachers, Administration, Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: By the end of the 2023 - 2024 School Year, students will have access to programs that improve the access to Foreign Languages, Fine Arts, Honors Classes, High School Credit Courses, UIL competition.

Evaluation Data Sources: Master schedule class loads
Student participation in events and performances

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students in Dance and Band Classes will participate in competitions e.g. UIL. (Monthly) **Strategy's Expected Result/Impact:** Students will be exposed to competitive events that will help them see the variety of options for careers and education. **Staff Responsible for Monitoring:** Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: GT students will be recognized for academic achievements and for participation in Team Quest and GT Family Nights. Semester **Strategy's Expected Result/Impact:** Students will participate in GT events and will enhance the learning experience through hands-on activities that build critical thinking skills. **Staff Responsible for Monitoring:** Administrator Research and Evaluation GT Campus Coordinator GT Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June). **Strategy's Expected Result/Impact:** Lesson Plans will include a pre/post writing on the event and what it allowed students to learn through participation. Experiences will help students build background for enhanced learning. **Staff Responsible for Monitoring:** GT Coordinator, GT Teacher **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide access to accelerated learning opportunities to our advanced courses and programs (AP Spanish, Algebra I, Honors Classes, CTE, GT) through field trips, enrichment programs, targeted curriculum, qualifying criteria, and participation in extracurricular activities (Annually) **Strategy's Expected Result/Impact:** Lesson plans, walkthroughs, progress reports, report cards, common assessments, benchmarks will show progress. Student products, UIL participation, score reports will reflect the variance of learning with subgroups. **Staff Responsible for Monitoring:** Algebra I AP. Honors teachers Counselors School administrators **TEA Priorities:** Connect high school to career and college **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Provide a positive environment conducive to learning by increasing self-esteem and expectations of our students, faculty and staff; Discipline referrals will decrease overall from the 2022-2023 school year to the 2023-2024 school year. Provide health and wellness care for students and staff and community well-being.

Evaluation Data Sources: PBIS committee will conduct a survey each semester for data that confirms the adherence to the three core values: Respect, Responsibility, and Safety. The discipline referral rates will also be evaluated. Counselor records of restorative circles will be presented at meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide mental health and wellness care, support, and knowledge to students, staff, parents, and the community to ensure their well-being; to include wellness Wednesday SEL lessons, restorative circles in classrooms and awareness presentations on mental health issues. Counselors, teachers and outside agencies will provide programs for students that address self-esteem, bullying, character education, gang prevention, drug use, dating violence, etc. throughout the year. Counselors will provide stress management technique/skills sessions to students who display anxiety or depression - students will be provided items to help them recover stability to return to the general classrooms for instruction. Daily/ Weekly through June 2023 **Strategy's Expected Result/Impact:** Students and staff will be in general good health (physical, mental, emotional). Students will have knowledge and information to better make decisions on issues that confront our students. Students will learn strategies and use resources that help reduce anxiety and stress. **Staff Responsible for Monitoring:** Nurse and Nurses Aide, Counselors, Social Workers **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Counseling offices will be maintained to provide a comfortable environment for students; to include items that have been proven effective in helping students with anxiety and/or mood disorders. Daily **Strategy's Expected Result/Impact:** Students will be offered services with resources that are appropriate for dealing with middle school student issues in a comfortable and adequate environment. **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Establish appropriate instructional transition activities to support transition between elementary, middle, and high school (Summer Orientations, Campus Visits, 8th grade transition ceremony, etc.) June 2024 **Strategy's Expected Result/Impact:** Students will feel more comfortable and secure in entering a new campus within our SEISD district. **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The PBIS committee will use the SWIS program to monitor data to review adherence to the three core values: Respect, Responsibility, and Safety. Data will be used to adjust areas of focus and events/topics for Tier 1 presentations. PBIS will incorporate Tier I incentives, PBIS Tier II graduation and other incentives as applicable to help promote a positive school climate. PBIS members and new faculty and staff will attend PBIS training annually. **Strategy's Expected Result/Impact:** Detailed and accurate record-keeping of PBIS documentation. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The campus will offer extra-curricular activities such as clubs and organizations, follow the Positive Behavior Intervention Support (PBIS) model to promote self-esteem and meet the needs of different student populations. Extra-curricular programs will recruit members through displays and booths during pre-registration events to help promote membership in organizations that foster a sense of community and belonging among the campus. Students will be able to experience field trips and incentives for positive promotion. Daily **Strategy's Expected Result/Impact:** Students will have the opportunity to find their niche and feel as if they belong to the campus. Membership Numbers in the various organizations will increase. **Staff Responsible for Monitoring:** Administration, Club/Organization Sponsors, UIL Coordinator, Band Director, Librarian, Counselors, PBSI Core Team **TEA Priorities:** Connect high school to career and college				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Support student recognition programs such as Honor Roll, Academic Achievement, Student Council, National Junior Honor Society (NJHS), Perfect/Excellent Attendance, Transition events, UIL Academics, Science Fair;. Monthly **Strategy's Expected Result/Impact:** Students will be motivated to continue striving for good attendance and good grades. Students will be motivated to achieve academic excellence. **Staff Responsible for Monitoring:** Teachers, Counselors, Sponsors, Administrators **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Students who excel in reading through the library program and through Reading classrooms will be recognized at the periodic Literacy Luncheons and receive books and tangible incentives. Every 6 weeks through June 2024 **Strategy's Expected Result/Impact:** Students will be motivated to read and hence improve academic achievement through the use of honed reading skills. **Staff Responsible for Monitoring:** Counselor, Librarian, Administrators **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Our teachers and employees will be recognized for their commitment and dedication to the campus and district on a monthly basis. Areas will be provided where teachers and employees can eat lunch and take breaks as necessary (coffee, chairs, tables, etc.) throughout the instructional day to help maintain a positive campus climate. **Strategy's Expected Result/Impact:** Teacher recognition helps keep a positive environment for all. Faculty members will have a place to eat and "unplug" as appropriate. **Staff Responsible for Monitoring:** Campus Administration, Spirit Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Classrooms will be maintained in a clean and organized manner to provide a safe and clutter-free environment for students; furniture, paint, flooring, etc. Student classrooms will have adequate lighting, cooling/heating, white boards, and desks to provide an environment that is conducive to learning and helps provide an overall positive learning experience. Each Semester **Strategy's Expected Result/Impact:** Students will have a positive learning experience. **Staff Responsible for Monitoring:** Administration, Department Chairs, Custodians **TEA Priorities:** Improve low-performing schools				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide Nursing Staff with materials to offer Professional Development to staff and classes to students on Health/Medical Subjects; stress relief; and anxiety management (Semester). **Strategy's Expected Result/Impact:** During benchmarks and STAAR seasons, teachers will be introduced to skills in managing stress and anxiety; thus, resulting in maintaining a positive campus climate. **Staff Responsible for Monitoring:** Nurse and Nurses Aide **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By the end of the 2023-2024 school year, 100% of the school will be committed to a safe learning environment to make all students, faculty and staff, community feel safe while in campus. The campus will follow all state policies and mandates for school safety. Daily

Evaluation Data Sources: Safety meeting logs and sign-in sheets
Daily safety checklist
Schoolwide safety drills
Administrative walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Safety committee will continue to meet and provide management plan. Monthly	Formative			Summative
Strategy's Expected Result/Impact: Audits will show fewer findings and students/staff will feel safe.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Safety Committee (Emergency Response Team), Counselors, Nurse, Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize security cameras in strategic areas to ensure student and staff safety. (Daily)	Formative			Summative
Strategy's Expected Result/Impact: Reviewing video will help with investigations.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Campus Administration, Counselors, faculty, staff and support personnel. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: All faculty, staff members, and students will wear identification badges provided by SEISD at all times when on campus. Monthly with safety meetings.	Formative			Summative
Strategy's Expected Result/Impact: Visitors can be easily recognized and questioned if there is no badge.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Clerks, Administrators, Safety Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) **Strategy's Expected Result/Impact:** The needs of visitors, faculty, and staff will be met with appropriate forms, badges, etc. Safety measures will be enhanced through the use of radios and other communication devices. **Staff Responsible for Monitoring:** Administrators, Counselors, Librarian, Office Personnel **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Maintain a Disciplinary Alternative Education Program (DAEP) at the campus site with full-time personnel staffing. Para-educators and/or instructional assistants and DAEP teacher(s) will assist students in the general classrooms to better prepare them for all core content areas. (Daily) **Strategy's Expected Result/Impact:** Monthly reports by DAEP teachers will show student attendance and completion of successful days. **Staff Responsible for Monitoring:** Administration Counselor, DAEP Teachers **TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By the end of the 2023-2024 School Year, attendance will increase from 95.5% to 98% Average Daily Attendance.

Evaluation Data Sources: Daily Attendance Reports
Monthly Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Enforce compulsory attendance law. (Attendance Officer) Monthly through first week of July 2023 **Strategy's Expected Result/Impact:** Attendance will improve and the number of students recovering seat-time will decrease. **Staff Responsible for Monitoring:** Attendance Administrator, Attendance Clerk, Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Implement and monitor programs that promote 98% Average Daily Attendance (incentives for perfect and excellent attendance, etc.). Every nine weeks **Strategy's Expected Result/Impact:** Increase in students recognized each grading period. Higher attendance rates **Staff Responsible for Monitoring:** Teachers, Administration, Counselors, Attendance Clerk, Parent Liaison **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Eva Quezada	Campus Instructional Specialist	Title i, Part a	100%
Paloma Ruiseco Caldera	Parent Liaison	Title I, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	11	General Classroom Supplies	199.11.6399.00.041.11	$0.00
				Sub-Total	$0.00

199: General, Career & Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	11	CTE General Supplies	199.11.6399.00.041.22	$0.00
				Sub-Total	$0.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Supplemental Materials Staar	199.71.6514.00.041.30	$0.00
2	18	1	Reading is Fundamental	199.11.6329.00.041.30	$38,100.00
2	18	1	Reclassified Transportation Exp - Tutoring	199.11.6494.05.041.30	$7,000.00
2	18	1	SCE	199.71.6514.00.041.30	$59,300.00
2	18	1	General Supplies	199.11.6399.00.041.30	$8,600.00
				Sub-Total	$113,000.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	13	6	General Supplies	211.11.6399.01.041.30	$149.00
2	13	6	Food Purchase	211.61.6497.01.041.30	$1,000.00
				Sub-Total	$1,149.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	15	1	General Supplies	289.11.6399.01.041.30	$7,028.00
2	15	2	Misc. Contracted Services	289.11.6299.02.041.30	$2,000.00
2	15	3	Software/Site License	289.11.6396.03.041.30	$11,000.00
				Sub-Total	$20,028.00

Attachment B

Item 4D. 2023-2024 District and Campus Improvement Plans

4. Alarcon Elementary
5. Borrego Elementary
6. Sambrano Elementary
7. Loya Primary

San Elizario Independent School District

Lorenzo G. Alarcon Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Our students at Alarcon Elementary will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision

Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 9
- Curriculum, Instruction, and Assessment 11
- Parent and Community Engagement 13
- School Context and Organization 15
- Technology 16

Priority Problem Statements 17
Comprehensive Needs Assessment Data Documentation 18
Goals 19
- Goal 1: To foster well-trained human capital in to order to support student success and achievement. 20
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 22
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 52
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 56

Title I Personnel 61
Campus Funding Summary 62

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lorenzo G. Alarcon Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary served a population of 350 students in grades 3 through 6 in the 2023-2024 school year. Reference to the data below for breakdown:

Student Total	350	100%
3rd Grade	73	22.19%
4th Grade	84	25.53%
5th Grade	95	28.88%
6th Grade	77	23.40%

Student Population:

School Population (2022-2023 Fall PEIMS) Count Percent

Student Total--329 or 100%

3rd Grade--73 or 22.19%

4th Grade--84 or 25.53%

5th Grade--95 or 28.88%

6th Grade--77 or 23.40%

The student population is 99.39% Hispanic, 0.61% White, 88.75% economically disadvantaged, and 83.89% at-risk. The students at Alarcon are 69% Emergent Bilingual, 49.7% female and 49.54% male. The average daily attendance rate for students is 96.1%.

Students by Program:

Student by Program (2022-2023) Fall PEIMS Count

Emergent Bilingual 227 or 69%%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Lunch Participation 236 or 71.73%

Reduced Lunch Participation 16 or 4.86%

Other Economically Disadvantaged 40 or 12.16%

Gifted and Talented 20 or 6.08%

Special Education (SPED) 47 or 14.29%

Title I Participation 329 or 100.00%

Dyslexia 17 or 5.17%

Alarcon Elementary School employs 23 classroom teachers, 2 Administrators, 1 Librarian (District), 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 6 Instructional Aides, 4 custodians and a full cafeteria staff.

Demographics Strengths

Alarcon is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student population has seen a decrease in enrollment this year due to families moving out of the perimeter of the campus. In addition, due to boundary changes also caused a decrease in enrollment. **Root Cause:** Transferring of students to nearby districts and relocation of families has caused a decline in stability of student enrollment.

Student Achievement

Student Achievement Summary

The 2021-2022 STAAR results showed significant growth in all areas (Math, Reading and Science) for our students. The campus accountability rating went from a "C" rating to a "B" rating with a Distinction Desgination in the area of Top 25 percent: Comparative Academic Growth.

Data reflects the overall average of the student for the Spring 2022 STAAR Assessment.

Reading	Approaches	Meets	Masters	Math	Approaches	Meets	Masters
3rd Grade	59.00%	21.00%	13.00%	3rd Grade	57.00%	17.00%	5%
4th Grade	67.00%	43.00%	23.00%	4th Grade	66.00%	28.00%	13.00%
5th Grade	81.00%	50.00%	22.00%	5th Grade	80.00%	41.00%	14.00%
6th Grade	54.00%	31.00%	9.00%	6th Grade	68.00%	20.00%	1.00%

Science	Approaches	Meets	Masters
5th Grade	60.00%	29.00%	8%

IStation Data Reading 3rd-6th=See addendum for scores 3rd-6th grade

Student Achievement Strengths

The 2021-2022 STAAR results showed that the students made significant growth in the areas of Math, Reading and Science. The Campus Instructional Specialist, At-Risk Teacher, Math Interventionist, Instructional Aides and all classroom teachers did provide interventions to all of our students on a daily basis. The daily interventions and supports for students did make an impact in closing the gap in the areas of reading, math and science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of meets and masters performance in all grade levels for reading and math is lower than desired. **Root Cause:** Provide a stronger first teach, to help fill in the instructional gaps that are present. Teachers will use data to identify and target the priority standards.

School Culture and Climate

School Culture and Climate Summary

The faculty turnover did increase from the previous year. There were 3 teachers who left the district and 1 who retired mid-year. 2 positions were not filled due to a decrease in enrollment. Together the faculty and staff work towards our campus vision where "*Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens."*

As in the previous year, we continue to focus on literacy in every classroom in order to move our students forward and be successful in their academics. In additon, we also focused on improving the area of being a data-driven campus. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need. We have continued with daily morning intervention as well as after school, Saturday School and intersession tutoring for all students. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students on a monthly basis and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus continued to follow the district initiative for all grades levels to utilize IStation as a reading resource to improve students reading skills and comprehension.

Our special populations are closely monitored for growth with the following: Monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC commiittee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students are continuing with the Sharon Wells Mathematics Program. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we continued to use the iXL online resource as well as STEMScopes Math for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson planning, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson planning with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the Target Improvement Plan (TIP) was carried out by the Leadership team and campus teachers. The addition of an intevention and data form has assisted teachers with targeting the needs of all student populations. TRS and benchmark assessment data has been monitored and discussed regularly with all teachers by the campus IS and administration.

School Culture and Climate Strengths

Keeping the lines of communication open between faculty and staff with administration is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A yearly calendar of events is also shared with

faculty and staff to keep them updated of the campus events and meetings. Parent newletters of campus events are distributed on a monthly basis to encourage parent involvement.

Walkthroughs are done on a weekly basis and feedback is given to all teachers.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classess to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College Readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the University level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implenting theTier II process with PBIS, where students are provided additional support by a campus committee.

All of our classrooms are fully equipped with technology. All students are assigned a chromebook to take to and from school on a daily basis. All teachers' laptops have been replaced, and all classrooms have ActivPanel boards to enhance instruction through technology.

The teacher of the month and employee of the month are recognized by their peers and announced at the monthly faculty meetings. Birthdays are also recognized during the meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year there were 3 teachers who left the district and 1 teacher retired. Due to low enrollment, 3 teacher positions were not filled for the 2022-2023 school year. For the 2022-2023 school year we were able to add the Reading Interventionist.

(Information from TAPR report 2021-2022)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 21;80.8%

Masters- 5; 19.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 1-3.8%

1-5 Years Experience: 2- 7.7%

6-10 Years Experience: 5- 19.2%

11-20 Years Experience: 12-46.2%

Over 20 Years Experience:5-19.2%

Teachers represented by Grade Level:

3rd grade=3

4th grade=5

5th grade=4

6th grade=4

Speciality=8

Support-1

Staff Quality, Recruitment, and Retention Strengths

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from P & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist, Math interventionist, and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Campus Instructional Specialists continue to work closely with teachers using the teaching impact cycle of Jim Knight.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Flexibility to reassign effective teachers to grade levels that are needing more support. **Root Cause:** Teachers are limited to teach certain grade levels due to areas of certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction and assessments in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--Guided Reading (3rd-6th grade), 3rd and 4th grade Dual Lanugage, IStation (3rd-6th grade), Accelerated Reader program, iXL Reading, Supplemental Workbooks, Textbook Curriculum, TRS, Think Along Plan, Summit K-12 (Listening, Speaking, Reading and Writing)(3rd -6th), Writing A-Z, i-Ready(3rd -6th Grade), Learning A-Z

Science--STEMScopes, Coding, Makerspace, TRS, iXL (5th Grade), i-Ready, Forde Ferrier CVP

Math--Sharon Wells, Textbook Curriculum, TRS, STEMScopes math (3rd-6th grade), iXL Math, Supplemental Workbooks, Think Along Plan, i-Ready

Social Studies--textbook curriculum, TRS, Rosen Leveled Readers

Assessments:

District common assessment through TRS,Sharon Wells Math curriculum assessments, STEMScopes, Monthly IStation assessments in reading, monitoring monthly guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY), Spring Benchmark Assessments

Curriculum, Instruction, and Assessment Strengths

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from P & I to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level.

PLCs are used for teacher collaboration for lesson planning to focus on curriculum to meet the needs of their students. The Instructional Specialist will meet with teachers during a 45-minute PLC to review data in the areas of math, reading and science. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are needing additional supports in understanding the intervention process how the intervention process works.

Root Cause: Teachers are needing more professional development on

Parent and Community Engagement

Parent and Community Engagement Summary

The addition of the Parent Liaison has brought in more parental involvement to the campus. The campus has seen an increase in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. Parents are welcomed to our monthly literacy sessions to work alongside their children on the Book-of-the-Month and enjoy some time learning about reading strategies they can apply at home with their children. They are also welcome to join special events that focus on literacy, such as Read Across America Week and Math/GT Family Night.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS and STAAR information. In addition, presentations on Title I and Title III and GT selection process.

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

*See addendum for parent survey responses (pending)

Parent and Community Engagement Strengths

"Terrific Kid" ceremonies recognize students for being exceptional in academics, behavior, or growth and are done on a monthly basis and combined with a Parent Literacy session planned by the librarian, librarian aide, counselor and parent liasion. The session focuses on a "Book-of-the-Month" that encompasses a theme or lesson for our families. A hands-on activity is done with parent and student who are learning and growing together. Sign in sheets and feedback surveys are kept to show the success of the turnout.

Throughout the year, parents are invited to events such as: Math/GT Family Night, Celebration of Literacy, Dancing with the Stars, Christmas programs,and award assemblies, Fitness Wednesday's. We need to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo to inform them of upcoming events, a college

corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not as involved as often as desired in day-to-day school activities, but they do attend mostly our large events. **Root Cause:** Alarcon parent liaison has reached out to recruit parents, however the parents who come to volunteer tend to be the same parents.

School Context and Organization

School Context and Organization Summary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide from 3:25-4:05 Tuesday-Friday, where all speciality and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activites that will be offered are as follows: Intramural sports for 6th grade, student council, robotics, safety patrol, yoga, garden club, art club, game club, coding club, book club, and friendship club for the students to enhance their social and leadership skills.

School Context and Organization Strengths

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: RTi/TST committee needs to be consistent and additional support is needed to better serve our students' needs. **Root Cause:** Committee is needing professional development to strengthen the resources to be used to identify the needs in both academic and social needs.

Technology

Technology Summary

All of our classrooms are fully equipped with technology. All classrooms have ActivPanel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook which is taken to and from school on a daily basis. All teachers' laptops have been replaced and will continue to be replaced as needed.

Technology Strengths

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use IStation for reading comprehension in the upcoming school year, IXL, Summit K-12, Writing A-Z, STEMscopes Math, Visual Non-Glossary (5th grade), iReady

Currently we have 3 computer labs available for teacher and students use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks replacements are needed when student chromebooks are no longer working **Root Cause:** The technology in the classrooms will be replenished as needed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: The campus will provide high-quality, ongoing professional development for 100% of instructional personnel. Relevant staff development completion and implementation will be geared to identified areas of academic needs. (Yearly)

Evaluation Data Sources: Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: To provide staff development opportunities for Administration, teachers and staff (Monthly) :	Formative			Summative
	Sept	Nov	Jan	Mar
Professional Learning Communities (Beginning of the Year PD)				
New Teacher Orientation				
T-TESS/SLO Refresher				
PBIS Conference				
La Cosecha				
Gifted and Talented core and 6-hour update online classes				
Mental Health in Schools Conference (3 SPED teachers, Counselor, Admin)				
Annual Autism Conference (SPED-Region 19)				
Reading Academies through Region 19				
TMEA Convention				
EduHero online course (All teachers will adhere to timeline)				
Dr. Jose Medina: Dual Language Classroom Training				
Sharon Wells Training				
Lead4Ward-SPED Training				

Lead4Ward-Rockin Reviews

(Yearly)

Strategy's Expected Result/Impact: Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students' growth.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
Planning and Instruction Department Personnel
Instructional Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: Guest Teachers-Sharon Wells, La Cosecha, Reading Academies, Teacher Planning Days - 199: General, Basic - 199.11.6112.40.101.11 - $5,605, SPED PD - 199: General, Special Education - 199.13.6239.00.101.23 - $800, La Cosecha Conference - 199: General, Bilingual Education - 199.13.6411.11.101.25 - $5,500, La Cosecha-Administrators - 199: General, Bilingual Education - 199.23.6411.11.101.25 - $2,000, Reading Academy-Ms. Baeza - 199: General, Pre-Kinder Bilingual Education - 199.13.6239.00.101.36 - $800, Lead4Ward Training (SPED) - 199: General, State Compensatory Education - 199.13.5411.14.101.30 - $4,500

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning and to carry out campus/district initiatives in all content areas via provision of professional learning communities. Provide modeling of specific lessons utilizing best practices (e.g. Lead4ward, GLAD) with gradual release to teacher and videotaping of teacher instruction. Communicate with teachers the need for individual growth though the Impact Coaching Cycle. (1 FTEs) (Daily). **Strategy's Expected Result/Impact:** Documentation of teacher contacts, professional development sessions, professional learning community (PLC) meetings, classroom visits, debriefing of learning walks and videotaping and modeling. Teachers will improve instructional practices, lesson planning, classroom management, and use best practices in the classroom. **Staff Responsible for Monitoring:** Campus Administration Planning and Instruction Staff **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: For the 2023-2024 school year, the goals for reading on STAAR are as follows, by grade level:

3rd Grade Reading Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 59% in June 2022 to > 79% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
59% 62% 65% 68% 71% 75% 79%

3rd Grade Reading GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY reading growth projection from 52% in May 2023 to > 53% by June 2024 as measured by MAP reading assessments.

4th Grade Reading Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR reading will increase from 67% in June 2022 to > 87 % by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
67% 70% 73% 76% 79% 83% 87%

4th Grade Reading GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY reading growth projection from 55% in May 2023 to > 56 % by June 2024 as measured by MAP reading assessments.

5th Grade Reading Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR reading will increase from 81% in June 2022 to > 89 % by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
81% 82% 83% 84% 85% 87% 89%

5th Grade Reading GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to > 42% by June 2024 as measured by MAP reading assessments.

6th Grade Reading Goal (STAAR)--5-year
The percentage of 6th grade students that score at the approaches level on STAAR reading will increase from 54% in June 2022 to > 74% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
54% 57% 60% 63% 66% 70% 74%

6th Grade Reading GPM (MAP)--1-year
Students in grade 6 will increase the percent meeting their MOY reading growth projection from 61% in May 2023 to > 62 % by June 2024 as measured by MAP reading assessments.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Reading Results: All Students, English Language Learners

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will utilize the Guided Reading model to include guided reading binders along with documenting students' reading levels. Utilizing DRA/EDL, IStation, running records, AR progress (Award recognition), Lesson plans, weekly monitoring on data PLC Wednesdays; progress monitor tier 2 and 3 students. Materials Needed: Learning A to Z; Accelerated Reader Program, Leveled Books, Genre Books/Chapter books; Comprehension Strategy Kit, TexQuest subscription. Provide a daily afternoon 45-minute intervention block campus-wide as well as after school intervention on Wednesdays. Provide Saturday and Intercession tutoring for grades 3rd-6th. Materials Needed: Curriculum Associates (iReady): Forde Ferrier, Measuring Up, Scholastics, Barnes & Noble, Benchmark Education, supplemental materials, intervention kits for all grade levels (Lakeshore, Really Good Stuff, Eai Education), Lectorium Publishing, iXL 4th -6th grade, Lead4ward resources, Lowman Consulting, transportation for students for after hour interventions. Provide a training by Region 19 for teachers to assist in the development of the guided reading work stations. Provide library materials (Daily) **Strategy's Expected Result/Impact:** Classroom observations State Assessments: IStation , BOY, MOY and EOY and STAAR/TELPAS results.				

DRA/EDL: BOY, MOY and EOY.

Progress Monitoring on Guided Reading Binders.

District Common Assessments and District Benchmarks.

Accelerated Reader Reports

The consistent use of Guided Reading will produce students reading at grade level or above. Students will show growth in their reading levels.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Librarian
All Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- Additional Targeted Support Strategy

Funding Sources: Book of the Month-Classroom Teachers - 199: General, State Compensatory Education - 199.11.6329.00.101.30 - $2,725, Istation - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $16,000, Supplies for Small Group Intervention - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $3,000, Update-Guided Reading Books - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $3,275, Renaissance Learning - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $2,000, Class set Chapter Books for Core Instruction-All Grade Levels - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $4,000

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: At-risk teacher will work with TIER III students who are needing the additional support in reading. At-risk teacher will work with students on the following: Fluency, site words, reading levels, set goals for individual students and monthly progress monitoring. (Daily) **Strategy's Expected Result/Impact:** Progress Monitoring through informal and observations by teachers. To provide students with the foundational skills needed to be proficient in reading. **Staff Responsible for Monitoring:** Campus Administration Instructional Reading Coach 3rd grade teachers Special Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialist will offer support with guidance in lesson planning for reading groups and professional development for teachers in grades 3rd-6th. (Weekly) **Strategy's Expected Result/Impact:** Progress monitoring of guided reading and AR levels on a monthly basis Lesson Planning sessions Modeling reading lessons in the classroom to assist guiding novice teachers **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Reading Specialist 3rd-6th grade teachers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Alarcon will make improvements to our students' writing proficiency in grades 3-6, by implementing a cross-curricular approach to writing. (Daily)

Evaluation Data Sources: 2023-2024 Common Assessments, Teacher-created assessments, classwork

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Enhance student writing through the development of writing strategies in all content areas through the use of a monthly prompt. Focus on revising and editing practice to enhance student writing portion. (Daily) Materials Needed for intervention: iReady (Writing) Writing A-Z Writable (Daily) **Strategy's Expected Result/Impact:** Improvements in writing achievement. **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialist All Teachers Instructional support staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Measuring Up-Writing - 263: Title III, Part A English Language Acq. - $9,497				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: For the 2023-2024 school year, the goals for STAAR mathematics performance for grades 3-6 are as follows:

3rd Grade Math Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 57% in June 2022 to > 77% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
57% 60% 63% 66% 69% 73% 77%

3rd Grade Math GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY mathematics growth projection from 42% in May 2023 to >43% by June 2024 as measured by MAP mathematics assessments.

4th Grade Math Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR mathematics will increase from 66% in June 2022 to > 86% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
66% 69% 72% 75% 78% 82% 86%

4th Grade Math GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY mathematics growth projection from 53% in May 2023 to > 54% by June 2024 as measured by MAP reading assessments.

5th Grade Math Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR mathematics will increase from 80% in June 2022 to > 88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
80% 81% 82% 83% 84% 86% 88%

5th Grade Math GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY mathematics growth projection from 45% in May 2023 to > 46% by June 2024 as measured by MAP reading assessments.

6th Grade Math Goal (STAAR)--5-year
The percentage of 6th grade students that score at the approaches level on STAAR mathematics will increase from 68% in June 2022 to > 88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
68% 71% 74% 77% 80% 84% 88%

6th Grade Math GPM (MAP)--1-year
Students in grade 6 will increase the percent meeting their MOY mathematics growth projection from 41% in May 2023 to > 42% by June 2024 as measured by MAP mathematics assessments.

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
Strategy 1: Sharon Wells math for grades 3-5, 7th year of implementation.	Formative			Summative
Additional Resources to be used: TRS, State Adopted Math Textbook, math framework, manipulative(s) (EAI, Lakeshore,	Sept	Nov	Jan	Mar

Really Good Stuff), Lead4ward resources, Forde Ferrier

Online resources: Math: 3rd-6th, STEMScopes (math), i-Ready, iXL (4th -6th grade), Lowman Consulting

Instructional Aide(s) to work with students improving math skills.

(Daily)

Strategy's Expected Result/Impact: To increase student understanding of mathematics through progress monitoring of assessments.

Staff Responsible for Monitoring: Campus Administrators
Campus Math Instructional Specialist
All Teachers
Instructional Support Staff

TEA Priorities:
Build a foundation of reading and math
- **Additional Targeted Support Strategy**

Funding Sources: Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.11.6499.00.101.30 - $18,726, Forde-Ferrier, LLC - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $2,231

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: For the 2023-2024 school year, the goals for 5th grade science are as follows for the "All Students" group:

5th Grade Science Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR science will increase from 60% in June 2022 to > 78% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
60% 63% 66% 69% 72% 75% 78%

5th Grade Science GPM (TRS Assessments)--1-year
Students in grade 5 will increase the percent meeting the approaches level from 72% in May 2023 to > 73% by June 2024 as measured by the average of all TRS District Common Assessments for grade 5 science.

Evaluation Data Sources: 2023-2024 STAAR Grade 5 Results: All students, English Language Learners.

Strategy 1 Details	Reviews			
Strategy 1: Replenish materials for STEM/Science and Makerspace lab as needed.	Formative			Summative
	Sept	Nov	Jan	Mar
Provide program for students to continue learning the coding process. Provide school-wide events to promote science: Students will attend Summer STEAM Camp. (Daily) **Strategy's Expected Result/Impact:** Common assessment District benchmark scores STAAR scores Presentation of students' final projects. **Staff Responsible for Monitoring:** Campus Administrators Campus Math/Science Instructional Specialist All Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Robotics/Makerspace Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.101.30 - $2,780, STEMScopes Coding - 289:Title IV, Part A Subpart 1 - 289.11.6396.03.101.30 - $1,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Increase the knowledge of science content using resources such as: STEMScopes all grades, Visual non-glossary (5th grade), iReady (Science) for 5th grade, and Forde Ferrier for 5th grade, Lowman Consulting. (Daily) **Strategy's Expected Result/Impact:** Students will use academic language with efficiency and when applicable. Systemic Alignment among grade levels. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Science Instructional Aide All Teachers **Funding Sources:** Forde Ferrier-Science - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $6,000, Seidlitz Education-Visual Non-Glossary - 263: Title III, Part A English Language Acq. - 263.11.6396.00.101.25 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: A science instructional aide (1 FTE) is on staff to support teachers' instructional efforts in the content area of science. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in STAAR assessment results, particularly in the area of science. Teachers will be supported with science content needs and materials in the lab. **Staff Responsible for Monitoring:** Campus Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Students in Special Populations (ELL, GT, SPED) will progress academically in all areas in the 2023-2024 school year, showing growth from the previous year. EB students will be supported in order to progress in their TELPAS ratings.

Evaluation Data Sources: STAAR scores, TELPAS scores, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide EB population with support through the use of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. Summit K-12 (4 domains) Identification and placement of students with state-approved assessment instruments. (Daily) **Strategy's Expected Result/Impact:** The EB population will be supported in acquiring the English language through GLAD strategies, English writing prompts, and consistency with science and math instruction occurring in English. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists All Teachers LPAC Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Summit K-12 - 199: General, Bilingual Education - 199.11.6396.00.101.25 - $9,000, Reading Materials 5th & 6th Grade (Barnes & Noble, Scholastics) - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $5,000, TELPAS Testing Headphones - 199: General, Bilingual Education - 199.11.6395.00.101.25 - $8,000, Imagery-GLAD - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $3,000, Warehouse-(Materials for Bilingual Classrooms - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $2,000, Bilingual Supplies (Office Depot, Really Good Stuff) - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $3,425, Intervention Resources-Benchmark Education - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $4,000, Supplies for Small Group Intervention - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $3,000, Bilingual Testing Materials - 199: General, Bilingual Education - 199.11.6339.00.101,25 - $1,000, Bilingual Teacher Laptop Replacements - 199: General, Bilingual Education - 199.11.6395.00.101.25 - $3,500, Reading Materials 3rd & 4th Grade (Barnes & Nobles, Scholastics) - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $6,500, General Supplies (Staples, Office Depot, School Specialty - 263: Title III, Part A English Language Acq. - 263.11.6399.00.101.25 - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP's (Individualized Educational Plan).	Formative			Summative
	Sept	Nov	Jan	Mar
Special Education teachers and classroom teachers will collaborate to ensure student IEP's/modifications/accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily) Replenish supplies for the CAT cart and provide flexible seating. SPED teachers will share with general teachers on what is available on the CAT cart to assist them with SPED students in their classrooms. (Daily), Classroom Supplies for students, printer **Strategy's Expected Result/Impact:** Special Education students will be measured by a year's growth. **Staff Responsible for Monitoring:** Campus Administrators All Teachers LPAC Committee Specialty Teachers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: To differentiate instruction and offer opportunities for students to collaborate, communicate, create through critical thinking activities (Genius Hour)	Formative			Summative
	Sept	Nov	Jan	Mar
Provide GT population with the opportunity to participate in local and regional challenges (Semester) Provide GT population with after school options to include GT Family Nights Purchase GT testing materials and scoring services for GT-nominated students Purchase supplemental GT materials and other resources (Daily) **Strategy's Expected Result/Impact:** The Gifted and Talented population will show growth in academics and interpersonal skills. **Staff Responsible for Monitoring:** Campus Administrators GT Coordinator All Teachers Librarian				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify migrant and homeless students to support academic and social needs and refer to district social worker. District migrant tutor and campus adult tutor will assist those students with academic need. (Daily) **Strategy's Expected Result/Impact:** Migrant students will be supported in their academic and social needs through social district workers. **Staff Responsible for Monitoring:** Campus Administrators Counselor All Teacher District Social Workers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Classroom size will adhere to the state/district capacity for each grade level while offering support to at-risk students through state compensatory education funding to supplement the instructional program to offer needed support. (Daily) **Strategy's Expected Result/Impact:** Increase in STAAR performance levels for students coded at-risk. At-risk students will increase performance levels on STAAR. **Staff Responsible for Monitoring:** Chief Financial Officer Administrator--Research/Evaluation Federal/State Programs Coordinator Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by an increase in parental participation in school activities in the 2023-2024 school year as compared to the 2022-2023 school year.

Evaluation Data Sources: Agendas, Sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on campus committees

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental communication and involvement by providing but not limited to : Supplies, equipment, materials, and refreshments for parent meetings and training Parent and community information regarding campus activities through various modalities Send parents to the Regional Parent Engagement Conference Provide parents the opportunity to participate in various campus committees and attend Monthly Parent Literacy sessions Read Across America Literacy Night and Math Night Fall Open House Fall/Spring semester parent meeting Coffee with the Principal and Parent-Teacher Conferences Parent/child academic, emotional, social, and physical collaboration sessions across content areas (Weekly/Monthly) **Strategy's Expected Result/Impact:** Monthly newsletter Marquee Posting Parent Invitations School Messenger School Website Parent attendance sign-in sheets The campus will increase communication with parents and increase their involvement in the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Nurse Faculty Staff Librarian Social worker interns District Parent Liaison **Funding Sources:** Book of the Month-Parent Literacy - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.101.30 - $2,000, Materials for Parent Literacy Sessions - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.101.30 - $1,192, Food Purchase (Snacks for Parent Literacy Sessions) - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $1,500, Region 19 Parent Conferences - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.101.30 - $400, Parent Liaison Training - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.101.30 - $400, Parent Liaison Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.101.30				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Encourage parents to participate in campus volunteer program by hosting a parent volunteer meeting. A supportive environment will be provided that will utilize research based parental involvement practices to improve student academic achievement. (Yearly) **Strategy's Expected Result/Impact:** Increase the number of parent volunteers at the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Interns Librarian District Parent Liaison				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. (Semester). The Parent and Family Engagement Policy will be distributed in the following manner: Campus Website, Parent/Teacher Conference. **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator Campus Parent Liaison District Parent Liaison				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 7: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas **Staff Responsible for Monitoring:** Special Education Aide Campus Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 8: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will utilize the CARE Act ESSER grant funds to help 3-6 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Learning A-Z - 282 ESSER III - 282.11.6329.09.101.11 - $5,857.92				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 9: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon elementary will continue to utilize the following personnel to address loss of learning due to the Covid-19 pandemic. At- Risk Service Teacher (1 FTE) Interventionists (2 FTE) Bilingual Aide (1 FTE) Parent Liaison (1 FTE) Alarcon elementary will purchase resources and materials to support the needs of students who were at a loss of learning. Teachers/Aides will provide after school and Saturday school interventions. (Daily) **Strategy's Expected Result/Impact:** To improve student performance. **Staff Responsible for Monitoring:** Campus Administration Teachers Parent Liaison **Funding Sources:** Transportation for Afterschool Tutoring/Saturday School - 199: General, State Compensatory Education - 199.11.6494.05.101.30 - $4,500, After School Tutoring & Saturday School-Teachers - 282 ESSER III - 282.11.6117.01.101.30 - $25,000, After School Tutoring & Saturday School-Paraprofessional Staff - 282 ESSER III - 282.11.6127.01.101.30 - $8,000, General Supplies for Saturday School & Afterschool Tutoring - 282 ESSER III - 282.6399.01.101.30 - $5,375, Staples - 282 ESSER III - 282.11.6399.01.101.30 - $1,489.30				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will purchase technology materials and supplies to increase student academics in the areas of math, reading, science, social studies and writing. **Strategy's Expected Result/Impact:** To build capacity in the use of technological instruments. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Alarcon Elementary will provide Staff Development opportunities for Administration, teachers and staff (Monthly) : **Strategy's Expected Result/Impact:** Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students growth. **Staff Responsible for Monitoring:** Teachers Administrator Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Alarcon Elementary will purchase materials and supplies to increase parental engagement throughout the school year (Reading materials, supplies, and refreshments). Parent Liaison will attend trainings to become more knowledgeable in building parental engagement. **Strategy's Expected Result/Impact:** To build capacity and increase parental engagement **Staff Responsible for Monitoring:** School Principal Parent Liaison **Funding Sources:** Reading Materials-Book of the Month - 282 ESSER III - 282.61.6329.04.101.30 - $2,000, General Supplies-Parent Center - 282 ESSER III - 282.61.6399.04.101.30 - $1,500, Parent Liaison PD - 282 ESSER III - 282.61.6411.04.101.30 - $338, SEISD Catering Coffee w Principal - 282 ESSER III - 282.61.6497.04.101.30 - $15, SEISD Catering Volunteer Orientation - 282 ESSER III - 282.61.6497.04.101.30 - $27				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency. (Daily) **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Administration Teachers Nurses				

Strategy 6 Details	Reviews			
Strategy 6: Provide students with social emotional resources to help with the transition from remote learning to face-to-face instruction.	Formative			Summative
	Sept	Nov	Jan	Mar
Calming room **Strategy's Expected Result/Impact:** Improved student behavior Improved student participation **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **Funding Sources:** Supplies for Calming Room - 282 ESSER III - 282.11.6399.06.101.11 - $2,000, Books for Calming Room - 282 ESSER III - 282.31.6329.06.101.99				

Strategy 7 Details	Reviews			
Strategy 7: Grant Administration	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
Strategy 8: Provide students with leadership and social and emotional skill development opportunities:	Formative			Summative
	Sept	Nov	Jan	Mar
Safety Patrol, Book Club, Game Club, Garden Club, Yoga Club, Art Club, Coding Club, Culture Club, Running Club Opportunities for students to practice/promote their social and etiquette skills while attending field trips, movies, symphony, etc. Purchase materials needed. (Daily) **Funding Sources:** Extra Curricular Pay-Teachers - 282 ESSER III - 282.11.6117.08.101.11 - $3,000, Extra Curricular Pay-Paraprofessionals - 282 ESSER III - 282.11.6127.08.101.11 - $2,000, General Supplies - 282 ESSER III - 282.11.6399.08.101.11 - $4,594				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Alarcon Elementary will purchase any of the core academic supplies and materials for students this school year to include, but not limited to: Software, equipment, furniture and reading materials. Provide daily afternoon intervention 45-min block campus-wide as well as after school intervention on Wednesdays. Provide Saturday and Intercession tutoring for grades 3rd-6th. Alarcon Elementary will purchase materials and resources needed to address campus needs. **Strategy's Expected Result/Impact:** To improve students academic performance on the areas of need. Resources needed to address campus needs. **Staff Responsible for Monitoring:** School Administrators Administrators Office Instructional Specialist Teachers **Funding Sources:** Reading Materials-Update Library Books - 282 ESSER III - 282.11.6329.09.101.11 - $15,000, Bookshelf-Library - 282 ESSER III - 282.11.6398.09.101..11 - $5,000, General Supplies-Learning A-Z, Writing A-Z, Writiable, MakerSpace/Science Lab Supplies - 282 ESSER III - 282.11.6399.09.101.11 - $18,375, VEX Robotics Makerspace - 282 ESSER III - 282.11.6395.09.101.11 - $3,580.48, Stapes - 282 ESSER III - 282.11.6399.09.101.11 - $3,293.40				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of employees				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Alarcon elementary will provide teachers with monies to purchase classroom supplies that will help students with the loss of learning **Strategy's Expected Result/Impact:** Impact Academic Performance **Staff Responsible for Monitoring:** Teachers **Funding Sources:** Teacher Supplies - 282 ESSER III - $6,750				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: To provide in school enrichment (Eagle Period) to students through the various clubs such as Safety Patrol, Book Club, Game Club, Garden Club, Yoga Club, Art Club, Coding Club, Culture Club, Running Club **Strategy's Expected Result/Impact:** Improve academics through improving the students Social Emotional well being **Staff Responsible for Monitoring:** Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Borrego Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better				

classroom instruction.
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers

Title I:
2.4, 2.5, 2.6

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 13: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new academic, social, and emotional opportunities. **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 14: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary School will address the learning loss of students in transition by implementing summer learning program activities and providing support in areas of need. **Strategy's Expected Result/Impact:** To have transition students continue improving academically **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will provide all students with supplemental instruction on core academic subjects materials, intervention materials, and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist, and other instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** I-Station - 199: General, State Compensatory Education - 199.71.6514.00.101.30 - $16,316.20, IXL Learning - 199: General, State Compensatory Education - 199.71.6514.00.101.30 - $7,003, Region 19 - 199: General, State Compensatory Education - 199.13.6411.14.101.30 - $750, Opal L Booz & Associates - 199: General, State Compensatory Education - 199.11.6329.00.101.30 - $3,669.19, Forde-Ferrier, LLC - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $6,946, CDW Government LLC - 199: General, State Compensatory Education - 199.11.6395.00.101.30 - $156, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.101.30 - $18,726				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon will subscribe yearly and implement technology applications to include: TexQuest, Renaissance Accelerated Reading, STEMScopes Math & Science and Coding(Bitsbox), IStation, Google Classroom, iXL, Rethink, EPADOG, Learning A-Z, Writing A-Z, Frontline(RtI), iReady, Seidlitz Visual Non-Glossary, EduHero, Lowman Consultants, Summit K-12, Writable (Yearly) **Strategy's Expected Result/Impact:** Student engagement will be improved through the support of technology applications. Monitoring through monthly reports to track students' growth. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers **Funding Sources:** Frontline RTI Program - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $400, IXL Learning (Math/Reading/Science) - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $9,450, STEMScopes Math - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $3,500, iReady (Reading/Math) - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $9,400, Alan Lowman Education (Reading, Math & Science) - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $3,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon will continue to provide and update the one to one devices as part of the student technology initiative as well as classroom technology. This includes but is not limited to IPads, headsets, chromebooks, and computer lab(s), Chrome boxes for classrooms. (Monthly) **Strategy's Expected Result/Impact:** Improvement in student academics with state curriculum and develop 21st century skills. **Staff Responsible for Monitoring:** Campus Administration Teachers. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** IPEVO Document Readers - 199: General, State Compensatory Education - 199.11.6395.00.101.30 - $4,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Alarcon will continue to provide and update teacher, counselor, librarian and parent liaison laptops to continue facilitating our student technology initiative in the classroom. Alarcon will also continue to update technology for administrators and office personnel to continue to better serve teachers, parents and students. (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom. Teachers and counselor will have updated technology to support the growth of students technology 21st century skills. **Staff Responsible for Monitoring:** Campus Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** DELL (Principal Laptop, Attendance Desktop) - 199: General, Basic - 199.23.6395.00.101.99 - $2,494.33, CDW Toner SPED - 199: General, Special Education - 199.11.6399.54.101.11 - $336.52, CDW Dual Language Printer - 199: General, Bilingual Education - 199.11.6395.00.101.25 - $427.91				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Students will participate in college/career readiness activities to establish a foundation for postsecondary readiness goals.

Evaluation Data Sources: Agendas and sign-in sheets of school-wide activities; classroom and grade level projects

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Out-of-school opportunities (field trips) to enhance student learning to include College Readiness field trip for 6th grade Provide information regarding endorsements to promote college readiness and prepare for high school graduation plans (Semester) Partnership with El Paso Community College to inform parents and students of College and Career Readiness initiatives Field Trips to enhance students' experiences within and outside the community to learn about the their surroundings (Monthly) **Strategy's Expected Result/Impact:** Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips Expose sixth grade students to higher level educational opportunities. Expose and educate the other grade levels of the rich history in their community and city. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Staff Instructional Specialist Interns Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will continue have a school-wide college and career readiness week to include military appreciation and Career Day. (Yearly) **Strategy's Expected Result/Impact:** Increase in college and career readiness activities and promotions. Increase students' knowledge of college and career readiness. Expose students to an array of careers. **Staff Responsible for Monitoring:** Campus Administration Counselor Faculty Social Work Interns				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide transition activities for early childhood students (Sambrano students) transitioning to elementary and elementary students to middle school for systemic alignment. (Fall/Spring Semester) **Strategy's Expected Result/Impact:** Student participation to prepare them to enter as 3rd graders to our campus and to expose the 6th graders to middle school and the requirements of their daily schedule. **Staff Responsible for Monitoring:** Campus Administrators Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Provide activities that promote and reinforce respectful and responsible behavior, leadership development, and high self-esteem for students and staff that provide a safe and supportive environment, with an increase in overall participation in activities from the 2022-2023 school year to the 2023-2024 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2022-2023 school year to the 2023-2024 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide music class for grade 6th on a daily basis. Provide music classes for 3rd-5th grade on a weekly basis. Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind and/or Olivas Music. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. (Daily) **Strategy's Expected Result/Impact:** Though exposing students to fine arts our goal is to develop well-rounded students. **Staff Responsible for Monitoring:** Administration Music Teacher **Funding Sources:** General Supplies-Band - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.101.30 - $5,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll/Perfect Attendance Recognition Ceremonies, monthly Terrific Kids, EOY Eagle Award) (Daily/Monthly), Accelerated Reader (AR) and Most improved student, Tejano Kid Award every 9 weeks one for upper and one for lower grades. (Weekly) **Strategy's Expected Result/Impact:** Increased student morale and positive campus climate. Improve student attendance. **Staff Responsible for Monitoring:** Campus Administrators Counselor Attendance Clerk All Teachers **Funding Sources:** Amazon Library - 199: General, Basic - 199.12.6399.00.101.99 - $179.99				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Red Ribbon Week, Flyers, Newsletters, Health & Wellness Meetings will be held by committee as needed to discuss concerns. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increased awareness of health and wellness needs in the school community by providing students presentations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Staff Nurse District Parent Liaison District Nurse				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide programs to address specific student needs and increase emotional intelligence through the use of curriculum, videos, and calming room. (Character Trait Education and PBIS Core Values, individual and weekly class lessons and use of the calming room). (Weekly) Materials: Oriental Trading and Amazon **Strategy's Expected Result/Impact:** Improvements in student behavior incidents. **Staff Responsible for Monitoring:** Campus Administrators Counselor Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Increase awareness among teachers and parents regarding signs of abuse and bring awareness of mental health (EduHero) (Fall Semester). Students are taught by our Social Worker interns from the University on various strategies to reduce anxiety, stress, and improve test taking skills. (Weekly) **Strategy's Expected Result/Impact:** Increased awareness of mental health issues amongst students. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers Social Worker Interns				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Incorporate data from the Fitness Gram assessment to plan relevant physical education and wellness activities (Weekly). **Strategy's Expected Result/Impact:** Relevant physical education activities will be provided to students. **Staff Responsible for Monitoring:** P. E. Teachers Campus Administrators				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Maintain and monitor a schoolwide discipline plan through the PBIS initiative: PBIS - Positive Behavior Intervention & Support, training of faculty & staff, leadership & team building, implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily) PBIS and District Special Education counselor will implement PBIS Tier II and III practices. (Monthly) **Strategy's Expected Result/Impact:** Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes Frequent reminders of core values and behavior expectation in each area where large amounts of students gather daily. **Staff Responsible for Monitoring:** Campus Administrators Counselor District Special Education Counselor Teachers Social Worker Interns **Funding Sources:** PBIS Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $5,400				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide services to Homeless/Transition students including but not limited to supplies, materials, clothing and transportation services. Additional tutoring is also provided for the students in transition needing the extra support. (Daily) **Strategy's Expected Result/Impact:** Improved services for homeless and transition students **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Homeless tutor District Social Workers.				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Implement supplemental physical education instruction initiatives through innovative activities and equipment (ex. motor skill activities, yoga exercise materials, breathing techniques) (Daily). **Strategy's Expected Result/Impact:** Increase in student wellness, self-esteem, and self-discipline. **Staff Responsible for Monitoring:** Campus Administrators Physical Education Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Provide students with leadership and social skill development opportunities: RAK/Friendship Club, after school sports, Robotics, Yearbook, Student Council Opportunities for students to practice/promote their social and etiquette skills while attending field trips: movies, symphony, etc. (Daily) **Strategy's Expected Result/Impact:** Improved student behavior Increase student participation Students will develop leadership and social skills leading to a decrease in student referrals. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Teacher Sponsors Physical Education Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Concepcion Talamantes	Campus Instructional Specialist	Title I, Part A	100%
Daniel Hidalgo	Aide-Classroom	Title i, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Guest Teachers-Sharon Wells, La Cosecha, Reading Academies, Teacher Planning Days	199.11.6112.40.101.11	$5,605.00
3	1	3	DELL (Principal Laptop, Attendance Desktop)	199.23.6395.00.101.99	$2,494.33
4	1	2	Amazon Library	199.12.6399.00.101.99	$179.99
				Sub-Total	$8,279.32

199: General, Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SPED PD	199.13.6239.00.101.23	$800.00
3	1	3	CDW Toner SPED	199.11.6399.54.101.11	$336.52
				Sub-Total	$1,136.52

199: General, Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	La Cosecha Conference	199.13.6411.11.101.25	$5,500.00
1	1	1	La Cosecha-Administrators	199.23.6411.11.101.25	$2,000.00
2	3	1	Forde-Ferrier, LLC	199.11.6399.00.101.25	$2,231.00
2	5	1	Summit K-12	199.11.6396.00.101.25	$9,000.00
2	5	1	TELPAS Testing Headphones	199.11.6395.00.101.25	$8,000.00
2	5	1	Warehouse-(Materials for Bilingual Classrooms	199.11.6399.00.101.25	$2,000.00
2	5	1	Supplies for Small Group Intervention	199.11.6399.00.101.25	$3,000.00
2	5	1	Reading Materials 3rd & 4th Grade (Barnes & Nobles, Scholastics)	199.11.6329.00.101.25	$6,500.00
2	5	1	Intervention Resources-Benchmark Education	199.11.6399.00.101.25	$4,000.00
2	5	1	Bilingual Testing Materials	199.11.6339.00.101,25	$1,000.00
2	5	1	Bilingual Teacher Laptop Replacements	199.11.6395.00.101.25	$3,500.00
2	5	1	Reading Materials 5th & 6th Grade (Barnes & Noble, Scholastics)	199.11.6329.00.101.25	$5,000.00
2	5	1	Bilingual Supplies (Office Depot, Really Good Stuff)	199.11.6399.00.101.25	$3,425.00
2	5	1	Imagery-GLAD	199.11.6399.00.101.25	$3,000.00
3	1	3	CDW Dual Language Printer	199.11.6395.00.101.25	$427.91
			614	**Sub-Total**	$58,583.91

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Lead4Ward Training (SPED)	199.13.5411.14.101.30	$4,500.00
2	1	1	Istation	199.11.6396.00.101.30	$16,000.00
2	1	1	Renaissance Learning	199.11.6396.00.101.30	$2,000.00
2	1	1	Class set Chapter Books for Core Instruction-All Grade Levels	199.11.6399.00.101.30	$4,000.00
2	1	1	Supplies for Small Group Intervention	199.11.6399.00.101.30	$3,000.00
2	1	1	Book of the Month-Classroom Teachers	199.11.6329.00.101.30	$2,725.00
2	1	1	Update-Guided Reading Books	199.11.6399.00.101.30	$3,275.00
2	4	2	Forde Ferrier-Science	199.11.6399.00.101.30	$6,000.00
2	9	1	Transportation for Afterschool Tutoring/Saturday School	199.11.6494.05.101.30	$4,500.00
2	15	1	Region 19	199.13.6411.14.101.30	$750.00
2	15	1	Forde-Ferrier, LLC	199.11.6399.00.101.30	$6,946.00
2	15	1	I-Station	199.71.6514.00.101.30	$16,316.20
2	15	1	IXL Learning	199.71.6514.00.101.30	$7,003.00
2	15	1	Opal L Booz & Associates	199.11.6329.00.101.30	$3,669.19
2	15	1	CDW Government LLC	199.11.6395.00.101.30	$156.00
3	1	1	STEMScopes Math	199.11.6396.00.101.30	$3,500.00
3	1	1	iReady (Reading/Math)	199.11.6396.00.101.30	$9,400.00
3	1	1	Frontline RTI Program	199.11.6396.00.101.30	$400.00
3	1	1	Alan Lowman Education (Reading, Math & Science)	199.11.6396.00.101.30	$3,500.00
3	1	1	IXL Learning (Math/Reading/Science)	199.11.6396.00.101.30	$9,450.00
3	1	2	IPEVO Document Readers	199.11.6395.00.101.30	$4,500.00
				Sub-Total	$111,590.39

199: General, Pre-Kinder Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Academy-Ms. Baeza	199.13.6239.00.101.36	$800.00
				Sub-Total	$800.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Sharon Wells	211.11.6499.00.101.30	$18,726.00
2	6	1	Food Purchase (Snacks for Parent Literacy Sessions)	211.61.6497.01.101.30	$1,500.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1	Parent Liaison Travel	211.61.6419.01.101.30	$0.00
2	6	1	Book of the Month-Parent Literacy	211.61.6329.01.101.30	$2,000.00
2	6	1	Materials for Parent Literacy Sessions	211.61.6399.01.101.30	$1,192.00
2	6	1	Parent Liaison Training	211.61.6411.01.101.30	$400.00
2	6	1	Region 19 Parent Conferences	211.61.6239.01.101.30	$400.00
2	15	1	Sharon Wells	211.13.6299.00.101.30	$18,726.00
				Sub-Total	$42,944.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Measuring Up-Writing		$9,497.00
2	4	2	Seidlitz Education-Visual Non-Glossary	263.11.6396.00.101.25	$1,000.00
2	5	1	General Supplies (Staples, Office Depot, School Specialty	263.11.6399.00.101.25	$2,500.00
				Sub-Total	$12,997.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	STEMScopes Coding	289.11.6396.03.101.30	$1,400.00
2	4	1	Robotics/Makerspace Equipment	289.11.6395.03.101.30	$2,780.00
4	1	1	General Supplies-Band	289.11.6399.01.101.30	$5,400.00
4	1	8	PBIS Supplies	289.11.6399.02.101.30	$5,400.00
				Sub-Total	$14,980.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	Learning A-Z	282.11.6329.09.101.11	$5,857.92
2	9	1	General Supplies for Saturday School & Afterschool Tutoring	282.6399.01.101.30	$5,375.00
2	9	1	After School Tutoring & Saturday School-Paraprofessional Staff	282.11.6127.01.101.30	$8,000.00
2	9	1	Staples	282.11.6399.01.101.30	$1,489.30
2	9	1	After School Tutoring & Saturday School-Teachers	282.11.6117.01.101.30	$25,000.00
2	9	4	SEISD Catering Volunteer Orientation	282.61.6497.04.101.30	$27.00
2	9	4	SEISD Catering Coffee w Principal	282.61.6497.04.101.30	$15.00
2	9	4	Reading Materials-Book of the Month	282.61.6329.04.101.30	$2,000.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	4	Parent Liaison PD	282.61.6411.04.101.30	$338.00
2	9	4	General Supplies-Parent Center	282.61.6399.04.101.30	$1,500.00
2	9	6	Supplies for Calming Room	282.11.6399.06.101.11	$2,000.00
2	9	6	Books for Calming Room	282.31.6329.06.101.99	$0.00
2	9	8	Extra Curricular Pay-Teachers	282.11.6117.08.101.11	$3,000.00
2	9	8	Extra Curricular Pay-Paraprofessionals	282.11.6127.08.101.11	$2,000.00
2	9	8	General Supplies	282.11.6399.08.101.11	$4,594.00
2	9	9	Bookshelf-Library	282.11.6398.09.101..11	$5,000.00
2	9	9	Reading Materials-Update Library Books	282.11.6329.09.101.11	$15,000.00
2	9	9	Stapes	282.11.6399.09.101.11	$3,293.40
2	9	9	General Supplies-Learning A-Z, Writing A-Z, Writiable, MakerSpace/Science Lab Supplies	282.11.6399.09.101.11	$18,375.00
2	9	9	VEX Robotics Makerspace	282.11.6395.09.101.11	$3,580.48
2	9	11	Teacher Supplies		$6,750.00
				Sub-Total	$113,195.10

San Elizario Independent School District

Borrego Elementary School

2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
4
Student Achievement 5
School Culture and Climate 9
Staff Quality, Recruitment, and Retention 11
Curriculum, Instruction, and Assessment 14
Parent and Community Engagement 16
School Context and Organization 17
Technology 18
Priority Problem Statements 19
Comprehensive Needs Assessment Data Documentation 20
Goals 22
Goal 1: To foster well-trained human capital in order to support student success and achievement. 23
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 25
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 53
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 56
Title I Personnel 59
Campus Funding Summary 60

Comprehensive Needs Assessment

Revised/Approved: March 27, 2023

Demographics

Demographics Summary

Alfonso Borrego Sr. Elementary is one of six campuses in the San Elizario Independent School District and was built in 2001. Borrego Elementary serves students in grades 3-6 for the 2023-2024 school year.

Borrego Elementary currently serves a population of approximately 472 students in grades 3-6. The student population is 99.79% Hispanic, 91.10% economically disadvantaged, 81.14% at-risk, 67.58% are Emergent Bilingual, and 59.32% are Bilingual.

The average daily attendance rate for students is 95.6%.

The total student population is 472. The breakdown by grade level is as follows:

Grade 3--117; Grade 4--118; Grade 5--118; Grade 6--119

The percentage of male students is 50.42%, and female students is 49.58%.

The ethnic makeup of the student population is 99.79% Hispanic, 0.21% white, and 0.00% black.

Demographics Strengths

Our student population is homogeneous in nature and with that, the community we serve is also homogeneous. The strengths and needs of the greater community are similar for the majority of the residents. Our student attendance rate is high, and in turn ensures students receive the necessary instruction on a consistent and regular basis. With an average of 117 students per grade level, the campus is of manageable size.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 67.58% of our students are identified as Emergent Bilingual and 59.32% are identified as bilingual **Root Cause:** The student's first language is Spanish and we are challenged with facilitating their acquisition of the English language and increase their proficiency levels along the way.

Student Achievement

Student Achievement Summary

Borrego Elementary did not receive state accountability ratings for the 2021-2021 school year as state assessments were waived due to Covid -19.

Borrego Elementary received the state accountability rating B for the 2021-2022 school year.

With the most current accountability ratings, Borrego's overall scaled score was an 87.

Borrego Elementary--Math:

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at 30%.

For the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at 28%.

For the 2019-2020 school year, state assessments were waived due to Covid-19. Our campus will review local assessment data such as benchmarks, IStation, and unit assessments.

For the 2020-2021 school year, the campus-wide percentage of students that met the Masters Level for Math was at 4%

For the 2021-2022 school year, the campus-wide percentage of students that met the Masters Level for Math was at 10%

For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Math was at

Student Outcome Goal 2:

Students in 3rd grade Reading through English II performing at Masters Level on STAAR / EOC will increase from 10% in June 2018 to 30% by 2024.

Borrego Elementary--Reading:

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 17%.

For the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 18.75%.

For the 2019-2020 school year, state assessments were waived due to Covid-19. Our campus will review local assessment data such as benchmarks, IStation, and unit assessments.

For the 2020-2021 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 09%.

For the 2021-2022 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 15%
For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Reading was at

Student Achievement Strengths

Borrego Elementary received the state accountability rating "MET STANDARD" for the 2018-2019 school year.

With the new accountability rating Borrego's overall scaled score was an 87.

Borrego Elementary Distinction Designations:

None

We continue to make gains each year in Reading, Writing, Mathematics and Science STAAR scores:

STAAR Reading Scores -

Grade	2017	2018	2019	2020	2021	2022
3rd	75	87	81	Waived	61	56
4th	71	74	80	Waived	48	63
5th	76	86	92	Waived	62	71
6th	62	60	70	Waived	42	60

4th Grade STAAR Writing Scores

2017 73

2018 77

2019 70

2020 Waived

2021 37

STAAR Mathematics Scores

Grade	2017	2018	2019	2020	2021	2022
3rd	81	90	85	Waived	42	58
4th	77	88	86	Waived	31	64
5th	86	98	97	Waived	45	76
6th	79	74	93	Waived	49	65

5th Grade STAAR Science Scores

2017 75

2018 88

2019 88

2020 Waived

2021 38

2022 59

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We are not making sufficient gains in the area of Closing the Gaps **Root Cause:** There is a lack of strong foundational skills in math and reading.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at Borrego Elementary strives to promote academic success and social-emotional well-being of all its students and employees. At Borrego, we aim to provide a safe and nurturing environment conducive to learning. Our teachers go above and beyond to ensure that they are meeting the needs of each and every student. Furthermore, teachers plan, collaborate, and are empowered to make a difference and achieve academic success for all students. As a faculty and staff we have three non-negotiables: Respect, academic rigor, and the safety of our learning community.

Our campus has implemented Positive Behavior and Intervention Support (PBIS), which fosters good behavior with a focus on prevention rather than punishment. School-wide behavior and expectations are taught at the beginning of the year and then reinforced several times throughout the year. Students at Borrego Elementary aim to be Responsible, Respectful, and Safe!

The school is under the leadership of Mrs. Teresa Wilks and Assistant Principal Mrs. Veronica Brashear. Stakeholders at Borrego Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, committed and contributing members of society.

School Culture and Climate Strengths

Strengths

Student Recognitions

- Perfect Attendance, A and AB honor roll
- Accelerated Reader Awards
- **PBIS Incentives**

- Monthly Celebrations
- End-of-Year Field Day Celebration
- Caught In Action
- Mentoring Program
- Fundraisers

STEM Curriculum School

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of Science, Technology, Engineering and Mathematics (STEM).

We offer our students:

- Makerspace
- Engineering Lab
- An Hour of Coding
- GT Genius Hour
- Robotics

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are students that are placed in In School Suspension during the school year. **Root Cause:** PBIS does not work for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Grade Levels & Years of Experience:

3rd Grade:

2 Monolingual

3 Bilingual

4th Grade:

2 Monolingual

3 Bilingual

5th Grade:

2 Monolingual

3 Bilingual

6th Grade:

2 Monolingual

3 Bilingual

Special Education ASC Unit

2 teachers

Special Education SLC Unit

1 teacher

Special Education Life Skills Unit

1 teacher

Special Education

2 teachers

Physical Education

1 teacher

Music

1 teacher

Library Aide (1)

Staff Quality, Recruitment, and Retention Strengths

1. Borrego's goal is for every new hire to be set up for success from the very first day of work. New teachers attend the district "New Teacher Orientation." We pair a new employee with a mentor and attend the "New Teacher Academy." Our new teachers learn the ropes from a veteran teacher with a wealth of resources. Mentors offer guidance and welcome them into the school culture. The Instructional Support Team facilitates transitioning by modeling or co-teaching.

2. We have clear communication pathways so our teachers always learn important information first-hand. We meet weekly for Professional Learning Communities (PLC) to collaborate and plan with their grade-level colleagues. All grade levels also meet weekly with the Leadership Team to analyze and disaggregate data. We discuss strategies and ideas to build on strengths and address weaknesses in the classroom. We have ongoing professional development and seek opportunities for teachers to grow professionally. These trainings are facilitated by Borrego's Instructional Specialist, District Instructional Officers, consultants outside the district, and administrators.

3. Our professional development enhances student learning and vertical alignment across all grade levels since the beginning of the school year. Teachers are trained in focused areas, such as campus expectations, Dual Language/Time and Treatment, Eduphoria, Strive, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiative/GLAD Implementation, Ethics, Depth of Knowledge (DOK), and Best Practices for TELPAS Domains (Listening, Speaking, Reading, and Writing).

4. Borrego teachers are also trained in non-negotiables courses in different content areas, such as Reader's Workshop, Guided Reading, Sharon Wells Math Training for 3rd-5th grade and hands-on investigations such as Engineering Labs.

5. Besides giving teachers the opportunity to grow professionally, they are also given tools to succeed. All classrooms are equipped with ActivePanels and each teacher has a laptop. Additional resources and materials are ordered at the beginning of the school year by teacher request.

6. Borrego Elementary builds loyalty, commitment, and trust among all their employees. We build and maintain relationships and always keep open lines of communication. We also foster a culture of collaboration and every staff member is willing to lend a helping hand.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a limited amount of qualified applicants in the pool. **Root Cause:** Distance may be a root cause.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the area of reading, we will continue with our 90-minute Reader's Workshop Model to include guided reading and Literacy Stations. We monitor our students through DRA/EDL, running records, guided reading binders, all students are monitored in the area of reading and ensuring they are making gains in the five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. Reading and Writing go hand-in-hand, so within our literacy stations we incorporate writing. We have a separate 60-minute writing block to include Empowering Writers and teachers work with students through the writing process. In addition, all students are monitored through IStation with a monthly assessment and daily practice.

This is the fifth year we are utilizing Sharon Wells Mathematics. Various resources include Reflex Math for grades 3-5 and iXL for grades 3-6.

In the area of Science we utilize STEMScopes and Forde Ferrier. Students also visit the Science Lab/Engineering Connections for hands-on scientific inquiry.

GENERAL/COMPREHENSIVE NEEDS

Increase rigor, consistency and equity across all programs. Provide ongoing research-based professional development opportunities for staff. Provide structure for horizontal and vertical alignment of the curriculum.

INTERVENTION NEEDS

Address RTI needs for all students needing intervention. Reduce gaps in student performance among subgroups through the use of timely, research-based interventions. Provide consistent, rigorous measures which trigger timely and effective interventions for at-risk students.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities have been strengthened by keeping the end in mind and deconstructing the TEKS. Data-driven instruction uses data from DRA/EDL, Running Records, District Benchmarks and Unit Assessments in all core contents. Our focus on technology uses the 4 C's for 21st century learners (collaboration, communication, creation, and critical thinking).

STEM Curriculum

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of the Science, Technology Engineering Mathematics (STEM). We offer our students Makerspace, Engineering Labs, an Hour of Coding, GT Genius Hour and Robotics.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have not made adequate gains in the areas of math and reading as measured by local and STAAR assessments. **Root Cause:** A need to fine tune and closely monitor the first teach and intervention block to reteach concepts.

Parent and Community Engagement

Parent and Community Engagement Summary

Borrego Elementary strives to involve parents and the community in the education of all students. We believe that positive parental and community involvement experiences help to improve student success. We want to continue building upon our existing relationships with parents and the community in an effort to achieve our academic goals.

One area of critical importance at our campus is parental involvement, therefore it is important that we continue to increase the number of volunteers. Communication is another key area of importance. For this reason, we need to maintain up-to-date information with our parents regarding their phone numbers in order to have consistent communication and to be able to inform them of important events. Additionally, in working with our families and community, we must ensure a supportive stance even in difficult situations, such as finding solutions to attendance issues, providing assistance with educational and/or life needs they may be experiencing. One area of concern we would like to improve upon is participation for our evening events such as Literacy Book-of-the-Month. We will continue to offer families opportunities to assist both during the instructional day and after hours.

Academic NIghts will continue this school year.

Parent and Community Engagement Strengths

Borrego Elementary maintains consistent parent communication through monthly newsletters, marquee announcements, flyers, and the school website. Our front office staff provides an exceptional level of customer service; they are friendly and provide a welcoming atmosphere. Our staff is always willing to lend a helping hand. Our teachers communicate with parents via Class Dojo and that has been positive for our learning community. Our campus has an open door policy, and parents feel free to come to the office for help.

Borrego Elementary offers monthly Literacy sessions through Book-of-the-Month parent engagement classes. Counselors, teachers, and parent volunteers create opportunities for families to bond. Events such as the Fathers/Daughter Dance and Mother/Son Dance promote positive family relationships. Borrego also promotes critical thinking through hands-on experiences during events such as STEM Night, Literacy and Math Nights, and GT Family Nights. We celebrate our students for their achievements every nine weeks for A/AB Honor Roll, Perfect attendance, Super Readers on a monthly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for all parents/guardians to become involved in their child's academic and social/emotional well being **Root Cause:** Parents are not consistent with volunteering or attending campus activities.

School Context and Organization

School Context and Organization Summary

Our campus fosters a culture of high expectations for all. Campus decisions are focused on student achievement and are established in collaboration with our faculty, staff, and community members. Campus decisions are also data-driven. State and local assessment data including district benchmarks, running records, and weekly common assessments are shared during data/ PLC meetings where instructional decision are then made to support student growth.

School Context and Organization Strengths

We have strong instructional leadership involving our Principal, Assistant Principal and Instructional Specialist. Borrego has high expectations, a positive school climate, and an instructional focus. Our teachers are empowered to provide and improve the quality of education. They work as members of a team and collaborate within their own grade level and across grade levels. We are committed to two-way communication so we can experience professional growth. Our teachers and instructional leaders plan together to address the outcomes, goals and expectations for each classroom. Involving stakeholders ensures that everyone has input as to the decisions for campus initiatives and instructional priorities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Not all students make academic gains in math and reading **Root Cause:** We need to look closely at the campus Tier I and Tier II interventions

Technology

Technology Summary

Borrego Elementary is equipped with wireless computers and ActivePanels in every classroom. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The ActivePanels allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers are able to quickly assess students' understanding in a risk-free environment through the use of an alternative response format.

Every student has access to a device: Grades 3-6 utilize chromebooks for instruction and other strategies using various resources including the TEKS Resource System, Reflex Math, Accelerated Reading, iXL, and IStation.

Technology Strengths

Borrego's technology-rich environment helps prepare our students for the 21st Century. ActivePanels provide innovative ways to present curriculum. Students take ownership of their learning. Every student from 3rd-6th grade has their own device. Students log in, and in an instant they are connected to various resources and apps on their devices. Online resources such as RazKids, IStation, and Reflex Math provide us with immediate feedback for students and work-specific skills which we target during our intervention block.

Problem Statements Identifying Technology Needs

Problem Statement 1: At times, the active panel is not being used as an interactive panel but as a larger screen. **Root Cause:** There is a need to ensure that teachers are proficient in the use of the available technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Provide high quality professional development to faculty, Instructional Specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 3-6, DRA/EDL/Running Records, TELPAS Results, documentation of increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development (Monthly):	Formative			Summative
	Sept	Nov	Jan	Mar
New Teacher Orientation Sharon Wells: Grades 3-5 Region 19 IStation RAZ KIDS Lead4ward Gifted & Talented: TAGT Online through Responsive Learning and EduHero PBIS Conference SPED Palooza EduHero Effective Border School Conference Leadership Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language - Jose Medina (3rd grade) Frontline RTI (SucessEd) Seidlitz **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Funding Sources:** Frontline RTI - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $400, Region 19 - 211: Title I, Part A Improving Basic Programs - 211.13.6239.00.104.30 - $1,500, Region 19 - 211: Title I, Part A Improving Basic Programs - 211.23.6239.00.104.30 - $500, La Cosecha Conference (3rd and 4th grade bil teachers) - 199: General, Bilingual Education - 199.13.6411.11.104.25 - $5,500, La Cosecha (admin) - 199: General, Bilingual Education - 199.23.6411.12.104.25 - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialist (1 FTE) will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvements in teaching and learning. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instructions; which ultimately improves student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:
2023--61%
2024--65%
2025--69%
2026--73%
2027--77%
2028--80%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Reading Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model approach to include: Read-a-Loud; shared reading, authentic literacy activities, literature circles, and genre studies. Aligned to the TEKS through the use of the following: (Daily) IStation Opal Booz & Associates Curriculum Associates Teacher Created Materials Peoples Education Forde Ferrier Learning A-Z Scholastic Education Lakeshore Learning Materials Mentoring Minds Warehouse/Basic Instructional Supplies Lead4ward Rally Education Imagery Graphic Systems School Specialty Capstone Summit K-12 TexQuest Library Resources **Strategy's Expected Result/Impact:** Students in grades 3-6 will show a year's growth in the area of STAAR and will ultimately achieve at the Master's level. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Book of the Month - 199: General, State Compensatory Education - 199.11.6329.00.104.30 - $4,574, Istation - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $18,226, Loman Education - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $10,000, IXL - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $9,500, IReady - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $18,000, Accelerated Reading - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $2,000, TCM - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $9,050, People Education - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.104.30 - $11,000, STAAR Master - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.104.30 - $15,000, Forde Ferrier - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.104.30 - $5,282				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Renaissance Learning Accelerated Reader (AR), books, videos, e-books, audio book sets, library books, necessary supplies and materials. **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. 5% Increase use of AR and increase student success on AR assessments. **Staff Responsible for Monitoring:** Campus Librarian **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Library Books - 289:Title IV, Part A Subpart 1 - 289.12.6329.02.104.30 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:
2023--63%
2024--68%
2025--73%
2026--77%
2027--81%
2028--85%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Year 6 of implementation of Sharon Wells Math for grades 3-5. 6th grade will follow scope and sequence utilizing iXL. Resources: Reflex Math/Explore Learning Grades 3-6 Houghton Mifflin Harcourt Textbook Adoption/McGraw Hill Curriculum Associates Forde Ferrier iXL 3rd - 6th grade STAAR Master Math manipulatives STEMScopes Math Teacher Created Materials Lakeshore **Strategy's Expected Result/Impact:** All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons. For grades 3-6 our goal is for all students to show a year's growth in the area of STAAR and to ultimately pass at the masters grade level. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Stemscopes Math - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $5,000 , Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.11.6249.00.104.30 - $20,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Students will demonstrate annual improvements in achievements in science as demonstrated by 5th grade science STAAR.

Evaluation Data Sources: 2023-2024 STAAR Grade 5 Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: STEMScopes will be utilized in the area of science to include vocabulary development and the scientific process; science content folders; weekly science labs to address students expectations. (Daily) Forde Ferrier resources IXL Resources Replenish varying materials for STEM science labs. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Forde Ferrier - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $27,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Math/Science instructional aide (1 FTE) is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-related Careers. Increased performance on STAAR in math and science; student success in unit assessments in math and science and reports cards. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to provide STEM activities for grades 3-6: To provide quality STEM experiences utilizing Maker Space, Hour of Code, Genius Hour. To create a hub of hands on discovery, a place for learners to collaborate, share ideas and build interest. School Specialty-FREY Scientific VEX Robotics **Strategy's Expected Result/Impact:** Increase in performance in science and math. **Staff Responsible for Monitoring:** Administration Classroom Teachers Robotics Coach				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: 2022-2023 STAAR performance will increase for Special Populations to include Emergent Bilingual (EB), Gifted and Talented (GT), students receiving Special Education Services (SPED); EB's will improve one proficiency level in 2023-2024.

Evaluation Data Sources: 2023-2024 STAAR Results, Grades 3-6; 2022-2023 TELPAS Results, Grades 3-6

Strategy 1 Details	Reviews			
Strategy 1: Provide EB population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. (Daily)	Formative			Summative
	Sept	Nov	Jan	Mar
Purchase headphones/technology for our EB population Identification and placement of students with state-approved tests and LPAC Lakeshore Learning Materials Seidlitz Barnes & Noble Peoples Education Forde Ferrier Really Good Stuff Scholastic Teacher Created Materials Summit K-12 **Strategy's Expected Result/Impact:** EB students will develop sophisticated vocabulary knowledge including strong academic language. They will participate in structured, academic talk using appropriate academic language. They will develop speaking, listening and reasoning skills and deepen their understanding in all content areas. We will show an increase in our TELPAS composite score. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Seidlitz - Visual Non-Glossary - 263: Title III, Part A English Language Acq. - 263.11.6396.00.104.25 - $7,500, General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.26 - $10,959, Barnes and Noble (classroom sets) - 199: General, Bilingual Education - 199.11.6329.00.104.25 - $15,000, Testing Supplies - 199: General, Bilingual Education - 199.11.6339.00.104.25 - $1,000, Summit K-12 - 199: General, Bilingual Education - 199.11.6396.00.104.25 - $10,000, Headphones for TELPAS testing - 199: General, Bilingual Education - 199.11.6395.00.104.25 - $5,100, CDW - Laptops and ipads for teachers - 199: General, Bilingual Education - 199.11.6395.00.104.25 - $27,700, Really Good Stuff - 199: General, Bilingual Education - 199.11.6399.00.104.25 - $4,000, Lakeshore - 199: General, Bilingual Education - 199.11.6399.00.104.25 - $4,500, School Specialty - GLAD - 199: General, Bilingual Education - 199.11.6399.00.104.25 - $4,500, School Specialty - TCM - 199: General, Bilingual Education - 199.11.6399.00.104.25 - $1,550				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Differentiate instruction and offer opportunities for students to collaborate, communicate, and create through critical thinking activities (GT Genius Hour). Provide the GT population with the opportunity to participate in regional competitions and field trips. (TEAM Quest) via Adventures in Learning; (Semester) Provide the GT population with after school options to include GT Family Nights; Purchase GT testing materials and scoring services for GT nominated students; Purchase supplemental GT materials and other resources. **Strategy's Expected Result/Impact:** Differentiated instruction for GT students; evidenced through: STAAR scores Common assessments District Benchmarks Report Cards GT testing results **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers GT Coordinator Librarian Campus Computer Teacher District Instructional Officers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: All students who are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Instruction will target areas of need as determined by data analysis. Special Education students will be provided accommodations/modifications as per their individual education plans. Success ED - Frontline Education (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Transportation for tutoring and Sat School - 199: General, State Compensatory Education - 199.11.6494.05.104.30 - $3,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: To assist special education students in their academic needs (daily). **Strategy's Expected Result/Impact:** The continued support to struggling students in different academic areas. **Staff Responsible for Monitoring:** Teachers and campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2023-2024 school year as compared to the 2022-2023 school year.

Evaluation Data Sources: Documentation of Parental Participation, All Available Opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental involvement by promoting student achievements through: Monthly Newsletter/Calendar Campus and District Website Terrific Kid Assemblies Literacy Meetings Academic Nights Nine Week Awards Assemblies to include A and A/B honor roll, perfect attendance, and Super Reader End of Year Assemblies Terrific Kids / Monthly Increase campus Parental Engagement by providing informational and literacy meetings, including but not limited to equipment, refreshments, training, supplies, and materials. 9 Week Assemblies EOY Assembly EOY 6th grade farewell banquet/Dance (Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Classroom Teachers **Funding Sources:** Region 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.104.30 - $400, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $1,403, Practical Parent Curriculum - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.104.30 - $60, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $400, Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.104.30 - $400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide activities that promote parental involvement in student academic success to include PD opportunities and activities showcasing GT Students / Music Classes / STEM initiatives and other academic initiatives such as: Grandparent's Day Patriot Day Book of the Month activities to build Literacy Skills Teacher-led academic workshops to address specific grade level academic needs. STEM Night GT Family Nights Practical Parent Education Region 19 (Monthly) Provide activities that foster and promote healthy self-esteem and family relationships such as: Talent show Holiday Extravaganza Mother's Day Program Father/Daughter and Mother/Son Dances Parent Information Session to include Positive Parenting, Anger Management, Dealing with Depression, Text Prep Tips for Parents, Healthy Family Relationships, College Readiness **Strategy's Expected Result/Impact:** Home-school connection to help parents be involved in student academic success through literacy workshops and other academic avenues. Increase library use by parents/students through AR reports. To foster healthy family relationships and healthy social emotional development in our students. **Staff Responsible for Monitoring:** Campus Librarian Campus Counselor Grade Level Teams Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: ALL campus teachers will utilize Class Dojo to communicate with all parents and the use of an agenda book for all grade levels. (Daily) Increase participation through parent portal **Strategy's Expected Result/Impact:** Increase communication with parents on student progress and campus functions. Agendas will be utilized to build student responsibility for homework assignments and home/school communication. **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers Parent Engagement Representative				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of district policy and parent compact through annual meetings; inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Title 1 meeting (Aug/Sept) 23rd Annual Regional Conference @ Region 19 (March) District/campus policy revision meeting (Sept) Parent Compact Review/ Revision meeting (May) Fall and Spring Parent Teacher Conferences **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

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

Performance Objective 7: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will utilize the CARE Act ESSER grant funds to help 3-6 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges (daily). **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** District and campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 8: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning: **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration Teachers **Funding Sources:** Extra Duty Pay Tutoring/Sat School, Math night/Literacy night - Prof - 282 ESSER III - 282.11.6117.01.104.30 - $15,000, Extra Duty Pay Tutoring/Sat School, Math night/Literacy night - Para - 282 ESSER III - 282.11.6127.01.104.30 - $5,000, General Supplies - 282 ESSER III - 282.11.6399.01.104.30 - $33,625				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology: Purchase supplemental resources to support classroom instruction. Borrego Elementary School will continue upgrading or adding devices for computer labs, classrooms and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 **Strategy's Expected Result/Impact:** Increase in proficiency. Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher Technology Director Network Administrator IT Field Specialist				

Strategy 3 Details	Reviews			
Strategy 3: Professional Development: Borrego will provide professional development in the areas of Dual Language to support classroom instruction and classroom management	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher				

Strategy 4 Details	Reviews			
Strategy 4: Family and Community Engagement:	Formative			Summative
Strategy's Expected Result/Impact: Increase in parental involvement and increase in student achievement	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Administration Instructional Specialist Parent Liaison **Funding Sources:** Reading Supplies - 282 ESSER III - 282.61.6329.04.104.30 - $5,363				

Strategy 5 Details	Reviews			
Strategy 5: Safe to Return To In Person and Continuity of Services:	Formative			Summative
Strategy's Expected Result/Impact: Safety measures for all stakeholders.	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: Administration Instructional Specialist Teacher				

Strategy 6 Details	Reviews			
Strategy 6: Mental Health and Behavioral Supports: Borrego Elementary will provide calming supports using a variety of materials to meet social/emotional and mental health needs as we return to in person learning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increase in social/emotional well being. **Staff Responsible for Monitoring:** Administration Counselor **Funding Sources:** Calming Room Supplies - 282 ESSER III - 282.11.6399.06.104.11 - $5,363				

Strategy 7 Details	Reviews			
Strategy 7: Grant Administration:	Formative			Summative
Strategy's Expected Result/Impact: None at campus level	Sept	Nov	Jan	Mar
Staff Responsible for Monitoring: None				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and Afterschool Programs: Borrego Elementary will provide supplemental resources and supplies to facilitate student enrichment and afterschool activities. **Strategy's Expected Result/Impact:** Increase in academic achievement **Staff Responsible for Monitoring:** Administration Counselor Teachers **Funding Sources:** Extra Duty Pay Prof Staff - 282 ESSER III - 282.11.6117.08.104.11 - $4,000, Extra Duty Pay Para Staff - 282 ESSER III - 282.11.6127.08.104.11 - $3,000, General Supplies - 282 ESSER III - 282.11.6399.08.104.11 - $6,406				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to Address the Needs of Individual Schools: Borrego Elementary will purchase resources, supplies and materials to facilitate instruction throughout the grade levels. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.09.104.11 - $48,625, Seating for Library - 282 ESSER III - 282.12.6398.09.104.99 - $5,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees: Borrego Elementary will hire and retain Intervention Teachers, Bilingual Aide, and a Parent Liaison **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supply Funds: **Strategy's Expected Result/Impact:** Monies not allocated **Staff Responsible for Monitoring:** None **Funding Sources:** Teacher Supplies - 282 ESSER III - $7,750				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 9: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $54,993, Contracted Maintenance & Repair - 211: Title I, Part A Improving Basic Programs - 211.11.6249.00.104.30 - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Borrego Elementary school will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** ESC Region -1 9 - 211: Title I, Part A Improving Basic Programs - 211.13.6239.00.104.30 - $1,500, ESC REgion-19 - 211: Title I, Part A Improving Basic Programs - 211.23.6239.00.104.30 - $500, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.104.30 - $19,444				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Strategy's Expected Results Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** To positively impact student behavior and implement PBIS **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Borrego Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation, and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2 **Funding Sources:** Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $1,403, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.104.30 - $60, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $400, Employee Travel & Online Training - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.104.30 - $400, Food Purchase - Parent Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.104.30 - $201, ESC 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.00.104.30 - $400				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Math/Science instructional aide (1FTE) is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Dailey) **Strategy's Expected Result/Impact:** All students will develop meaningful language and mathematics and be prepared for STEAM-related Careers. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Paraprofessional Pay - Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104030 - $31,876				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus Instructional Specialist (1FTE) will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas. **Strategy's Expected Result/Impact:** Improvement in teaching and learning **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Professional Pay - Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.104030 - $87,244				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 10: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials, supplies technology equipment to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Technology Equipment - 263: Title III, Part A English Language Acq. - 263.11.6395.00.104.25 - $8,815, General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $2,875				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** To develop and enhance their capacity to provide effective instruction **Title I:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 11: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $4,200, Reading Materials- Library Books - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.104.30 - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Funding Sources:** Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.104.30 - $6,655				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new opportunities for academic, social, and emotional interactions. **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 13: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary school will address learning loss of students in transition by implementing summer learning program activities, providing support on areas of need. **Strategy's Expected Result/Impact:** To have transition student continuing improving academically **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.4, 2.5, 2.6				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 14: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software License, Extra-Duty Pay)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will provide all students with supplemental instruction on core academic subject materials, intervention materials, Software Licenses, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist and other instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** Online Training Webinars -Professional Development - Region 19 - 199: General, State Compensatory Education - 199.13.6411.14.104.30 - $2,700, Software Based Information SBITA-Imagination Station/Explore Learning - 199: General, State Compensatory Education - 199.71.6514.00.104.330 - $61,050, Reclassified Transportation - Tutoring - 199: General, State Compensatory Education - 199.1.6494.05.104.30 - $3,500, General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $28,050, Technology Equipment - 199: General, State Compensatory Education - 199.11.6395.00.104.30 - $10,000, Reading is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.104.30 - $1,950				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Borrego Elementary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. Borrego Elementary will also ensure that the technology supporting campus safety is up to date. (Monthly) CDW-G DELL Apple Education store HB Sound Pro Computing Olivas Music **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success on the STAAR and TELPAS state assessments **Staff Responsible for Monitoring:** Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers **Funding Sources:** IPADS - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.104.30 - $6,732				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Purchase resources for music/fine arts class from Woodwind and Brasswind. **Strategy's Expected Result/Impact:** Increase in proficiency in music **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Sources: Increase STEM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as career day and college week. Out-of-school opportunities (field trips) to enhance student learning to include/ Red Ribbon Week / College Readiness field trip for 6th grade such as MedAdventure for your Future at Texas Tech University and Young Achievers at UTEP. (Monthly) **Strategy's Expected Result/Impact:** Promote and increase awareness among students of post-secondary opportunities with course work requirements and financial aid options. Students will share experiences through lesson plans and collaboration **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop a model eSTEM campus focusing on STEM activities for grades 3-6 to include: Makerspace Grade 3-6 Genius Hour (GT Students Grades 3-6) Engineering Labs Grades 3-4 Robotics Grades 5-6 5th and 6th Grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, and life and career skills and project based learning. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation in STEM related activities. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease overall discipline referrals from the 2021-2022 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2021-2022 school year to the 2022-2023 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Train faculty and staff, implement activities that support positive behavior such as our PBIS 30 days without CVV's (Core Value Violations) free dress and our quarterly PBIS celebrations. (Daily) Vendor: SWANK **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers **Funding Sources:** PBIS incentives - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $4,200				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms, and CIA referrals (Caught in Action) (daily) and Counseling Guidance lessons; Safety of the learning community / RGC Technologies (Radios); Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor Assistant Principal Classroom Teachers Campus Faculty				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Counselor classroom presentations will address safety, bullying prevention, testing anxiety, healthy self-image, diversity and acceptance, dating violence, drug awareness, positive choices/ consequences, and behavior. ReThink Use of Random Acts of Kindness curriculum, reading materials, and supplemental material. (Monthly) Kindness matters Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), Restorative Discipline Practices, TCA conferences and other professional development organizations. (Monthly/Yearly) Circle-Up Positive & Restorative Practices for Relationship Building & Conflict Resolutions to support PBIS / Region 19 **Strategy's Expected Result/Impact:** Keep abreast of the latest research base practices to better support student's social/emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers Select Faculty and staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Collaborate with Partners in Education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Monthly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor Select Faculty and Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselor will provide individual, small group counseling, and restorative circle groups. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. (Weekly) **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Claudia Nakay	Campus Instructional Specialist	Title i, Part A	100%
Rebecca Barrientos	Aide-classroom	Title I, Part A	100%

Campus Funding Summary

199: General, Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	La Cosecha (admin)	199.23.6411.12.104.25	$2,000.00
1	1	1	La Cosecha Conference (3rd and 4th grade bil teachers)	199.13.6411.11.104.25	$5,500.00
2	4	1	CDW - Laptops and ipads for teachers	199.11.6395.00.104.25	$27,700.00
2	4	1	Really Good Stuff	199.11.6399.00.104.25	$4,000.00
2	4	1	Lakeshore	199.11.6399.00.104.25	$4,500.00
2	4	1	Barnes and Noble (classroom sets)	199.11.6329.00.104.25	$15,000.00
2	4	1	Testing Supplies	199.11.6339.00.104.25	$1,000.00
2	4	1	School Specialty - GLAD	199.11.6399.00.104.25	$4,500.00
2	4	1	Headphones for TELPAS testing	199.11.6395.00.104.25	$5,100.00
2	4	1	Summit K-12	199.11.6396.00.104.25	$10,000.00
2	4	1	School Specialty - TCM	199.11.6399.00.104.25	$1,550.00
				Sub-Total	$80,850.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Frontline RTI	199.11.6396.00.104.30	$400.00
2	1	1	TCM	199.11.6399.00.104.30	$9,050.00
2	1	1	IXL	199.11.6396.00.104.30	$9,500.00
2	1	1	Istation	199.11.6396.00.104.30	$18,226.00
2	1	1	Loman Education	199.11.6396.00.104.30	$10,000.00
2	1	1	Book of the Month	199.11.6329.00.104.30	$4,574.00
2	1	1	Accelerated Reading	199.11.6396.00.104.30	$2,000.00
2	1	1	IReady	199.11.6396.00.104.30	$18,000.00
2	2	1	Stemscopes Math	199.11.6396.00.104.30	$5,000.00
2	3	1	Forde Ferrier	199.11.6399.00.104.30	$27,000.00
2	4	3	Transportation for tutoring and Sat School	199.11.6494.05.104.30	$3,500.00
2	14	1	Online Training Webinars -Professional Development - Region 19	199.13.6411.14.104.30	$2,700.00
2	14	1	General Supplies	199.11.6399.00.104.30	$28,050.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	14	1	Reading is Fundamental	199.11.6329.00.104.30	$1,950.00
2	14	1	Reclassified Transportation - Tutoring	199.1.6494.05.104.30	$3,500.00
2	14	1	Software Based Information SBITA-Imagination Station/Explore Learning	199.71.6514.00.104.330	$61,050.00
2	14	1	Technology Equipment	199.11.6395.00.104.30	$10,000.00
				Sub-Total	$214,500.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Region 19	211.13.6239.00.104.30	$1,500.00
1	1	1	Region 19	211.23.6239.00.104.30	$500.00
2	1	1	Forde Ferrier	211.11.6396.00.104.30	$5,282.00
2	1	1	People Education	211.11.6396.00.104.30	$11,000.00
2	1	1	STAAR Master	211.11.6396.00.104.30	$15,000.00
2	2	1	Sharon Wells	211.11.6249.00.104.30	$20,000.00
2	5	1	General Supplies	211.61.6399.01.104.30	$400.00
2	5	1	Practical Parent Curriculum	211.61.6396.01.104.30	$60.00
2	5	1	Region 19	211.61.6239.01.104.30	$400.00
2	5	1	Conference	211.61.6411.01.104.30	$400.00
2	5	1	Reading Materials	211.61.6329.01.104.30	$1,403.00
2	9	1	General Supplies	211.11.6399.00.104.30	$54,993.00
2	9	1	Contracted Maintenance & Repair	211.11.6249.00.104.30	$20,000.00
2	9	3	ESC REgion-19	211.23.6239.00.104.30	$500.00
2	9	3	ESC Region -1 9	211.13.6239.00.104.30	$1,500.00
2	9	3	Sharon Wells	211.13.6299.00.104.30	$19,444.00
2	9	6	Reading Materials	211.61.6329.01.104.30	$1,403.00
2	9	6	Employee Travel & Online Training	211.61.6411.01.104.30	$400.00
2	9	6	Software/Site License	211.61.6396.01.104.30	$60.00
2	9	6	ESC 19	211.61.6239.00.104.30	$400.00
2	9	6	Food Purchase - Parent Refreshments	211.61.6497.01.104.30	$201.00
2	9	6	General Supplies	211.61.6399.01.104.30	$400.00
2	9	8	Paraprofessional Pay - Estimated Salary & Benefits	211.11.6129.00.104030	$31,876.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	9	Professional Pay - Estimated Salary & Benefits	211.11.6119.00.104030	$87,244.00
				Sub-Total	$274,366.00

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	General Supplies	263.11.6399.00.104.26	$10,959.00
2	4	1	Seidlitz - Visual Non-Glossary	263.11.6396.00.104.25	$7,500.00
2	10	1	General Supplies	263.11.6399.00.104.25	$2,875.00
2	10	1	Technology Equipment	263.11.6395.00.104.25	$8,815.00
				Sub-Total	$30,149.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Library Books	289.12.6329.02.104.30	$10,000.00
2	11	1	Reading Materials- Library Books	289.12.6329.01.104.30	$10,000.00
2	11	1	General Supplies	289.11.6399.01.104.30	$4,200.00
2	11	3	Technology Equipment	289.11.6395.03.104.30	$6,655.00
3	1	1	IPADS	289.11.6395.03.104.30	$6,732.00
4	1	1	PBIS incentives	289.11.6399.01.104.30	$4,200.00
				Sub-Total	$41,787.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	General Supplies	282.11.6399.01.104.30	$33,625.00
2	8	1	Extra Duty Pay Tutoring/Sat School, Math night/Literacy night - Para	282.11.6127.01.104.30	$5,000.00
2	8	1	Extra Duty Pay Tutoring/Sat School, Math night/Literacy night - Prof	282.11.6117.01.104.30	$15,000.00
2	8	4	Reading Supplies	282.61.6329.04.104.30	$5,363.00
2	8	6	Calming Room Supplies	282.11.6399.06.104.11	$5,363.00
2	8	8	Extra Duty Pay Para Staff	282.11.6127.08.104.11	$3,000.00
2	8	8	General Supplies	282.11.6399.08.104.11	$6,406.00
2	8	8	Extra Duty Pay Prof Staff	282.11.6117.08.104.11	$4,000.00
2	8	9	General Supplies	282.11.6399.09.104.11	$48,625.00
2	8	9	Seating for Library	282.12.6398.09.104.99	$5,000.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	11	Teacher Supplies		$7,750.00
				Sub-Total	$139,132.00

San Elizario Independent School District

Josefa L. Sambrano Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Value Statement

At Josefa L. Sambrano students will be safe, respectful, and responsible.

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 4
- Student Achievement 8
- School Culture and Climate 10
- Staff Quality, Recruitment, and Retention 12
- Curriculum, Instruction, and Assessment 14
- Parent and Community Engagement 15
- School Context and Organization 16
- Technology 17

Priority Problem Statements 18

Comprehensive Needs Assessment Data Documentation 19

Goals 20
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 21
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 23
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 60
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 64

Title I Personnel 69

Campus Funding Summary 70

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We need to fullfill two 3 teaching vacancies when candidates become availabe for possible interviews.

Demographics

Demographics Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of the demographic makeup for Josefa L. Sambrano, from data provided for the 2022-2023 school year. In the 2023-2024 year, Josefa L. Sambrano will continue serving students in grades Kindergarten-2nd grade. The campus is one of three elementary schools in the San Elizario Independent School District.

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/12/2023)

Count Percent Gender

Female 295; 46.60%

Male 338; 53.40%

Ethnicity

Hispanic-Latino 621; 98.10%

Race American Indian - Alaskan Native 0; 0.00%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

White 12; 1.90%

Two-or-More 0; 0.00%

The average daily attendance is 91.50%

(March 2022)

Kinder	1st	2nd	Total
209	212	212	633

We served a total of 633 students in 2022-2023 school year; grades kinder-2nd grade.

61.12% are in bilingual class setting, 89.98% are economically disadvantaged and 14.09% are identified special education. (2020 - 2021 Preliminary Fall PEIMS file loaded 01/12/2021)

Students by Program:

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 01/12/2022) Count Percent:

Bilingual 353; 55.77%

English as a Second Language (ESL) 0; 0.00%

Alternative Bilingual Language Program 0; 0.00%

Alternative ESL Language Program 0; 0.00%

Gifted and Talented 4; 0.63%

Special Education (SPED) 108;17.06%

Title I Participation 589; 100.00%

Dyslexia 4; .0.63%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 571; 90.21%

Free Meals 486; 76.78%

Reduced-Price Meals 20; 3.16%

Other Economic Disadvantage 65; 10.27%

Homeless Statuses Homeless Status Total 9; 1.42%

Shelter 0; 0.00%

Doubled Up 4; 0.63%

Unsheltered 5; 0.79%

At-Risk 525; 82.94%

Demographics Strengths

At Josefa L. Sambrano all classrooms are supported by a certified classroom teacher. The campus has two Reading Intervention (At-Risk teachers) who support the students who are struggling with reading skills and have fallen behind their classmates. The second Reading Interventionist Teacher came on board at the start of the 22-23 school year. Due to teacher shortages, both Reading Interventionists have been assigned to a classroom. We have had Long-Term Guest Teachers fill in classrooms due to being unable to hire certified teachers as there were no candidates available. The pool of teacher applicants is almost non-existent.

We are in the third year of implementation with the 50/50 Dual Language program. The students are being serviced in both English and Spanish, using a 50/50 model. The teachers were being supported by the campus instructional coaches, P & I instructional Officers and attended professional development in the area of Dual Language. All teachers were provided training for Fundations Reading Program. The staff was trained in Professional Development activities that they were able to use throughout the year witht the entire faculty

The students were acknowledged every 9 weeks with an Award Celebration for the A and A & B honor roll, definitely a highlight for our students and their parents. Star Students are selected as well in each classroom.

Our GT students were pulled out for 90 minutes every week by our librarian and then Instructional Specialist offering challenging academic activities that let them display their creativity. The students were also given kits to work at home to involve their parents in the challenges.

Our parent liaison in collaboration with our librarian, counselor and instructional specialists continue to offer parents monthly Literacy sessions that also incorporated special guest authors and presenters focusing on topics such as: Dual Language, Mental Health support, parent literacy sessions and other school presentations. We had 1 special Author presenter during the school year.

Tutoring was offered to all students during the 2022-2023 school year to assist in closing learning gaps due to the pandemic. We began tutoring in late September ending in early May. Tutoring was offered on Tuesdays and Thursdays. After-school activities were also put in place to support students providing them with a well rounded education supporting emotional well being. Reading Bingo Night, Major Sports Drills/Skills, Folklorico, Music Program and Robotics and 2nd Grade Student Council program. Two weeks of Intersession Intervention was provided to our students; one week in October and one week in March.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 61 % of our student population are coded Limited English Proficient. **Root Cause:** We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary are under a 90/10 model. Our community is a low socio-economic with a high percentage of Limited English Proficient students.

Student Achievement

Student Achievement Summary

During the 2021-2022 academic year, teachers utilized IStation reading/math diagnostic instruments to assess reading and math skills of all students. The average percentage of students using IStation was 100% due to coming for face to face instruction. (Please see addendum for students report from March 2022)

Our students were also assessed with DRA/EDL to measure growth progress in reading. Due to the gaps presented from the 2020-2021 virtual school year, our students reading levels are not at the expected growth measures. Our students did gain in their learning and reading levels, but at a lower rate than expected due to having to catch up on instruction.

Students at this grade level are not assessed with STAAR, but are holistically rated with TELPAS in kinder and 1st grade. Grade 2 was tested in the following domains: Listening, speaking, reading and writing. The percentage of our bilingual students taking the online test was 100%.

All students continue to take district benchmarks, unit assessments (TRS) and teacher assessments in all subjects and weekly math assessments in 2nd grade following the Sharon Wells Math curriculum timelines.

This year we are in our second year of implementation of the Dual Language Program 50/50 model for kinder bilingual students. We will continue to focus on increasing English language acquisition and focusing on biliteracy for all our bilingual students. To aid in the endeavor of English language acquisition, Sambrano will continue with the implementation of Project GLAD (Guided Language Acquisition Design) in all bilingual classrooms and English classrooms serving EL students. Kinder bilingual teachers were trained and will continue training in the 50/50 Dual Language Model. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Improving reading and listening comprehension skills will continue to be a focus for the 2022-2023 academic year, thus, Sambrano will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension following the TEKS state standards.

Student Achievement Strengths

The end-of-year results in IStation and DRA/EDL, and MAP Benchmarks are pending for the 2022-2023 EOY results to show areas of growth and needs.

DATA needed: MClass, DRA/EDL, MAP Reading and Math benchmarks, TELPAS and IStation Reports.

Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to desegregate data, create meaningful lesson plans that target the TEKS state standards and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. An intervention block will continue for students to be serviced by teachers on a daily schedule to continue supporting growth. Staff development continues to be driven by student academic needs.

1st/2nd Grade IStation Results-See Addendum

1st/2nd Grade Lectura Temprana-See Addendum

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at Sambrano Elementary were still closing learning gaps stemming from the pandemic especially in the area of reading. Our second grade students were heavily impacted by the pandemic as they began their kindergarten year, the foundational year, virtually not enabling them to establish a true and solid foundation especially in the are of reading. **Root Cause:** Our second grade students were heavily impacted by the pandemic as they began their kindergarten year, the foundational year, virtually not enabling them to establish a true and solid foundation especially in the are of reading.

School Culture and Climate

School Culture and Climate Summary

For the 2023-2024 school year, Josefa L. Sambrano Elementary will find ways to be creative in building our working relationships among all faculty and staff, where they will have the opportunity to get to know colleagues in other grade levels and departments. This will impact the culture in a positive way where we learn from one another and bring our Wildcats together to fulfill our mission and vision for our students and families.

The campus will strive to become a place where teachers collaborate to cultivate learning, where parents engage and participate in their child's learning, and where administrators provide teachers support and resources necessary to meet the needs of the students. Campus based committees will be in place to offer teachers the opportunity to take on leadership roles. Our campus will continue weekly PLC meetings where teachers will receive training to continue to build their self efficacy.

As a faculty and staff we will continue to create an environment conducive to meeting the needs of our students through face-to-face instruction. Our focus is to establish relationships with our families in order to provide the best instruction for their children, while supporting the parents with strategies they can use at home to support their child's learning and academics. At Josefa L. Sambrano we will continue to commit to excellence for our students which will systemically align to all campuses in which our students will move on to in their educational career.

Josefa L. Sambrano Elementary will implement the Positive Behavior and Intervention Support (PBIS) model to support students being respectful, responsible towards one another all while being safe on and off campus.

School Culture and Climate Strengths

Our campus recognized students' efforts in academics, every nine weeks, through Awards Ceremony where students received certificates that recognized the student along with the parent. Parents were invited to attend the ceremonies. A newsletter is emailed to all faculty and staff on a weekly basis to keep them abreast of events, timelines, safety information, and district information notices.

The parent literacy sessions focused on strategies parents can utilize at home to help support their child's literacy progress and grow their reading skills. Projects are sent home with students involving parents and their children to work together on certain projects. Communication between home and school was key in order to maintain the relationship with our parents. Through the Class Dojo app, personal phone calls, emails, monthly parent newsletter, campus and district websites and through social media outlets allowed for parents to be kept informed on what was happening on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Josefa L. Sambrano Elementary employs 34 teachers, 2 Instructional Specialists, 6 Instructional Aides and 4 Special Education Aides. We currently have a parent liaison on campus. We also have support service staff that are instrumental in the everyday operations of our campus. Many of our staff have been teaching at our campus for an average of 10 years. There are also several staff members that are from the San Elizario community. We continue to retain and provide professional growth opportunities to our highly qualified staff. We will continue to provide purposeful and relevant professional development opportunities based on student need, teacher feedback, best practices, and research-based initiatives.

District initiatives are followed and are aligned to content standards and grade level expectations. We also ensure agreed upon strategies have been modeled and implemented in each classroom to include Kagan, Lead4ward, small and large group instruction, and differentiated instruction. Formative assessments are aligned to the standards and grade level expectations. We will continue to implement MAP Reading and Math assessment benchmarks for BOY, MOY and EOY.

There is one Principal, one Assistant Principal, one Counselor, and a Parent Liaison. Two campus Instructional Specialists and two Reading Interventionists who provide instructional support and modeling for teachers throughout the campus. The need to close the achievement gap in reading, in all grade levels, lies at the forefront of our instructional focus. We will continue our efforts to bring in a Math Interventionist teacher. We had to utilize our reading interventionists in the classroom as there were no available candidates to possibly interview for teaching vacancies.

Staff Quality, Recruitment, and Retention Strengths

Josefa L. Sambrano continues to maintain its 100% highly qualified status for teachers and paraprofessionals. Weekly PLC meetings continue throughout the year to ensure teachers collaborate virtually and plan lessons to meet the needs of all students.

We continue to build teacher self-efficacy through professional development and structured PLC's. All students are monitored through graphs and fluency folders. It is important to note that students keep track of their progress as well. Administrators are present for PLC and data discussions.

We also continue to make strides in the area of technology. Each student has access to a device. Teachers are moving past the novice level to more proficiency in technology applications. All teachers have a smartboard in the classroom for added support in delivering instruction to our students. We will go on a 4-day work week for the upcoming 2023-2024 school year in the hopes of attracting qualified professional and support employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus was unable to consistently have certified teachers in two classrooms due to teacher shortage of applicants and one teacher retiring in December. We were unable to hire a certified teacher for the second half of the school year. **Root Cause:** There were no certified teacher applicants for the positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Josefa L. Sambrano will continue to implement TRS as the scope and sequence guide. Various resources, such as Lead4ward, STEMscopes, Sharon Wells, Guided Math, Estrellitas, Fundations, Lunita, IStation, HMH curriculum, AR reading, Google Classroom and other resources will continue to be implemented.

Continuous and focused data analysis is recognized as an essential process at Josefa L. Sambrano. Dual Language is being implemented in grades K-2. Teaching in the Dual Language classrooms is using a 50/50 model with instruction being given in English and Spanish. PLC meetings focus on data disaggregation and planning with the end in mind. Full implementation of the state TEKS is expected in every classroom and monitored. Teachers incorporate guided reading as a means to work on increasing student's reading levels, fluency, vocabulary and comprehension.

Curriculum, Instruction, and Assessment Strengths

Josefa L. Sambrano Elementary will continue to implement a weekly 90 minute PLC block of time in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident within classrooms for students to be prepared for the purpose of the daily lesson within every subject. The utilization of Thinking Maps, Lead4ward playlist, interactive student notebooks, ELPS strategies, Sharon Wells, guided reading, guided math, HMH, and STEMscopes, and IStation have proven effective in facilitating academic growth throughout the content areas.

We will continue to ensure that a powerful first teach is in place in all classrooms. In addition, a block of time is allotted each day for targeted intervention. Teachers are very positive in regards to the 50/50 Dual Language Model currently in place at the campus. It is evident they are following the protocols and schedules in place for the program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our students demonstrated growth in MAP testing in reading and math at MOY and they demonstrated growth at EOY, but their expected projected growth was less at EOY than MOY. **Root Cause:** It was the first year of students assessing under this testing format and MAP. As a campus, we are still learning the type of data the platform is providing as it an achievement test and provides data in a different manner. Also, our student population is comprised of kindergarten, first and second grade students. We, as a campus, are transitioning them to become computer literate in testing.

Parent and Community Engagement

Parent and Community Engagement Summary

Josefa L. Sambrano Elementary continues to look for ways to encourage parents and the community to be active participants in the education of our students. Our parent liaison is in her second year in the position. It provided the campus with opportunities to invite parents to different parents sessions on different topics. We did see an increase in parent involvement, but we are not where we would like to be with respect to parental involvement attendance. Our parent liaison makes phone calls and ensures we try to communicate with our parents in as many forms as possible to increase involvement.

Parents were invited to participate during open house, fall and spring teacher/parent conferences, Coffee with the Principal in the Spring, Scholastic Book fairs, Literacy distribution for students, GT Night, Star Students: Student of the Month, Award Celebrations, and literacy sessions combined with guest speakers. We also provide parents with sessions twice a month or more on campus sites.

We will continue seeking out for more opportunities for parent participation as be begin discussions on such prior to the 2023-2024 school year.

Parent and Community Engagement Strengths

Josefa L. Sambrano Elementary communicates with families through the use of Class Dojo, Google Classroom, automated calling, school website, marquee, and virtual conferences and phone calls. Parents have opportunities throughout the year to become involved with the school through virtual
attendance and participation in our monthly literacy book-of-the-month sessions, recognition ceremonies, GT Family Night, STEM night, and virtual conferences. We did see a slight increase in parent volunteers.

School Context and Organization

School Context and Organization Summary

Josefa L. Sambrano Elementary School ensures academic success for all students. A structured master schedule that maximizes student learning is implemented. Our instructional day is from 7:30 AM - 2:50 PM with built-in intervention blocks to have small group intervention for our students needing the academic support. Weekly PLC's are conducted on Wednesdays to allow for lesson planning, data review, and professional development. The At-Risk Interventionist will work with K-2nd grade students in reading. Aides will support reading and math for K-2nd grade students. Fall and Spring intersession intervention was completed during the breaks to bring in students who were needing extra assistance and to comply with the state mandated hours for our Kindergarten students, 30 hours each semester, and 60 for the summer session (total 120 hours).

With the upcoming 4-Day Work Week 2023-2024 school year, adjustments to schedules, tutoring, after school programs will have to be made. The focus is to ensure instructional time is not compromised during the school day.

The campus leadership team conducted the Effective School Framework diagnostic self-assessment and determined the following focus areas for improvement:

- Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.
- Essential Action 3.1 Compelling and aligned vision, mission, goals, values, focused on a safe environment and high expectations.
- Essential Action 5.3 Data- driven instruction

School Context and Organization Strengths

Josefa L. Sambrano Elementary School provided in-school intervention for students throughout the regular school schedule to meet the needs of the students for each grade level, this allowed additional learning time for students who are not mastering the content. Students who were needing the extra support and are at risk of failing were encouraged to attend the virtual intervention intersession during the fall and spring for one week. We currently have two Teacher Interventionists on campus, but were not able to place them in their respective roles. They were assigned a classroom for the majority of the school year due no candidates avialable for possible interviews throughout the school year.

Technology

Technology Summary

Josefa L. Sambrano School is equipped with wireless computers and Active Panels in all classrooms. Students are provided with educational opportunities through the use of updated technological equipment as well as trained classroom teachers who incorporate this equipment into their lessons. The Active Panels allow teachers to quickly access information for lesson presentations and to assess student learning.

Our campus continued to increase the opportunities for 1:1 devices for each student in all grade levels. We are at a 1:1 ratio as far as student devices. Students navigate through IStation reading, IStation math, GO Math, STEMscopes, Google Classroom and many other websites in order to supplement their instruction. Teachers continue to work towards building proficiency using available instructional applications and other technology applications to assist with their delivery of instruction.

We will continue to make strides in the area of technology. iPads were replaced with chromebooks for Kindergarten students. They still have a small set of iPads in the classroom for support and intervention. Currently, all students have chromebooks and utilize them. Some teachers are moving past the novice level to more proficient with the integration of Flipgrid, Pear Deck and other technology apps in their daily lessons. Two additional computer labs were built with up to date desktops, smartboard, etc. We currently have 3 computer labs on campus with 75 desktops (25 per computer lab) in place. We do have a computer lab aide onsite.

Technology Strengths

Josefa L. Sambrano ensures that we are at 1:1 with regard to student devices. All students had access to technology for face-to-face and virtual learning. In addition, Josefa L. Sambrano will continue to update all classrooms with the needed technology equipment to enhance learning and teaching. Teachers and students have become more efficient with virtual learning to include the use of Google Classroom, Google Meet, Class Dojo, and the implementation and navigation of online learning. The teachers have actively participated in technology training to support learning that features enhanced technology integration.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: To provide professional development to 100% of faculty and staff and administration that is geared toward academic areas that have been determined to be a need at the campus.

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 1: Provide professional development to include (Monthly PLC's):
Amplify (mCLass)
New Teacher Orientation
DRA/EDL assessment training (campus base)
EduHero online PD
Estrellita PD
GT training
Guided Reading
La Cosecha Conference (Virtual or in Person)
Learning Dynamics
PBIS Conference
Reading Renaissance (AR & MAYON)
Sharon Wells Mathematics for 2nd grade
Seidlitz Education
TABE Conference
TexQuest
Wilson Language
Region 19 : Autism Conference
Mental Health Conference
Border Conference
Reading Academies for kindergarten teachers and administrators
SuccessEd (RTI)

Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Specialists
District Instructional Officers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction **Funding Sources:** Campus Guest Teacher - 199: General, Basic - 199.11.6112.40.103.99 - $10,000, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.103.30 - $13,287, SuccessEd RTI - 199: General, Basic - 199.11.6396.00.103.30 - $532, Professional Development - La Cosecha - 199: General, Bilingual Education - 199.13.6411.12.103.25 - $4,000, EduHero - 199: General, Basic - 199.13.6396.00.103.99 - $607, Professional Development - R19 - 199: General, Basic - 199.31.6239.00.103.99 - $150, Professional Development - TABE and La Cosecha - 199: General, Basic - 199.23.6411.12.103.99 - $1,500, In-District PD/Staff Development - Seidlitz - Best Practices - 199: General, Bilingual Education - 199.13.6411.13.103.25 - $3,500, R19 ESC - 199: General, Special Education - 199.13.6239.00.103.23 - $500, Unique Learning - Lesson PIX - 199: General, Special Education - 199.11.6396.00.1903.23 - $976, PD - SPED - Region 19 - 199: General, Special Education - 199.13.6239.00.103.23 - $250, Employee Travel - Admin - 199: General, Bilingual Education - 199.23.6411.12.103.25 - $3,000, Software/Site Licenses - 199: General, State Compensatory Education - 199.11/6396.00.103.30 - $48,000, mClass - 199: General, Basic - 199.13.6299.00.103.36 - $5,000, Estrellita PD - 199: General, Bilingual Education - 199.13.6299.00.103.25 - $3,200, PD - Dr. Jose Medina - Dual Language - 199: General, Bilingual Education - 199.13.6299.00.103.25 - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning through professional learning communities and modeling lessons utilizing best practices while implementing district initiatives in all content areas to include team building for faculty and staff (2 FTE's) (Daily). **Strategy's Expected Result/Impact:** Increase of student achievement in all content areas. **Staff Responsible for Monitoring:** Campus Administration District Instructional Officers Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Specialist - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - $178,583.34				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Learning Communities will meet weekly for 60 minutes to align instruction and assessments, plan based on student data, reflect on teaching practices and strategies and plan for targeted and focused intervention based on the data. (Weekly) PLC Processes **Strategy's Expected Result/Impact:** An increase in student achievement in all content areas that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: 70% of kinder grade students will be reading at a DRA/EDL Reading level of 4 by the end of the 2023-2024 school year.
70% of first grade students will be reading at a DRA/EDL Reading level of 16 by the end of the 2023-2024 school year.
70% of second grade students will be reading at a DRA/EDL Reading level of 28 by the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Istation beginning, middle and end of the year assessments
DRA / EDL Guided Reading Levels: Monthly levels to be checked by Instructional Coaches and Admin.
Guided Reading Binders; to include guided reading lessons; Istation intervention lessons / Running Records
Weekly test and data meetings
Implement Accelerated Reading (AR) for student independent reading practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide research-based instructional resources that are aligned to the TEKS through the use of the following (Daily): Amazon Barnes and Noble literacy purchases Basic instructional supplies/Warehouse Benchmark Education Capstone-Pebble Go Curriculum Associates - Math and Reading DRA/EDL Reading Kits Estrellita Follett School Solutions Istation Reading and Math Kami Notable Lakeshore Learning Materials Learning A-Z (RAZ and Vocabulary) Lunita Okapi Reading Renaissance (AR) Really Good Stuff Shi government Voyager Sopris Scholastic School Specialty Steps to Literacy Wilson Language (Fundations) TexQuest Valley Speech				
Strategy's Expected Result/Impact: Improvement in all core content areas with monitoring through the following				

means: Guided Reading binders Istation DRA/EDL - running records TELPAS Walkthroughs /T-TESS Coaching Cycle feedback/reflection Lesson Plans Kami Notable **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Imagination Station (Istation) Learning - A-Z - 199: General, Basic - 199.71.6514.00.103.30 - $37,024.92, Intervention kits/Supplies General - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - $53,000, Software - 199: General, Basic - 199.13.6396.00.103.99 - $607, Reading materials - 199: General, Bilingual Education - 199.11.6329.00.103.25 - $20,000, Reading Kits - 199: General, Basic - 199.11.6329.00.103.36, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30, General Supplies - 199: General, Basic - 199.11.6399.00.103.11 - $9,343, General Supplies Bilingual - 199: General, Bilingual Education - 199.11.6399.00.103.25 - $23,050, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30, General Supplies - 199: General, Special Education - 199.11.6399.00.103.23 - $5,000, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.00.103.30 - $15,000, General Supplies - GT - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - $500, Bilingual Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25, Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.36 - $53,000, Reading materials - 289:Title IV, Part A Subpart 1 - 289.11.6329.00.103.30 - $7,910				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Update library resources for student and classroom use. (Monthly) **Strategy's Expected Result/Impact:** Increase in students' reading level to include comprehension and fluency that is monitored through library usage, Accelerated Reading tests, reading and fluency graphs. Update the library to meet the needs of K-2nd Grade Level Readers. **Staff Responsible for Monitoring:** Campus Administration Librarian Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Library Resources - 199: General, Basic - 199.12.6329.00.103.99 - $3,000, General Supplies - 199: General, Basic - 199.12.6399.00.103.99 - $700, General Supplies - Toner - 199: General, Basic - 199.12.6399.53.103.99 - $400, Reading Material - 289:Title IV, Part A Subpart 1 - 289.12.6329.00.103.30 - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Purchase books for read-alouds for grades K-2nd, to include book titles that have bilingual counterparts for alignment for instructional alignment, MYON license for AR reading books, add digital books from EPIC and Capstone. **Strategy's Expected Result/Impact:** Increase in reading comprehension and fluency as monitored by increase in reading levels. **Staff Responsible for Monitoring:** Campus Administration Teacher Campus Instructional Specialist Librarian **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Reading Material - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.103.30 - $2,600, Reading Material - 199: General, Special Education - 199.11.6329.00.103.23 - $600, Reading Material - 289:Title IV, Part A Subpart 1 - 289.11.6329.00.103.30 - $9,073				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: For the 2023-2024 school year, common benchmark assessments (MAP), Sharon Wells 6-week 2nd grade math assessment results reports will reflect increases in mathematics as per the following:

Grade: Kinder
Approaches- 3% increase in the EOY MAP mathematics assessment from the 2022-2023 EOY assessment results.
Meets- 3%
Masters- 1%

Grade: 1st
Approaches- 3%
Meets- 3%
Masters- 1%

Grade: 2nd
Approaches- 3%
Meets- 3%
Masters- 1%

MAP MOY smart goal is 1% overall percentage rise students meeting projected growth in Math and Reading.

High Priority

Evaluation Data Sources: MAP Math assessment scores, 6-week math assessment results, IStation Tier Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase/Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly) Houghton Mifflin textbook resources Istation Math (K-2nd grade) STEMScopes for Math (K-2) Classroom Kits Sharon Wells Math Curriculum (2nd Grade) Curriculum Associates Math Manipulatives: Color tiles, pattern blocks, clocks, scales, etc. Lakeshore Learning Math Kits to focus on numeracy, shapes and number sense. STEMScopes Math/Accelerate Learning Kami Notable Accelerated Learning AR (MYON) Starfall OKAPI Materials **Strategy's Expected Result/Impact:** Increase in student achievement through the use of manipulatives, problem-solving methodologies, basic facts, and various strategies that will lead to an increase in student mastery in unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** ImagineNation (Istation) - Kami - Learning A-Z - 199: General, Basic - 199.11.6396.00.103.30 - $48,000, Math and Reading Intervention kits and General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - $25,000, Instructional Supplies - 199: General, Basic - 199.11.6399.00.103.36 - $28,900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue with Guided Math in K-1st grade to include learning stations while also using Math STEMScopes. (Daily) **Strategy's Expected Result/Impact:** Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist District Instructional Officers Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: For the 2023-2024 school year the campus will implement the use of a Science lab/Makerspace lab. The campus will continue with the Engineering Connection lab as well as utilizing STEMScopes.

Evaluation Data Sources: 2023-2024 STEMScopes Assessment Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Increase in performance in content areas on unit and campus assessments. Increase in participation of activities and lessons in the Engineering labs. **Staff Responsible for Monitoring:** Campus Administration Teachers **Funding Sources:** Instructional Aide - (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - $31,416.76, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399,00.103.30 - $13,183				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide (Daily) research-based resources and supplies to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials and makerspace products relevant to the math, science and engineering component. **Strategy's Expected Result/Impact:** Increase mastery of content and performance as measured through unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers District Instructional Officer **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.00.103.30 - $5,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

Performance Objective 4: 2023-2024 performance for Special Populations to include English Language Learners (EL) , Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will demonstrate growth in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. English Language Learners will improve one proficiency level in 2023-2024.

Evaluation Data Sources: 2023-2024 TELPAS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase GT testing materials and scoring services for GT nominated students. (Yearly) Purchase materials for GT student projects face-to-face or virtual learning (Monthly) Purchase materials and snacks for GT Family Night/Virtual learning (Yearly) Provide opportunities for our GT students to participate in Adventures in Learning field trips and additional field trips, face-to-face or virtually. (Yearly) Extra Duty Pay for GT Family Night **Strategy's Expected Result/Impact:** Differentiated instruction for GT student population as measured by projects and increased academic achievement. **Staff Responsible for Monitoring:** Campus Administration Teacher GT Coordinator **Funding Sources:** Testing Material - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - $200, General Supplies - 199: General, Gifted & Talented - 199.11.6399.00.103.21 - $300, Food - 199: General, Gifted & Talented - 199.11.6497.00.103.21 - $100, Extra Duty Pay - 199: General, Gifted & Talented - 199.11.6117.01.103.21 - $200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to implement Dual Language Model for K-2 with fidelity (Daily). Attend Professional Development for Dual Language to include PD with Dr. Jose Medina grade 1st-2nd grade. Attend Seidlitz PD for classroom strategies supporting EL students. Use of Estrellita to support phonics and reading K-2 in bilingual classrooms., to include Lunita for 2nd grade. (Daily) Identification and placement of students in the bilingual program through state-approved assessments. (As needed) Testing Materials - LAS Purchase of Reading Material in conjunction with Seidlitz Supplies need for Dual Language Instruction in the classroom PD - Dr. Jose Medina **Strategy's Expected Result/Impact:** Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas. Measured through walkthroughs, unit and campus assessments, and TELPAS. **Staff Responsible for Monitoring:** Campus Administration Teachers Campus Instructional Specialists Reading Interventionist Teacher District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Testing Materials - 199: General, Bilingual Education - 199.11.6339.00.103.25, Reading Material - 199: General, Bilingual Education - 199.13.6329.00.103.25 - $2,000, General Supplies - 199: General, Bilingual Education - 199.11.6399.00.103.25 - $23,050, In-District PD/Staff Development - 199: General, Bilingual Education - 199.13.6411.13.103.25 - $3,500, Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - $7,000, Reading Material - 263: Title III, Part A English Language Acq. - 263.11.6329.00.103.25 - $6,939				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Special Education students will be provided accommodations/modifications as per their Individual Education Plans. Tutoring will be offered to Special Education Students. License for RTI Success Ed **Strategy's Expected Result/Impact:** Differentiated instruction and support will result in an increase of meets in all core content areas. **Staff Responsible for Monitoring:** Campus Administration Teachers Special Education Teachers Special Education Instructional Aides (5) **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Site Licenses - Unique Learning and Learning PIX - 199: General, Special Education - 199.11.6396.00.103.23 - $1,100, RTI Success Ed - 199: General, Special Education - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: All students that are at risk of failing will be provided with remediation and instructional materials during Fall and Spring intersession and after-school tutoring sessions as needed. (Daily/Weekly) Fall (2023) and Spring (2024) Intersession(s) will be offered to students needing the extra support. Bilingual kinder students will continue to have a Fall and Spring intersession to meet the state requirement for the summer. Each intersession will consists of 30 hours each semester and 30 in the summer. Intervention blocks will be implemented for all K-2 students. Targeted interventions will be determined from our data analysis. Transportation will be provided for students that attend tutorials. Special Education students will be provided tutoring to assist in areas of need. **Strategy's Expected Result/Impact:** Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, Unit and campus-based assessments, TELPAS, and reading levels. **Staff Responsible for Monitoring:** Campus Administration Special Education Teachers **Funding Sources:** Reclassified Transp-Exp - Tutoring - 199: General, State Compensatory Education - 199.11.6494.05.103.30 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: Participation by parents and community members in school-based activities will increase from the 2022-2023 school year to the 2023-2024 school year.

Evaluation Data Sources: Documentation of Participation in Activities (Agendas, sign-in sheets kept by counselor, librarian, administration)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 1: Provide campus activities that promote family relationships and build self-esteem such as Honor Roll Assemblies, Grandparent's Day Celebration, Coffee with the Principal, 2nd grade farewell activities, Holiday celebration performances.

Provide campus activities that increase parental involvement and support student achievement done virtually or in person if safety /health guidelines permit, such as:

Academic Awards for students
Barnes & Noble
Book-of-the-Month to support literacy
Bullying Prevention presentation
Coffee with the Principal
Student Safety
COVID-19 safety health guidelines presentations
Dual Language Information night
EL strategies for language acquisition
GT Family Night
Literacy: Red Across America Celebration week
Mental Health Awareness for social/emotional needs presentations
Music Performance by students
Practical Parent Education (parental engagement curriculum)
STEM Expo
TELPAS information, Open House, Title I, Title III, Math and Reading, information sessions.
Parent Literacy Sessions to include 2 weekly sessions on various topics.

(Monthly)

Strategy's Expected Result/Impact: Increase in students' social/emotional well-being.
Increase home/school connection to inform parents on various strategies to help their children achieve success.

Staff Responsible for Monitoring: Campus Administration
Teachers
Counselor
Librarian
Music Teacher
Campus Instructional Coach
District Instructional Officers

Parent Liaison **Funding Sources:** Parent refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.103.30 - $1,000, Reading materials - 211: Title I, Part A Improving Basic Programs - 211.11.6329.01.103.30 - $500, Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.103.30 - $1,206, Travel Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - $200, Travel Non-Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.103.30 - $250, ESC-Region 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - $250, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.103.30 - $500, Misc. Operating Expenses - 199: General, Basic - 199.31.6499.00.103.99 - $700				

Strategy 2 Details	Reviews			
Strategy 2: Increase in parent involvement through recognizing student achievements such as perfect attendance, honor roll, student-of-the-month, end-of-year awards for grades K-2nd Grade.	Formative			Summative
	Sept	Nov	Jan	Mar
(Every 9 weeks) **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor Parent Liaison **Funding Sources:** Awards - 199: General, Basic - 199.11.6499.19.103.11 - $4,500				

Strategy 3 Details	Reviews			
Strategy 3: Enhance home and school connection through the use of Class Dojo, Google Classroom, Zoom platform, Monthly Newsletters, Communicate through campus social media outlet, campus and district websites and Parent Attendance of the Annual Parent Conference at Region 19.	Formative			Summative
	Sept	Nov	Jan	Mar
(Monthly) **Strategy's Expected Result/Impact:** Increased communication with parents regarding campus and classroom activities. Continue to communicate through Dojo app to facilitate homework and will serve as a means for home and school communication. **Staff Responsible for Monitoring:** Campus Administration Teachers Parent Liaison Campus Secretary Librarian **Funding Sources:** Region 19 Parental Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - $360, Employee Travel - Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - $200, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.103.30 - $59				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Have parents serve on the following committee: DAT, SHAC, LPAC and SBDM. (Monthly) **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Counselor Parent Engagement Representative State and Federal Programs Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: The campus will support professionals and/or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional and/or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling student in all academic areas. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers SPED aides				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary School will utilize the CARE Act ESSER grant funds to help K-2 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** Close learning gaps attributed to the COVID19 pandemic. **Staff Responsible for Monitoring:** School administration Teachers Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 8: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. **Strategy's Expected Result/Impact:** Close learning gaps attributed to COVID-19. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialists Reading Intervention Teacher **Funding Sources:** Supplies - 281 ESSER II - 281.11.6399.01.103.30 - $10,905.40				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. **Strategy's Expected Result/Impact:** Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Computer Lab Aide **Funding Sources:** supplies - 281 ESSER II - 281.11.6399.11.103.11 - $17,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives. **Strategy's Expected Result/Impact:** Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc. expenditures to attract parental engagement.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. **Staff Responsible for Monitoring:** Campus Administration Parent Liaison				

Strategy 5 Details	Reviews			
Strategy 5: Safe to return in person and continuity of services.	Formative			Summative
Strategy's Expected Result/Impact: No monies budgeted.	Sept	Nov	Jan	Mar
Funding Sources: supplies - 281 ESSER II - 281.33.6399.05.103.99 - $1,638.32				

Strategy 6 Details	Reviews			
Strategy 6: Mental Health and Behavior Supports - Purchase general supplies, reading material, furniture that will provide socio-emotional support.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: For teachers to improve the overall quality of instruction **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison Nurse **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** furniture - 281 ESSER II - 281.11.6398.06.103.11 - $3,331.65				

Strategy 7 Details	Reviews			
Strategy 7: Grant Administration	Formative			Summative
Strategy's Expected Result/Impact: No monies allocated	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and After School Programs - Continue with the after school programs in place to possible add another program. **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. Provide students with an environment where they can socialize, compete, learn and help with their over-all socio-emotional status. **Staff Responsible for Monitoring:** Administration Teachers willing to work the special programs Teacher aides Monitors **Funding Sources:** General Supplies - 281 ESSER II - 282.36.6399.08.103.99 - $5,072, Extra Duty Pay - Professional - 281 ESSER II - 282.36.6117.08.103.99 - $12,000, Extra Duty Pay - Hourly - 281 ESSER II - 282.36.6127.08.103.99 - $9,700				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools. Grade level reconvene to order general supplies needed to ensure alignment of the curriculum across the board. Purchase letters for the marquee. Purchase Smart Boards if needed. (Currently being used for Monitor Pay). **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive software license students will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **Funding Sources:** Equipment - 281 ESSER II - 281.11.6398.09.103.11 - $3,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees - not campus based. **Strategy's Expected Result/Impact:** No monies allocated.				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher supply fund - teacher allowance to purchase supplies needed for projects. **Strategy's Expected Result/Impact:** Close learning gaps through students creating projects as per the curriculum to motivate and engage. **Staff Responsible for Monitoring:** Administration Teachers Reading Interventionist **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.11.103.11 - $8,750				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Strategy 1 Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. **Strategy's Expected Result/Impact:** Close learning gaps attributed to COVID-19 in all content areas by providing intervention material. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Reading Intervention Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.01.103.30 - $31,660, Extra Duty - Professional - 282 ESSER III - 282.11.6117.01.103.30 - $25,000, Extra Duty - Hourly - 282 ESSER III - 282.11.6127.01.103.30 - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. Funding Not Applicable **Strategy's Expected Result/Impact:** Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Computer Lab Aide **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives and pay stipend if applicable under the approved miscellaneous pay. **Strategy's Expected Result/Impact:** Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** R19 ESC - 282 ESSER III - 282.13.6239.03.103.99 - $2,000, Employee Travel - 282 ESSER III - 282.13.6411.03.103.99 - $2,500, Reading Material Book Study - 282 ESSER III - 282.13.6329.03.103.99 - $1,500, Employee Travel - Admin - 282 ESSER III - 282.23.6411.03.103.99 - $550				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc., snacks expenditures to attract parental engagement. Provide parent liaison opportunity to attend professional development to further enhance our parent participation **Strategy's Expected Result/Impact:** Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. **Staff Responsible for Monitoring:** Campus Administration Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Reading Materials - 282 ESSER III - 282.61.6329.04.103.30 - $1,000, Misc. Operating Expense - 282 ESSER III - 282.61.6499.04.103.30 - $2,500, General Supplies - 282 ESSER III - 282.61.6399.04.103.30 - $2,500 , Employee Travel - Parent Liaison - 282 ESSER III - 282.61.6411.03.103.30 - $550, Food purchases - 282 ESSER III - 282.61.6497.04.103.30 - $758				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return to in person school and continuity of services. **Strategy's Expected Result/Impact:** For teachers to improve the overall quality of instruction. **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison Nurse				

Strategy 6 Details	Reviews			
Strategy 6: Mental Health and Behavior Supports. Social emotional work centers, books, supplies for classroom sessions and furniture.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: To enhance the emotional and social aspect of our students and ensure academic success. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Furniture and Equipment - 282 ESSER III - 282.11.6398.06.103.11 - $6,000, General Suplies - 282 ESSER III - 282.11.6399.06.103.11 - $4,000, Reading Materials - 282 ESSER III - 282.31.6329.06.103.99 - $1,000, General Supplies - 282 ESSER III - 282.31.6399.06.103.99 - $4,875, Miscellaneous Operating Costs - 282 ESSER III - 282.31.6499.06.103.99 - $500				

Strategy 7 Details	Reviews			
Strategy 7: Grant Administration	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
Strategy 8: Student enrichment and after school programs.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive software license students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools. Teachers will order supplies needed to ensure alignment across the grade levels and the purchase of smart boards. **Strategy's Expected Result/Impact:** To ensure student academic success. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.09.103.11 - $23,750, Technology - 282 ESSER III - 282.11.6395.09.103.11 - $9,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees. **Strategy's Expected Result/Impact:** Close learning gaps through students creating projects as per the curriculum to motivate and engage. **Staff Responsible for Monitoring:** Administration Teachers Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher supplies. **Strategy's Expected Result/Impact:** To ensure students success and a positive culture for teachers. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVI-19 pandemic.

Evaluation Data Sources: Students progress reports, 9 week reports and Istation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: To close the gaps in student learning in reading and mathematics a school tutor will work in small groups of students or one-to-one targeting the areas of need. Supplemental supplies and materials will be provide for the instruction. **Strategy's Expected Result/Impact:** The expected results will be to increase scores on reading and math by 1% to 2% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, classroom teacher and student's tutor **Title I:** 2.5, 2.6 **Funding Sources:** Tutor Salary &Benefits - 278 ARP I - Homeless Supplemental Grant - 278.11.6127.00.103.24 - $3,252, Supplies & Materials - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.103.24 - $500				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Student's progress reports, 9 week reports, and Istation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide intervention to transition students with extra support in closing the gaps due to COVID-19 by hiring a part-time tutor. Also, supplies and materials will be provided for additional instructional support to include one educational field trip. **Strategy's Expected Result/Impact:** The expected result will be to increase students academic support and improve reading by 1% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist and part-time tutor **Title I:** 2.5, 2.6 **Funding Sources:** Salary & Benefits Part-Time Tutor - 280 ARP II Homeless Grant - 280.11.6127.00.03.24 - $8,639, Reading Materials - 280 ARP II Homeless Grant - 280.11.6329.00.103.24 - $310, General Supplies - 280 ARP II Homeless Grant - 280.11.6399.00.103.30 - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: For the 2023-2024 school year, the campus will begin a school-wide writing baseline to gauge student success with letter formation, penmanship and basic simple sentence structure. A campus-wide monthly writing sample collection will be implemented to address the writing process and determine growth per grade level expectations.

The writing wall classroom display will be aligned to grade level TEKS based on the book of the month.

Evaluation Data Sources: Writing samples progression.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Kindergarten, First Grade and Second Grade will collect monthly writing samples and post on classroom wall to show writing development and progress throughout the school year. **Strategy's Expected Result/Impact:** Student writing will show a progression of progress through writing portfolio samples **Staff Responsible for Monitoring:** Teachers IS's Administration **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 13: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30 - $27,623				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Sambrano Elementary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.103.30 - $13,287				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Sambrano Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2 **Funding Sources:** Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.103.30 - $1,500, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.103.30 - $951, Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - $100, Non-Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.103.30 - $500, Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.103.30 - $500				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 14: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - Classroom Library Dual - 263: Title III, Part A English Language Acq. - 263.11.6329.00.103.25 - $10,000, General Supplies - Frescas - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - $4,466				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 15: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEMS, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - After School Program Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.103.30 - $10,140, Reading Materials - Library Books - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.103.30 - $7,910				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - PBIS materials - Jinga, Connect 4, etc. - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.103.30 - $4,930				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Technology Equipment - Ponce - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.103.30 - $4,401				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 16: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software/License, Extra-Duty Pay)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide all students with supplemental instruction on core academic subjects materials, intervention materials, and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. **Strategy's Expected Result/Impact:** To assist students in meeting the State academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist and other instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** Software/License - subscriptions - 199: General, State Compensatory Education - 199.71.6415.00.103.30 - $37,024.92, Reading Materials- Opal - 199: General, State Compensatory Education - 199.11.6329.00.103.30 - $7,288.42				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 17: Early Childhood Allotment is defineded as programs an services designed to supplement early childhood education for students in grade pk-3rd grade. The purpose is to increase academic achievement to students at an early age to reduce the risk of dropping out. The program provides funding to students who are economically disadvantaged and are at risk of dropping out to provide added support and establish continued success up to high school.

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, Report Cards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials, general supplies licenses or subscriptions for any core subject in order for students to achieve high levels in academic subjects for all Early Childhood students in grade K-2nd Grade that can help meet the same challenging State academic standards. **Strategy's Expected Result/Impact:** Students meeting projected growth in MAP Moy Reading results. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Reading Materials - 199: General, Pre-Kinder State Compensatory Educ. - $10,000, General Supplies - 199: General, Pre-Kinder State Compensatory Educ. - 199.11.6399.00.103.36 - $16,180, Misc. Contracted Services - 199: General, Pre-Kinder State Compensatory Educ. - 199.13.6299.00.103.36 - $5,000, Subscription - 199: General, Pre-Kinder State Compensatory Educ. - 199.71.6514.00.103.36 - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide Professional Development to teachers and/or teacher aides in early childhood development. **Strategy's Expected Result/Impact:** Progress reports, reports cards, assessments. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers				

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
Funding Sources: 199.13.6239.00.103.36 - 199: General, Pre-Kinder State Compensatory Educ. - 199.13.6239.00.103.36 - $2,000

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Faculty and staff will increase the use of technology through use of technology equipment and applications to support instruction, and students will demonstrate an increase in technology application proficiency in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs and usage reports of technology applications. The purchase of new desktops for computer lab to replace outdated machines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources/licenses to facilitate local and state assessments. Utilize technology applications to integrate technology with all core content areas. Purchase to replace technology equipment for student use in Computer Labs. Desktops for office staff Support tech assistance for teachers Office Depot ProComputing AGiProtect SEISD Warehouse Materials & Supplies Google Management Site License CDW-G Purchase toner for printers Dell HB electronics (Weekly) **Strategy's Expected Result/Impact:** Increase in performance and mastery across all core content areas as measured by unit and campus assessments and TELPAS state assessment. **Staff Responsible for Monitoring:** Campus Administrator Teachers Computer Instructional Aide Campus Instructional Coaches District Instructional Officers **Funding Sources:** Technology Equipment - 199: General, State Compensatory Education - 199.11.6395.00.103.30 - $30,000, General Supplies - Toner - 199: General, Basic - 199.11.6399.53.103.11 - $4,000, General Supplies Toner - 199: General, Basic - 199.12.6399.53.103.99 - $5,400, Supplies - 199: General, Basic - 199.13.6395.00.103.30 - $400 , Technology - 199: General, Basic - 199.13.6395.00.103.30 - $4,665.50, Technology - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30 - $23,310, Technology equipment - 199: General, Bilingual Education - 199.11.6395.00.103.25 - $22,015				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students support with online assessment by purchasing materials needed such as headphones, etc. **Strategy's Expected Result/Impact:** Improvement in academic areas in reading and math by providing students with supplies needed. **Staff Responsible for Monitoring:** Sandra Rico, Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Technology equipment (Headsets) - 199: General, Basic - 199.11.6395.00.103.30 - $1,354, Supplies - 199: General, Basic - 199.11.6399.00.103.36 - $1,750				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Students will be involved in a variety of activities that promote STEM and College and Career readiness.

Evaluation Data Sources: Increase STEM and College and Career Readiness opportunities to include all grade levels. STEM challenges throughout the school year and allotting time to visit makerspace classroom to promote study in the areas of science, math and engineering.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Campus counselor will provide a variety of college and career readiness activities for students such as career day, college week activities to promote secondary education. Wear your College Shirt on Mondays (Weekly) **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities, financial aid information and coursework. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Campus Counselor Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop E-STEM campus for all grades K-2nd Grade to include: Engineering Labs - K-2nd Grade Maker Space - K-2nd Grade Genius Hour - GT Students grades 1st-2nd STEM Expo - K-2nd New Goal: K-2nd grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, life and career skills, and Project-Based Learning. (Weekly) **Strategy's Expected Result/Impact:** Increase in participation of hands-on learning in the areas of math, science, and STEM-related activities that will lead to an increase in preparation of STEM and related careers. Increase in participation of STEM Expo. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Coaches Teacher Librarian Math/Science Instructional Aide District Instructional Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: For the 2023-2024 school year, Sambrano Elementary will implement a plan of action to promote our PBIS Framework core values of being respectful, being responsible and being safe which will lead to an overall decrease of discipline referrals from the previous school year.

Evaluation Data Sources: 2023-2024 Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) throughout the campus. All stakeholders will receive training through student made videos and review of reflection and referral forms. Continue to recognize students for achieving behavior goals through free dress and semester PBIS celebrations. (Daily) **Strategy's Expected Result/Impact:** Decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor PBIS Committee				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Provide campus activities to promote social and emotional well-being for all students.

Evaluation Data Sources: Counselor logs and records of all activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our military families who have moved into SEISD to offer them a tour and information of our campus, explain district expectation goals and introduce them to the state curriculum through the resources from Texas Education Agency. Provide opportunities and activities to engage all our students with awareness of the Armed forces. **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-in's will be conducted offering extra instructional support for their children and themselves. **Staff Responsible for Monitoring:** Military Liaison Campus Administrators District Home Liaison Counselor Teachers Nurse Parent Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff Support Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus counselor will conduct classroom presentations on bullying, safety, random acts of kindness, self respect, character counts, Celebrate Red Ribbon Week, Career Awareness, positive choices and consequences and other topics as the need arises. (Weekly) **Strategy's Expected Result/Impact:** Increase in student achievement and decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide opportunities for the PBIS campus team to attend professional development and conferences, including but not limited to: Circle-Up Positive and Restorative Practices to Relationship Building and Conflict Resolutions to support PBIS - Region 19 (Monthly) **Strategy's Expected Result/Impact:** Implementation of best practices to support PBIS and social/emotional student needs. **Staff Responsible for Monitoring:** Campus Administration Counselor PBIS committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide music class for Kindergarten, 1st and 2nd grade students on a weekly basis following an A/B/C schedule. Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. **Strategy's Expected Result/Impact:** Through exposing students to fine arts our goal is to develop well-rounded students. **Staff Responsible for Monitoring:** Administration Music Teacher				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Nursing Staff Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Provide activities to increase student attendance rate from 91.50% in 2022-2023 to 95% in 2023-2024 school year

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Assistant Principal will lead attendance committee to meet monthly to review incentives and students with 3 or more absences. 9-week recognition at awards assembly and acknowledgement to parents. Monthly grade level winner to be announced. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** Attendance Committee Attendance Clerk Campus Administrators Campus Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Alyssa Padilla	Campus Instructional Specialist	Title I, Part A	100%
Cesar Duran	Campus Instructional Specialist	Title I, Part A	100%
Patricia Cortez	Aide-Classroom	Title I, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Guest Teacher	199.11.6112.40.103.99	$10,000.00
1	1	1	SuccessEd RTI	199.11.6396.00.103.30	$532.00
1	1	1	Professional Development - R19	199.31.6239.00.103.99	$150.00
1	1	1	mClass	199.13.6299.00.103.36	$5,000.00
1	1	1	Professional Development - TABE and La Cosecha	199.23.6411.12.103.99	$1,500.00
1	1	1	EduHero	199.13.6396.00.103.99	$607.00
2	1	1	Reading Kits	199.11.6329.00.103.36	$0.00
2	1	1	General Supplies	199.11.6399.00.103.11	$9,343.00
2	1	1	Imagination Station (Istation) Learning - A-Z	199.71.6514.00.103.30	$37,024.92
2	1	1	Software	199.13.6396.00.103.99	$607.00
2	1	2	Library Resources	199.12.6329.00.103.99	$3,000.00
2	1	2	General Supplies - Toner	199.12.6399.53.103.99	$400.00
2	1	2	General Supplies	199.12.6399.00.103.99	$700.00
2	2	1	ImagineNation (Istation) - Kami - Learning A-Z	199.11.6396.00.103.30	$48,000.00
2	2	1	Instructional Supplies	199.11.6399.00.103.36	$28,900.00
2	5	1	Misc. Operating Expenses	199.31.6499.00.103.99	$700.00
2	5	2	Awards	199.11.6499.19.103.11	$4,500.00
3	1	1	General Supplies - Toner	199.11.6399.53.103.11	$4,000.00
3	1	1	Supplies	199.13.6395.00.103.30	$400.00
3	1	1	General Supplies Toner	199.12.6399.53.103.99	$5,400.00
3	1	1	Technology	199.13.6395.00.103.30	$4,665.50
3	1	2	Technology equipment (Headsets)	199.11.6395.00.103.30	$1,354.00
3	1	2	Supplies	199.11.6399.00.103.36	$1,750.00
				Sub-Total	$168,533.42

199: General, Gifted & Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	General Supplies - GT	199.11.6339.00.103.21	$500.00

199: General, Gifted & Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Testing Material	199.11.6339.00.103.21	$200.00
2	4	1	Food	199.11.6497.00.103.21	$100.00
2	4	1	General Supplies	199.11.6399.00.103.21	$300.00
2	4	1	Extra Duty Pay	199.11.6117.01.103.21	$200.00
				Sub-Total	$1,300.00

199: General, Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	R19 ESC	199.13.6239.00.103.23	$500.00
1	1	1	Unique Learning - Lesson PIX	199.11.6396.00.1903.23	$976.00
1	1	1	PD - SPED - Region 19	199.13.6239.00.103.23	$250.00
2	1	1	General Supplies	199.11.6399.00.103.23	$5,000.00
2	1	3	Reading Material	199.11.6329.00.103.23	$600.00
2	4	3	Site Licenses - Unique Learning and Learning PIX	199.11.6396.00.103.23	$1,100.00
2	4	3	RTI Success Ed		$500.00
				Sub-Total	$8,926.00

199: General, Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development - La Cosecha	199.13.6411.12.103.25	$4,000.00
1	1	1	Estrellita PD	199.13.6299.00.103.25	$3,200.00
1	1	1	PD - Dr. Jose Medina - Dual Language	199.13.6299.00.103.25	$5,000.00
1	1	1	In-District PD/Staff Development - Seidlitz - Best Practices	199.13.6411.13.103.25	$3,500.00
1	1	1	Employee Travel - Admin	199.23.6411.12.103.25	$3,000.00
2	1	1	Reading materials	199.11.6329.00.103.25	$20,000.00
2	1	1	General Supplies Bilingual	199.11.6399.00.103.25	$23,050.00
2	4	2	Testing Materials	199.11.6339.00.103.25	$0.00
2	4	2	In-District PD/Staff Development	199.13.6411.13.103.25	$3,500.00
2	4	2	General Supplies	199.11.6399.00.103.25	$23,050.00
2	4	2	Reading Material	199.13.6329.00.103.25	$2,000.00
3	1	1	Technology equipment	199.11.6395.00.103.25	$22,015.00
				Sub-Total	$112,315.00

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Software/Site Licenses	199.11/6396.00.103.30	$48,000.00
2	1	1	Supplies	199.11.6399.00.103.36	$53,000.00
2	1	1	Intervention kits/Supplies General	199.11.6399.00.103.30	$53,000.00
2	2	1	Math and Reading Intervention kits and General Supplies	199.11.6399.00.103.30	$25,000.00
2	4	4	Reclassified Transp-Exp - Tutoring	199.11.6494.05.103.30	$10,000.00
2	16	1	Software/License - subscriptions	199.71.6415.00.103.30	$37,024.92
2	16	1	Reading Materials- Opal	199.11.6329.00.103.30	$7,288.42
3	1	1	Technology Equipment	199.11.6395.00.103.30	$30,000.00
				Sub-Total	$263,313.34

199: General, Pre-Kinder State Compensatory Educ.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	17	1	Subscription	199.71.6514.00.103.36	$4,000.00
2	17	1	Reading Materials		$10,000.00
2	17	1	Misc. Contracted Services	199.13.6299.00.103.36	$5,000.00
2	17	1	General Supplies	199.11.6399.00.103.36	$16,180.00
2	17	2	199.13.6239.00.103.36	199.13.6239.00.103.36	$2,000.00
				Sub-Total	$37,180.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Sharon Wells	211.13.6299.00.103.30	$13,287.00
1	1	2	Instructional Specialist - (2 FTE's) Estimated Salary & Benefits	211.13.6119.00.103.30	$178,583.34
2	1	1	Technology Equipment	211.11.6395.00.103.30	$0.00
2	1	1	General Supplies	211.11.6399.00.103.30	$0.00
2	1	3	Reading Material	211.11.6329.00.103.30	$2,600.00
2	3	1	General Supplies	211.11.6399,00.103.30	$13,183.00
2	3	1	Instructional Aide - (1 FTE) Estimated Salary & Benefits	211.11.6129.00.103.30	$31,416.76
2	5	1	Reading Materials	211.61.6329.01.103.30	$500.00
2	5	1	Travel Employee	211.61.6411.01.103.30	$200.00
2	5	1	Travel Non-Employee	211.61.6419.01.103.30	$250.00
2	5	1	Reading materials	211.11.6329.01.103.30	$500.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1	Parent refreshments	211.61.6497.01.103.30	$1,000.00
2	5	1	Supplies	211.61.6399.01.103.30	$1,206.00
2	5	1	ESC-Region 19	211.61.6239.01.103.30	$250.00
2	5	3	Employee Travel - Parent Liaison	211.61.6411.01.103.30	$200.00
2	5	3	Region 19 Parental Conference	211.61.6239.01.103.30	$360.00
2	5	3	Software/Site License	211.61.6396.01.103.30	$59.00
2	13	1	General Supplies	211.11.6399.00.103.30	$27,623.00
2	13	3	Sharon Wells	211.13.6299.00.103.30	$13,287.00
2	13	6	Employee Travel	211.61.6411.01.103.30	$100.00
2	13	6	General Supplies	211.61.6399.01.103.30	$951.00
2	13	6	Reading Materials	211.61.6329.01.103.30	$1,500.00
2	13	6	Non-Employee Travel	211.61.6419.01.103.30	$500.00
2	13	6	Food Purchases	211.61.6497.01.103.30	$500.00
3	1	1	Technology	211.11.6395.00.103.30	$23,310.00
				Sub-Total	$311,366.10

263: Title III, Part A English Language Acq.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Bilingual Supplies	263.11.6399.00.103.25	$0.00
2	4	2	Reading Material	263.11.6329.00.103.25	$6,939.00
2	4	2	Supplies	263.11.6399.00.103.25	$7,000.00
2	14	1	General Supplies - Frescas	263.11.6399.00.103.25	$4,466.00
2	14	1	Reading Materials - Classroom Library Dual	263.11.6329.00.103.25	$10,000.00
				Sub-Total	$28,405.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Reading materials	289.11.6329.00.103.30	$7,910.00
2	1	1	General Supplies	289.11.6399.00.103.30	$15,000.00
2	1	2	Reading Material	289.12.6329.00.103.30	$10,000.00
2	1	3	Reading Material	289.11.6329.00.103.30	$9,073.00
2	3	2	Supplies	289.11.6399.00.103.30	$5,000.00

289:Title IV, Part A Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	15	1	General Supplies - After School Program Supplies	289.11.6399.01.103.30	$10,140.00
2	15	1	Reading Materials - Library Books	289.12.6329.01.103.30	$7,910.00
2	15	2	General Supplies - PBIS materials - Jinga, Connect 4, etc.	289.11.6399.02.103.30	$4,930.00
2	15	3	Technology Equipment - Ponce	289.11.6395.03.103.30	$4,401.00
				Sub-Total	$74,364.00

280 ARP II Homeless Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	1	Salary & Benefits Part-Time Tutor	280.11.6127.00.03.24	$8,639.00
2	11	1	General Supplies	280.11.6399.00.103.30	$2,000.00
2	11	1	Reading Materials	280.11.6329.00.103.24	$310.00
				Sub-Total	$10,949.00

281 ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1	Supplies	281.11.6399.01.103.30	$10,905.40
2	8	2	supplies	281.11.6399.11.103.11	$17,500.00
2	8	5	supplies	281.33.6399.05.103.99	$1,638.32
2	8	6	furniture	281.11.6398.06.103.11	$3,331.65
2	8	8	Extra Duty Pay - Hourly	282.36.6127.08.103.99	$9,700.00
2	8	8	General Supplies	282.36.6399.08.103.99	$5,072.00
2	8	8	Extra Duty Pay - Professional	282.36.6117.08.103.99	$12,000.00
2	8	9	Equipment	281.11.6398.09.103.11	$3,000.00
				Sub-Total	$63,147.37

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	11	General Supplies	282.11.6399.11.103.11	$8,750.00
2	9	1	Extra Duty - Professional	282.11.6117.01.103.30	$25,000.00
2	9	1	Extra Duty - Hourly	282.11.6127.01.103.30	$5,000.00
2	9	1	General Supplies	282.11.6399.01.103.30	$31,660.00
2	9	3	Reading Material Book Study	282.13.6329.03.103.99	$1,500.00
2	9	3	Employee Travel	282.13.6411.03.103.99	$2,500.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	9	3	R19 ESC	282.13.6239.03.103.99	$2,000.00
2	9	3	Employee Travel - Admin	282.23.6411.03.103.99	$550.00
2	9	4	Employee Travel - Parent Liaison	282.61.6411.03.103.30	$550.00
2	9	4	Reading Materials	282.61.6329.04.103.30	$1,000.00
2	9	4	Food purchases	282.61.6497.04.103.30	$758.00
2	9	4	Misc. Operating Expense	282.61.6499.04.103.30	$2,500.00
2	9	4	General Supplies	282.61.6399.04.103.30	$2,500.00
2	9	6	General Supplies	282.31.6399.06.103.99	$4,875.00
2	9	6	General Suplies	282.11.6399.06.103.11	$4,000.00
2	9	6	Furniture and Equipment	282.11.6398.06.103.11	$6,000.00
2	9	6	Reading Materials	282.31.6329.06.103.99	$1,000.00
2	9	6	Miscellaneous Operating Costs	282.31.6499.06.103.99	$500.00
2	9	9	General Supplies	282.11.6399.09.103.11	$23,750.00
2	9	9	Technology	282.11.6395.09.103.11	$9,000.00
				Sub-Total	$133,393.00

278 ARP I - Homeless Supplemental Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	10	1	Tutor Salary &Benefits	278.11.6127.00.103.24	$3,252.00
2	10	1	Supplies & Materials	278.11.6399.00.103.24	$500.00
				Sub-Total	$3,752.00

San Elizario Independent School District

Lorenzo Loya Primary School

2023-2024 Campus Improvement Plan



Mission Statement

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent and contributing members of society.

Value Statement

At Lorenzo G. Loya Primary, where lifelong learning begins!

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 9
- Curriculum, Instruction, and Assessment 10
- Parent and Community Engagement 12
- School Context and Organization 14
- Technology 15

Priority Problem Statements 16

Goals 17
- Goal 1: Goal: To foster well-trained human capital in order to support student success and achievement. 18
- Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 21
- Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 45
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker. 48

Title I Personnel 54

Campus Funding Summary 55

Comprehensive Needs Assessment

Revised/Approved: May 25, 2023

Demographics

Demographics Summary

Loya Primary Student Demographics:

The information below provide a snapshot of the demographic makeup for Loya Primary, from data provided for the 2022-2023 school year. In the 2023-2024 school year, Loya Primary will continue serving students in grades PPK-3 and PPK-4 for a full-day program.

*Student Demographics (2022 - 2023 Fall PEIMS file loaded **11/16/2022)***

Count Percent Gender:

Female:117= 48.62%

Male:122= 51.38%

Ethnicity Hispanic-Latino: 233= 99.08%

Race American Indian - Alaskan Native: 1= 0.46%

Asian 0= 0.00%

Black - African American 0= 0.00%

Native Hawaiian - Pacific Islander 0= 0.00%

White:1= 0.46%

Two-or-More 0= 0.00%

We served a total of 218 students as per the 2022-2023 school year; grades Prek-3 and Prek-4. 56.88% are in dual language (bilingual class setting), 86.70% are economically disadvantaged and 15.14% are identified as special education.

Student by Program:

Student by Program (2022 - 2023 Fall PEIMS file loaded **03/08/2023)**

Count Percent:

Bilingual 124, 56.88%

English as a Second Language (ESL) 0, 0.00%

Alternative Bilingual Language Program 0, 0.00%

Alternative ESL Language Program 0, 0.00%

Gifted and Talented 0, 0.00%

Special Education (SPED) 33, 15.14%

Demographics Strengths

At Loya Primary all classrooms are supported by a certified classroom teacher and a instructional aide (T-2). The working relationship between both adults in the classroom has offered more support for the students with building a strong foundation with ritual and routines to assist with the daily instruction.

The campus continues to implement a strong Dual Language program in Prek-4 as well as in our Prek-3 classrooms. We were honored to receive the "Purple Star" recognition from the Texas Education Agency (TEA) for serving our Military Families. We have only a few families but are honored to serve them and receive this distinguished award, it was our goal and together we got it for our campus.

STAR Award Assemblies were held every 9 weeks for the students in which they were recognized for their perfect and near attendance, reading champions with their parents, most improved and being highlighted as the classroom STAR student. TEAM Loya comes together to make it a memorable event for our students and their families.

The campus continues to offer parents monthly literacy sessions that focus on teaching their young children the pre-reading strategies they can also use at home. The monthly sessions allows for parents/guardians and children to bond over academic teaching. Two sessions are provided, one in the a.m. and in the p.m. to accommodate parents' schedules.

We were very happy to see more parents or a family member join us for our literacy sessions this past year. Our numbers have doubled since last year. It is quite a sight to witness as our students work on a literacy activity with their loved ones. To honor our families language, the presentations are done in Spanish as well as in English.

Student Achievement

Student Achievement Summary

During the 2022-2023 academic year, our students in Prek-4 have been assessed with C-PALLS at the BOY and MOY, after which we get to see the data of areas of need and progress made throughout the year. In reviewing the MOY 2nd wave of testing, both monolingual and dual language classrooms show gains made in mathematics but are needing more support with rote counting. In making this observation with the data, particular instructional materials and manipulatives were ordered in January 2023 to help close the gap in this area. In reading, there are gains in phonological awareness with letter and sound recognition. The initiative of having a daily calendar that spirals the letters and the sounds has resulted in favorable gains. The students scores have risen in comparison of last years MOY results. Teachers will have to focus on alliteration and poetry to continue the upward growth with the EOY results. Our Prek-3 teachers assessed students with a teacher created test to identify their shapes, colors and some numbers in February 2023. At this time, each classroom is on target according to the Student Learning Objective, with only a handful who are needing more support. Suggestions for intervention were shared by the Principal who met with teachers individually to go over data. The instructional specialist also met with grade levels to discuss data and support. Instructional resources were also ordered for the students and teachers to get them to reach their EOY goals.

The campus continues to use IStation in reading and mathematics monthly diagnostic instruments to assess pre-reading/math skills progress of all Prek-4 students. Students continued to practice their skills in the classroom and work in small intervention groups with their teacher. This is the first experience for our students using IStation and taking the monthly assessments, it's a slow start at the BOY, but after a few months of practice the students become well-versed with using the technology and the routine of assessment. This year the students were introduced to using a QR code to log in the program, this has been valuable for time management. We have seen some progress for our students in reading. In regard to math scores, since the program only has an English component, our dual language students struggle with the language. They do their best to try to transfer their learning. The Principal reached out to the math instructional officer from P & I to see if our students can try the Spanish pilot program this last nine weeks. If allowed, I know we will see gains.

(Please see addendum for students BOY reports from October 2022 (Board Presentation slides).

Students at this grade level are not assessed with TELPAS nor STAAR. Incoming students whose HLS card indicates Spanish are tested with Pre-las to show language proficiency in both English and Spanish to determine placement at the BOY and EOY to indicate growth progress. Prek-3 students were assessed by teacher observations and teacher created MOY and EOY assessments in recognizing number, shapes, numbers and colors, along with language development.

Our Dual Language Program is using the 90/10 model for our Pk-4 students. This allows for a strong foundation of the students' first language to be solidified for them. The campus continues to implement Project GLAD (Guided Language Acquisition Design) and the use of Estrellita phonics in all Dual Language classrooms.

Improving vocabulary development, pre-reading and listening comprehension skills will continue to be a focus for the 2023-2024 academic year, thus, Loya Primary will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension following the new state Pre-K state guidelines and outcomes.

Student Achievement Strengths

C-PALLS MOY (2-wave) data reflects gains for most students in the area of mathematics and reading. The result of having the daily calendar math routine and now incorporated the same for phonics in all classrooms has been favorable. The vibrant and fun educational videos have made a lasting impact on students, where they have been able to retain and sustain their learning. Pre-reading skills have also shown an improvement for the majority of the students, the students who are struggling with some of the concepts are needing more support with their language development. All of our students who were under RTI have been evaluated in speech and are now being serviced. Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to disaggregate data, create meaningful lesson plans that target Pre-kindergarten TEA Guideline Standards, and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. Intervention blocks will continue for students to be serviced by both teachers and T-2's on a daily schedule to continue supporting growth.

As a campus we focus not only on academics, but we also focus on building social skills for our students where they learn to collaborate with their peers, learn about social acceptance, build up their vocabulary development through role playing and have opportunities to play as part of their learning. We have seen our students become very independent and have seen their confidence rise from the start of the school year.

It is very noticeable in Prek-3 program, having the students here for a full day program has made a huge difference for them. We are very pleased with the MOY results.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Attendance has been a concern for our campus. We have not reached above 90%, we range from the lowest at 85.1% to 89.7% being the highest. **Root Cause:** Attendance is impacted by our students getting ill during the colder months of school as well has parents not bringing them to school. This year many of our students got ill with RSV and the flu. This has made an impact with the overall average. We will continue to speak with parents about sending their children to school.

School Culture and Climate

School Culture and Climate Summary

Loya Primary had a slight decrease in enrollment, but rolled out a full-day Prek-3 program, which has been successful with student growth development progress in both academic and social skills. We only had 1 section of Prek-4 Dual Language that was not replaced because of the decrease in enrollment, those classes were steady in capacity all year long. Our goals did not change in bringing our mission and vision statement to realization. Together we continued to build a rapport among one another in order to serve our students and parents. A common vision as the Admin team was to focus on how to serve our teachers and support them with the needs following all safety guidelines with the state. Safety measures were in place from the very beginning, the campus was visited by a TEA representative from Region 19 to ensure all safety protocols were in place. The campus scored a 100%!

A reflection of the commitment to safety from our TEAM Loya! All campus committees: SBDM, LPAC, Safety, PBIS, and Dual Language continue to establish a systemic alignment, meet regularly to adhere to timelines and work on common goals for our students. The SBDM committee had representation from parent and community members to have input with respect to the Campus Improvement Plan (CIP). PLC meetings continued throughout the year. Our campus counselor has returned full-time to serve the needs of the students and families that were needing more assistance with emotional and social concerns.

As a faculty and staff we continue to create an environment conducive to meet the needs of our students. Our focus was to establish relationships with our families in order to provide the best instruction for their children, while supporting the parents in their first year of sending their children to school during the pandemic.

A huge impact that has assisted with building trust with our parents is having opportunities for them to come to the campus to learn with their children, join campus monthly presentations and become well-informed of the monthly events through our Smore Parent Newsletter. Parents know we continue to follow health and safety guidelines to keep their children as safe as possible, masks were not mandated this year, but we did have students and staff who continue to wear them.

At Loya Primary we will continue to commit to excellence in setting the foundation for our students that will systemically align to all campuses our students will move into during their educational career.

School Culture and Climate Strengths

Our campus recognized students' efforts in behavior, attendance and academics every nine weeks through our 9-week Star Student assemblies. Students received certificates along with a surprise to thank them for their efforts. We have established weekly dress days for the students to participate in: Mondays are College/Military dress, Wednesdays are Superhero t-shirt days and Fridays we celebrate our SEISD Pride with school colors. We also had cultural celebrations in September that included a parade for parents to view as the students dressed in cultural attire, our Veteran's were honored with a celebration along with dress activities showing their American Pride for November and in April for

Military month. Other celebrations have been literacy, Halloween, drug awareness week and Christmas. This year the students were exposed to a presentation from UTEP college students to let them learn about secondary learning and "what they want to be when they grow up". A special treat for them indeed! Go Miners was the chant of the week!

Our counselor, CIS coordinator and the PBIS committee continued to establish ideas for the PBIS core values for our students this year. Classroom visits with lessons were conducted in all classrooms by the counselor. The committee planned "Pizza Night" at the local Peter Piper Pizza for fundraisers and concessions sales during parent-teacher night to celebrate the end-of-year activities for our students. In September we began recognizing students for the PBIS kid award, students were nominated by their teachers and were recognition during a ceremony with a certificate and medal lanyard to wear with pride.

The "Hallway of Champions" was created to honor those students who were recognized for perfect and near perfect attendance, STAR students, monthly PBIS Kid award and to honor our Champion teacher and employee of the month. It was created so students can see themselves as champions too! It has a made a great impact with them, they enjoy seeing their pictures.

We are so proud of receiving the "Purple Star" recognition from the Texas Education Agency (TEA) for serving our Military Families. We have only a few, families but were honored to serve them and receive this award, it was our goal and together we got it for our campus! We also continue to work closely with troops from the Fort Bliss units to invite them to our campus for special events. Our parent liaison reaches out to their headquarters to request for them to join us as volunteers. They have have been at our campus for the Thanksgiving luncheon to join our families, Christmas breakfast with TEAM Loya to pass out a small holiday gift and most recently they joined us for "World Read Across America 2023" to read to our students. It is such a joy to see our students embrace them each time they visit our campus.

Teachers (TOM) and staff (EOM) continue to recognized by their colleagues during our faculty meetings, they were acknowledged with a framed certificate and a sweet treat. A bulletin board is dedicated to them in the teachers mail room, where they are highlighted with their picture and the kinds words shared by their colleagues. Our custodial staff, counselor, nurse and library aide are also acknowledged during their special month and in May all faculty and staff are celebrated during teacher appreciation. During the monthly faculty, birthdays continue to be acknowledged with a happy birthday card and a sweet treat for them to enjoy too. Frames and treats are donated by the Principal.

The bulletin board in the cafeteria lounge displays a collage of pictures taken by Principal. The bulletin board is also used to keep all employees informed about the SEISD testing calendars, weekly Eagle News, bus schedules, birthdays and special recognition.

A weekly/bi-weekly newsletter is emailed to all faculty and staff to keep them abreast of events, timelines, safety information, monthly birthday recognition's and district information notices by Principal. The monthly parent newsletter is also shared with the faculty and staff to communicate with our families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Loya Primary School employs teachers who are 100% certified to teach at their grade level and speciality. The campus had 1 less section in Prek-4 for the Dual Language classes. Enrollment slightly dropped, but classes were at capacity in the Prek-4.Two experienced teachers were hired to replace teachers who left for another district and a new Dual Language teacher in Prek-3 was hired to replace outgoing teacher. An additional instructional aide was hired to assist our SPED unit ECSE to meet the growing needs of our students.

We had 1 instructional aide (T-2) transfer to another campus within our district for a growth and pay opportunity, while another left for a promotion in a neighboring district. We had one retirement in December 2022 and a new P.E. aide was hired as a replacement in January 2023.

Stipends are provided to our bilingual certified teachers and special education teachers. New teachers are provided support at the campus level to support student learning and teacher growth expansion. Faculty and staff were provided professional development that were outlined in the 22/23 CIP goals and objectives.

During the 2023-2024 academic school year, we will continue to grow with implementation of effective PLC's and use our new training strategies and practices from Solution Tree. All stakeholders will contribute to the decision-making process in order to enhance student learning.

Staff Quality, Recruitment, and Retention Strengths

The campus instructional support team facilitates transitioning by modeling and co-teaching to support new campus teachers and supporting any teachers in the area of need for their students and themselves. Teachers meet weekly for PLC's and collaborate with their grade-level colleagues. Suggestions and concerns can be openly shared with administration. The instructional leadership team conducts walkthroughs and provides timely feedback to support teacher growth. The retention rate at Loya Primary has been excellent for the past 10 years.

Staff that left during this past school year left for professional growth opportunities and one for retirement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PLC meetings were held one day per week with the focus being on planning with vertical alignment, adapting lessons from Scholastic curriculum for Prek-4 and the Frog Street curriculum for Prek-3.The instructional officers from P & I offer support to our teachers with the Dual Language visits, IStation and CIRCLE data breakdown. Pre-kindergarten teachers created assessments for students in recognizing the letters and number sense, IStation reports (Prek-4) and Circle C-PALLS instruments were being utilized as a means to track student progress. All classroom teachers align their Student Learning Objective (SLO) goals with their students academic progress in math, which allows for horizontal and vertical alignment.

Loya Primary is implementing the TEA Pre-kindergarten Guidelines and research-based best practices. Collaboration among grade levels is a priority with the focus on maintaining consistency in academic vertical alignment. The new Prek guidelines and outcomes will be adopted for the new school year 23/24. Teachers have taken initiate for plan out their year-at-a-glance to begin the new year already prepared for their students.

Our instruction is data-driven with a focus on providing instruction that is hands-on and relevant for our students. Teachers utilize their student data to guide their lesson planning and instructional delivery. The lesson planning of Google slides among both grade levels is good with alignment and provided great visuals to captured students attention.

Curriculum, Instruction, and Assessment Strengths

In the areas of curriculum, instruction, and assessment, Loya Primary's strengths include:

- Implementing best practice instructional strategies through daily instruction.
- Utilizing research-based lesson planning.
- Professional Development by Region 19, TABE and Early Childhood conferences.
- Staff development provided by the campus SPED teacher for SEL, instructional team and district planning and instruction department a needed.
- Planned curriculum meetings with campus Instructional Specialist and Administration.
- Teachers implement instruction and assessments that are aligned to Prek state guidelines in all core subjects.
- The support of instructional aides (T-2's) in every classroom has been very beneficial for students daily instruction and aiding with small intervention groups.
- Collaboration among the grade levels is truly a strength.
- Planning during PLC is a strength for alignment among grade level.
- Added this year was additional full-day planning for teachers during both semesters and half-days for intersession planning in the fall and spring. T-2's would continue the instructional learning for students while teachers planned.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Adjusting to a new instructional schedule in 23/24. Campus leadership team will have to ensure bell-to-bell learning is taking place in all classes to ensure students' instructional time is being guarded. **Root Cause:** SEISD will incorporate a 4-day work week for all. Adjusting our young students to a longer day for them.

Parent and Community Engagement

Parent and Community Engagement Summary

As part of our campus mission and vision at Loya Primary, we were and are committed to create a secure and positive learning environment for our students to develop intellectually, physically, socially and emotionally. With that stated, our parents were a very important component to the success of their children. We welcomed and nurtured our relationships with our parents to make a positive impact with their children. During this past school year (22/23), our parents joined for the learning sessions about child development, financial literacy, along with SEISD parent initiative roll-outs and Title I information presented by our campus parent liaison and leadership team. We saw an increase with parent participation for larger events for families who joined their children during the events.

Monthly literacy sessions continued to be held to foster the love of learning with their young children. These sessions allowed for parents to participate with their children during the school day (offered in both languages). As the school year progress so did our number of families who would join their little Eagle. Altogether we averaged about 70-80 students joining a family member for the literacy sessions. Truly a joy to see the families engaged! A positive attribute that contributed to the increase in family participation, we began to hold the monthly PBIS kid awards in September before each parent session. Not only were we seeing parent(s)come to see their child recognize, but grandparents and older siblings joined us as well.

At the parents request, we began the year with the after school enrichment program that focused on "Arts and Crafts" where parents and students worked on creating art projects together, "I painted that" Loya style and holiday decorations for the home. We have continued it into the Spring with adding another program "Coding with Robotics", students learn along side their parent(s) the beginning stages of coding has they transitioned to putting a robot together. This allows for rich vocabulary to be developed, learning about directionality and alignment with our makerspace lab with our little Eagles.

Other opportunities we have throughout the year at the campus level:

- Bingo with our grandparents in September.
- 16 de septiembre parade.
- 9 weeks award assemblies (4 in total)
- Collaboration sessions with Sambrano ES parent liaison. (Winter/Spring 2023)
- Coffee with Principal in the fall/spring.
- Halloween safety in October
- Thanksgiving Luncheon in November, Ft Bliss military troops are invited to join us.
- Celebration programs with student performances in December and May.
- Celebrating parent volunteers in December and May Craft Session.
- Pre-k recruitment orientation/registration in April.
- Military Kid recognition's in April.
- Dia del nino in April PE activities.

A family engagement "Game Night" will be hosted the end of April to bring families together to spend special time bonding with inside and outside activities. This was such a huge hit with our families, who also brought their other children from other SEISD campuses. This year, we have ordered large-scale games for families to enjoy in our gym.

Parent and Community Engagement Strengths

Establishing a positive and transparent relationships with our parents has been key to their involvement regarding their child's first experience in school. Parents are well aware of our safety guidelines in order for them to come into our building, they know its for the safety of their children. The importance of building and fostering our relationships with our parents is vital to the success of their children. TEAM Loya ensures we give our best to the SEISD community, "better together". The parents have commented that they have witnessed their children become very independent and have learned so much since the start of the school year. It is visible throughout our classrooms and hallways, especially with having our Pre-k3 students attend a full day program.

Administration makes it a point to be highly visible at all parent meetings, events and takes time to welcome them to the campus.

Lastly, communication with parents has also been the key to keeping them informed on their child's progress and for opportunities for them to come to the campus for events. Parents are kept informed through the Dojo app, monthly Smore Parent newsletter, social media, campus website, flyers, and through the SEISD communication announcement system.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our parent participation with campus events has increased, but we are still needing the numbers for our registered parent volunteer to increase. **Root Cause:** Since many of our parents have younger children, they are not able to volunteer due to following SEISD volunteer safety guidelines with non-school age children. Some do try to volunteer as least a few times during the year when they have someone to take care of their younger children.

School Context and Organization

School Context and Organization Summary

The perception among all faculty and staff at Loya Primary is that it is a safe and positive environment with a strong focus on academic excellence. We have added additional security measures at our campus. We conduct ongoing analyses of the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction and student safety. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices and building a strong social character. Loya Primary has a structure that allows for students to receive adequate time with campus/ district-wide initiatives and interventions. As a campus, we will work to provide targeted interventions utilizing the strengths of the campus personnel.

The campus was visited by the Texas Education Agency Language department, Dr. Rocha, Dr. Lara and UTSA professors and guest Administrators in the fall of 2022 to recognize our Dual Language program. As a result of the strength our dual language program, we were chosen as one of three campuses in Region 19 to be visited by the United States Department of Education in February 2023 by Montserrat Garibay, a true honor for our campus and district.

School Context and Organization Strengths

Loya Primary operates as a campus-wide professional learning community. Teachers and staff are involved in the decision-making process. Our instructional specialist analyzes student assessment data to plan and deliver research-based best practice instruction. Our campus improvement school coordinator supports teachers that need support in the areas of the classroom learning environment, delivery of lessons and classroom management. Teachers meet on a weekly basis to plan for student academic progress, plan for special events, discuss timelines and due dates. We have campus designated committees working in unity for various campus duties. An Emergency Operation Plan is in place and practice drills are conducted. The CIP, Parent Newsletter, calendar of events, and other resources are posted on the campus website. Morning, noon, and afternoon duties are assigned to various staff members in order to ensure student safety and smooth student transitions. We have structured classroom schedules to include an intervention block. We have a structured science/computer lab and a library schedule. We have 100% compliance with safety drill requirements.

Technology

Technology Summary

Through ESSER funding, an additional 100 student iPad's were purchased to replace the outdated ones. Currently all students are one-to-one with iPad's in all the classrooms. The computer lab desktops are equipped with the full version application of "Starfall," a technology app to practice reading and math skills with students. This year our students learn how to use their own personal QR code for to use in the lab and their classrooms, CT aide and instructional specialist worked together to create it for each student.

New laptops were purchased with bilingual and special education funds for the teachers who serve students in a Dual Language and in the collaborative classrooms. Our registrar/attendance clerk received a new desktop computer and a scanner for her office to perform her daily work and special projects. The Principal also received a new laptop to replace the outdated one. A new visual and sound system was purchased for our cafeteria to use for parent presentations, parent literacy sessions, award assemblies, performances and professional development for faculty and staff.

We will continue to replace technology on an as-needed basis for faculty and staff use. Our focus with general funds is to replace laptops for our monolingual teachers, campus improvement coordinator and counselor at the start of the year.

Technology Strengths

Every classroom is equipped with:

- 1 Active Panel
- IPads for every student
- 2 laptop computers: Teacher and T-2
- 1 document projector
- 1 portable document camera for home use (I-Pevo)
- Wireless listening station
- Gym has new educational game system for students to practice their letters, numbers, color recognition and practice their coordination skills with physical activity.
- New visual and audio system in cafeteria for various uses with students, parents and faculty and staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not being able to purchase all new laptops at the same time for teachers and instructional team. **Root Cause:** Funding is based on enrollment, with that in mind, general funds are used to purchase these laptops with limited funds.

Priority Problem Statements

Goals

Revised/Approved: May 25, 2023

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

Performance Objective 1: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, T-CESS for counselor, Formal Observations, Summative Evaluations, IStation Results in PK-4 CIRCLE assessment results, documentation of an increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
Strategy 1: (Weekly/Monthly)	Formative			Summative
	Sept	Nov	Jan	Mar
E.C. Professional Development: Region XIX TXAEYC's 2023 Annual Conference November 2-4, 2023 | Round Rock, TX New Teacher Orientation Autism Conference Conscious Discipline book study Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language Training refreshers EduHero subscription renewal Effective Border School Conference IStation: Refreshers course for Prek-4 teachers, Specialty support staff and Prek-4 instructional aides (T-2's) Learning Dynamics Training Learning without Tears Training PBIS Conference				

TABE (Texas Association for Bilingual Education) Conference 2023
October 18-21, 2023 | McAllen, TX

West Texas Reading Symposium 2024 - Region 19

Compassion Burnout- Social Emotional training for Teachers: Region XIX

Professional Learning Community - Solution Tree training/Region 19

MTSS training

Strategy's Expected Result/Impact: All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data.

Staff Responsible for Monitoring: Campus Administrator
School Improvement Coordinator
Campus Instructional Specialist

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lessons and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in PLC Big Ideas: 1 - Focus on Learning 2- Cultivating a Collaborative Culture, 3 - Focus on Results, and Lesson Plan Alignment. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Planning day for every 9 weeks if schedule allows. Meetings with Instructional Aides, T2s, to build teacher efficacy. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Classroom Teachers District Instructional Officers from P & I **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Support beginning teachers through the New Teacher Induction Academy and their mentors through the Mentorship Academy. (Monthly) **Strategy's Expected Result/Impact:** Successful implementation of campus and district initiatives. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Modeling from P & I officers in their specialty to assist teachers. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialist P & I officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus Instructional Specialist will work with classroom teachers to support student learning and carry out district initiatives in all content areas via professional development and modeling of best-practice instruction. The Campus Instructional Specialist is responsible for improvement of teaching and learning at the campus. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in student performance as measured by I Station, CIRCLE assessment for PK 4 and teacher created assessment in Prek-3, progress reports, report cards and implementation of acquired instructional strategies. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: 80% of Prek-4 students will have met/mastered the PK guidelines in Pre-reading skills to include identifying all upper/lower case letters and their distinct letter sounds at the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: IStation beginning, middle and end of the year assessments, IStation intervention lessons,
weekly test and data meetings, CIRCLE BOY, MOY & EOY assessment results. Student data portfolios to include: Phonological awareness lessons/alphabet knowledge lessons.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model: Read-a-Loud; shared reading, authentic literacy activities; listening centers and dramatic play centers to enhance language development. Aligned to the Texas Prekindergarten Guidelines for PK 3 and PK 4 through the use of the following: (Daily) Estrellita Program IStation Learning Dynamics Wilson Language Scholastic Education Starfall Lakeshore Learning Materials Warehouse/Basic Instructional Supplies School Specialty Amazon Learning Without Tears **Strategy's Expected Result/Impact:** All students will meet/master their Pre-reading skills according to the Pre-k Guidelines. The student will meet/master to be successful in all five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. PK-4 students will show growth throughout the year with practicing pre-reading skills on IStation and CIRCLE (BOY, MOY, EOY) data. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Reading Interventionist Teacher Classroom Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Books with similar titles in English and Spanish to support alignment with instruction, e-books, audio books sets, and library books; necessary supplies and materials to promote reading and home for all students with a focus on Early Childhood literacy for both Prek-3 and Prek-4 students. (Weekly/Bi Weekly). **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. **Staff Responsible for Monitoring:** Campus Librarian Aide Campus Administrator School Improvement Coordinator Instructional Specialist Reading Intervention teacher **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The average percentage of all PK-4 students meeting early reading skills benchmarks at MOY (Wave 2) will increase from 63% in May 2023 to >64% by June 2024 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

High Priority

Evaluation Data Sources: MOY:CIRCLE Progress Monitoring School Benchmark Growth Report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The students will be instructed with the modeling of the readers workshop framework provided by their teachers and instructional aides. **Strategy's Expected Result/Impact:** Students will show growth in the area of pre-reading skills concepts that have been taught from BOY to MOY. **Staff Responsible for Monitoring:** Teachers Principal Instructional Specialist Coordinator School Improvement (CSI) Intervention teacher **Funding Sources:** General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - $6,798				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: 80% of PK-4 students will assess at Tiers 3-5 (approaches, meets and masters level) as per IStation end-of-year assessment for the 2023-2024 school year. Data collected will be used for intervention to support students in the area of need.

Evaluation Data Sources: IStation monthly assessments
CIRCLE assessment: BOY, MOY & EOY
Guided Math lessons
Progress monitoring and delivering IStation intervention lessons
Monthly data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Guided Math Framework (Daily) Daily calendar math Resources: IStation Math in English and Spanish Math manipulatives Lakeshore Specialty School Created materials Learning Without Tears **Strategy's Expected Result/Impact:** All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons for all grades. Evidence: IStation EOY Data and CIRCLE Assessment **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: PK-3 Dual Language classrooms will be staffed with certified teachers to provide direct classroom instruction to PK-3 students (2FTEs) Daily. **Strategy's Expected Result/Impact:** Acquire the foundation knowledge and skills necessary for school success in Pre-kindergarten and beyond. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: The average percentage of all PK-4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 57% in May 2023 to >58% by June 2024 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

High Priority

Evaluation Data Sources: MOY:CIRCLE Progress Monitoring School Benchmark Growth Report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The students will be instructed with the modeling of the guided math framework provided by their teachers and instructional aides. **Strategy's Expected Result/Impact:** Students will show growth in the area of mathematical pre-skills concepts that have been taught from BOY to MOY. **Staff Responsible for Monitoring:** Teachers Principal Instructional Specialist Coordinator School Improvement (CSI) Intervention teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: Special populations to include Emergent Bilinguals (EB) and students receiving Special Education Services (SPED) in Prek-4 will show growth from beginning of the year IStation assessment in reading and math to the end of the year IStation assessment and CIRCLE assessment for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Guided Math lessons

Progress monitoring and delivering intervention lesson using I-Station, CIRCLE, and Scholastic PreK On My Way curriculum

Teacher created assessments

I-Station & CIRCLE beginning, middle and end-of-year assessments

Student Data to include: Phonological Awareness lessons/Alphabet knowledge lessons.

SLO and Student growth chart

Pre LAS results (EOY)

Strategy 1 Details	Reviews			
Strategy 1: Continue with Dual Language Bilingual Education in grade Prek-4 (4th year of implementation)	Formative			Summative
	Sept	Nov	Jan	Mar
Continue with GLAD (Guided Language Acquisition Design) to support teachers with preschool strategies. Estrellita Program Fundations Phonics and learning Dynamics to support L2 in Dual Language Classrooms Purchase headphones/technology for our EB population as needed. Identification and placement of students with Pre-LAS assessment for and LPAC requirements Lakeshore Learning Learning Without Tears Barnes & Noble Really Good Stuff Scholastic- Supplement classroom libraries Amazon - Supplement classroom libraries/supplies (Weekly/Monthly) **Strategy's Expected Result/Impact:** EB students will be able to listen, speak, and understand each of the two program languages. They will learn to make connections between the two languages. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Dual Language Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students who are at risk of failing will be provided with remediation and instructional materials during the school day. Students will be referred to RTI and interventions will be monitored; instruction will target areas of need as determined by data analysis. (Daily) Special Education students will be provided accommodations/modifications as per their individual education plans. (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation through RTI or IEP's. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Campus Counselor Campus Reading intervention Teacher Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2023-2024 school year as compared to the 2022-2023 school year.

Evaluation Data Sources: Agendas, sign in sheets (in person or virtually)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental involvement by recognizing student achievements through: Monthly Newsletter Smores Campus and District Website PBIS Monthly Recognition Nine Week Awards Assemblies to include STAR Students, Perfect Attendance, and Champion Reader End-of-Year Assemblies: 9-Week Assemblies; EOY Assembly (in-person) and farewell ceremony for Prek-4 students Monthly Parent Literacy sessions Provide training for parents with technology support to include I-Station, Class Dojo, Google Classroom, and Parent Portal Holiday presentations performed by Prek-3 and Prek-4 students Annual Parent Engagement Conferences Opportunities for Parents and Parent Liaison to attend training at Region 19 Technology equipment, supplies and refreshments for parent meetings (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign-in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Campus Counselor Campus Liaison Classroom Teachers **Funding Sources:** Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.102.30 - $155, Software/ Site Licenses - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.102.30 - $59				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Literacy Workshops for parents to include the Book-of-the-Month and Region 19 annual parent involvement conference(s). Parents are provided with resources, reading strategies and book extensions; to support their child at home with literacy. Book-of-the-Month distributed to classrooms to also incorporate authors such as Eric Carle and David Shannon. (Monthly) **Strategy's Expected Result/Impact:** Promote reading at home and provide parents reading strategies to support students at home. Evidence by library book circulation; Literacy Meeting sign-in sheets **Staff Responsible for Monitoring:** Librarian Aide Parent Liaison Instructional Specialist Counselor School Improvement Coordinator Administrator **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: The campus will support professionals or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Finance department reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education instructional aide will provide additional academic support to the students (daily). **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide and campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 8: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hot spots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary School will utilize the CARE Act ESSER grant funds to help Pre-Kindergarten students during difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** SEISD will utilize the CARE Act ESSER grant funds to help PK-12 students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Staff Responsible for Monitoring:** Campus Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, family/community engagement, after school enrichment program, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of learning- general supplies (daily) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal School Improvement Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The ESSER III Grant will be used to support the following expenditures: Loya Primary School will continue upgrading or adding devices for computer labs and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19. (Yearly) **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment, students will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The ESSER III Grant will be used to support the following expenditures: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement (monthly). **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. **Staff Responsible for Monitoring:** Campus Principal School Improvement Coordinator Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The ESSER III Grant will be used to support the following expenditures: Provide parent liaison with training opportunities to better inform and assist parents and families in effectively supporting students. (Monthly/Bi-Monthly) **Strategy's Expected Result/Impact:** Continue supporting parents and families with tools to assist their children **Staff Responsible for Monitoring:** Campus Principal Campus Parent Liaison				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Custodial- safe to return to campus (daily) **Strategy's Expected Result/Impact:** To provide safe distance in the classroom to facilitate student learning. **Staff Responsible for Monitoring:** Classroom Teachers Admin				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The ESSER III Grant will be used to support the following expenditures: Mental Health and Behavioral Support (monthly). **Strategy's Expected Result/Impact:** To provide mental health and behavioral support to students. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The ESSER III Grant will be used to support the following expenditures: Grant Administration (monthly). **Strategy's Expected Result/Impact:** To successfully administer the ESSER III Grant. **Staff Responsible for Monitoring:** Principal ESSER Coordinator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The ESSER III Grant will be used to support the following expenditures: "Enrichment for All" will be provided during school hours to all students in order to compliment and improve student academic achievement. Students will attend enrichment classes during the latter part of the school day to include Music, Art/Dramatic Play, STEAM Engineering, Motor Lab, etc. (monthly). **Strategy's Expected Result/Impact:** Students will experience enrichment academically. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialist Teachers T2's				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: The ESSER III Grant will be used to support the following expenditures: Resources to address needs of individual schools (annually). **Strategy's Expected Result/Impact:** The campus will receive needed resources. **Staff Responsible for Monitoring:** Campus Administrator Coordinator- School Improvement Instructional Specialists				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: The ESSER III Grant will be used to support the following expenditures: Retention of Employees (yearly). **Strategy's Expected Result/Impact:** Employees will continue to work in SEISD. **Staff Responsible for Monitoring:** Principal				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: The ESSER III Grant will be used to support the following expenditures: Teacher Supplies (monthly). **Strategy's Expected Result/Impact:** Teachers will receive needed supplies. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) **Strategy's Expected Result/Impact:** To impact students' academic instruction **Staff Responsible for Monitoring:** To impact students' academic instruction **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Loya Primary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) **Strategy's Expected Result/Impact:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** To encourage students more reading, work with students to read at grade level and improve reading scores. **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) **Strategy's Expected Result/Impact:** To positively impact student behavior and implement PBIS **Staff Responsible for Monitoring:** Administrators, campus counselor **Title I:** 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Loya Primary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) **Strategy's Expected Result/Impact:** Increase Parent Participation and parent engagement. **Staff Responsible for Monitoring:** Campus Administrator. Teachers, Counselors, Parent Liaison **Title I:** 4.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) **Strategy's Expected Result/Impact:** Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. **Strategy's Expected Result/Impact:** Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. **Strategy's Expected Result/Impact:** To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. **Strategy's Expected Result/Impact:** To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. **Strategy's Expected Result/Impact:** Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Provide early intervention mentoring documentation and discipline behavior reports. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) **Strategy's Expected Result/Impact:** To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 13: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports and attendance rosters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will hire a tutor to assist the students in the classroom setting, pull out for one-to-one if needed more support. Assist to Social Emotion Learning. (Supplies and Materials/ reading books) **Strategy's Expected Result/Impact:** To provide students with the additional academic support needed **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 14: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will hire a tutor to continue supporting students with identifying letters, numbers, and shapes in classroom support or pull out for one-to-one if more support is needed. And address learning loss and implementing summer learning activities . **Strategy's Expected Result/Impact:** To have transition student continuing the academic learning process **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison **Title I:** 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary will provide all students with supplemental instruction on core academic subject materials, intervention materials, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated education to At-Risk students. (Including but not limited to software licenses) **Strategy's Expected Result/Impact:** To assist in meeting the state academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialists, and other Instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - $6,798 , Software/ Site Licenses - 199: General, State Compensatory Education - 199.71.6514.00.102.30 - $9,877, Reclassified Trans Exp- Tutoring - 199: General, State Compensatory Education - 199.11.6494.05.102.30 - $5,600, Software License - 199: General, State Compensatory Education - 199.71.6514.00.102.30 - $7,927				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Loya Primary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. (Monthly) Purchase age-appropriate applications for both grade levels. CDW-G DELL Apple Education store HB Sound Pro Computing Shi Government Solutions Inc. **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success on the IStation reading and math and C-PALLS assessment. **Staff Responsible for Monitoring:** Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Students will be involved in a variety of activities that promote STEAM College and Career Readiness.

Evaluation Data Sources: Increase STEAM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as College Pep Rally, presentations on Career Paths, parent sessions through Progressing Together, College Career weekly spirit day on Monday, Parent Meeting on expectations for Reading/Mathematics with IStation Tiers for Pre-k4, Promoting Higher Education by recognizing student academic achievements: STAR student, perfect attendance. PBIS recognition. Every other month Military Mondays are celebrated on campus with our students supporting our Military families.(Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote career readiness opportunities to include all students. Evident through counselor lesson plans and activity sign in sheets. **Staff Responsible for Monitoring:** Counselor Campus Administrator Coordinator- School Improvement Classroom Teachers Campus Social Worker **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing activities, now to include Art in the STEAM activities for our Prek-3 and Prek-4 students. Makerspace STEAM Night if appropriate, to host a face-to-face event. Loya Eagle Learning Center Art Classroom The Instructional Specialist and Math/Science Instructional Aide will collaborate and provide support. Monthly STEAM challenges and Makerspace to include updated equipment such as Coding robots and to maintain supplies for Makerspace and monthly STEAM challenges, all while connecting it to Literacy. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote and increase the use of the engineering cycle to build and design STEAM prototypes that allow for problem solving and critical thinking skills. Makerspace helps to promote and focus on specific parts of the engineering cycle to aid in the building and designing of the monthly STEAM prototypes. All students will develop meaningful learning of language and mathematics and will be prepared for STEAM-related careers. Increase participation in STEAM-related activities. **Staff Responsible for Monitoring:** Campus Administration Coordinator- School Improvement Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of kindness, respect, responsibility, and safety with a decrease in overall discipline referrals from the 2022-2023 to the 2023-2024 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2023-2024 school year to the 2022-2023 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Update videos of appropriate behavior expectations, implement activities that support positive behavior with respect such as our PBIS celebrations. (Weekly/Monthly). SEL embedded into the daily schedule. PBIS Celebrations for students: Bi-monthly incentives: book giveaway, coloring books, bubbles, etc. Chalk the Block Movie night w/popcorn EOY Celebration PBIS Committee get involved with fundraising for events to reward students. **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers Coordinator- School Improvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our Military families who have moved into SEISD to offer them a tour and information about our campus, explain district expectation goals and introduce them to the Pre-kindergarten guidelines of social and academic development through the resources from Texas Education Agency. Provide opportunities to have families involved with school activities. (monthly) **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check in's will be conducted offering extra instructional support for their children and themselves. Designate a day for "Military Mondays" in the month of April. **Staff Responsible for Monitoring:** Military Liaison Campus Administrator Coordinator- School Improvement Campus Liaison Counselor Teachers Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations) and increase Counseling Guidance lessons for students: Early childhood Social/Emotional lessons to be used with students. Counselor will have a calming area in her office to offer students a place where they can release and share feelings of sadness and anger. A rocking chair, a sensory box, fabric feeling chart, emotional cushions will be provided to each teacher to model and mimic the calming area for their classrooms. Safety of the learning community / RGC Technologies (Radios). Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals. Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Counselor School Improvement Coordinator Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Classroom presentations that will address safety, respect, showing kindness, emotional frustration, diversity and acceptance, health awareness, positive choices/ consequences, and behavior. Programs to promote positive self image and confidence. Re-Think It curriculum, reading materials, and supplemental material. (Monthly) Kindness matters (2nd semester). Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Evidenced through lesson plans / walkthroughs/ performance sign-in sheets **Staff Responsible for Monitoring:** Campus Counselor Classroom Teachers Administrator Coordinator- School Improvement				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), TCA conferences and other professional development organizations. Region 19 Professional Development to support PBIS. (Monthly) **Strategy's Expected Result/Impact:** Keep abreast of the latest research-based practices to better support student's social emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor Classroom Teachers PBIS committee members.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Weekly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor SEISD Social Worker				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Counselor will provide individual and small group counseling. (Daily) To include weekly in-classroom visits. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. The online resource titled "SCUTA" will be purchased for our counselor to track data that is evidence-based from the guidance curriculum counselor program. **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrator Campus Counselor Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 3: Provide activities to increase student attendance rate from 87.54% (JAN 2023) in 2022-2023 to 92% in 2023-2024 school year.

High Priority

Evaluation Data Sources: Student attendance records
Daily Verification's

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Coordinator- School Improvement will assist with the attendance committee to meet bi-monthly to review incentives and students with 3 or more unexcused absences. Incentives will include: Fun Pajama Friday, 9-week pizza party, 9-week recognition at awards assembly and acknowledgement to parents. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** Coordinator- School Improvement Attendance Committee Registrar/Attendance Clerk Campus Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Isabel Rodriguez	Teacher-Elementary Bilingual	Title I, Part A	100%
Joanne Barba	Teacher-Elementary Bilingual	Title i, Part A	1005
Lydia Sandate	Campus Instructional Specialist	Title I, Part A	100%

Campus Funding Summary

199: General, State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	General Supplies	199.11.6399.00.102.30	$6,798.00
2	15	1	Software License	199.71.6514.00.102.30	$7,927.00
2	15	1	Reclassified Trans Exp- Tutoring	199.11.6494.05.102.30	$5,600.00
2	15	1	General Supplies	199.11.6399.00.102.30	$6,798.00
2	15	1	Software/ Site Licenses	199.71.6514.00.102.30	$9,877.00
				Sub-Total	$37,000.00

211: Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1	Food Purchases	211.61.6497.01.102.30	$155.00
2	6	1	Software/ Site Licenses	211.61.6396.01.102.30	$59.00
				Sub-Total	$214.00

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: Analysis of STAAR and EOC Scores for Spring 2023
Date: September 20, 2023

HISTORY:

In SEISD, the STAAR testing is conducted annually in grades 3-12 in April-May 2023. Below are the grade levels and subjects tested. Spanish testing is also available in grades 3-5.

- Mathematics in grades 3-8
- Reading in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8
- English I and II
- U.S. History
- Algebra I
- Biology

RATIONALE:

STAAR/EOC is scored with 3 performance levels:

> **Approaches** = Passing but considered below grade level. Significant interventions may be needed for success at the next grade level.
>
> **Meets** = Considered to be on grade level, minimal interventions may be needed for success at the next grade level.
>
> **Masters** = Considered high performance; no interventions are needed for success the subsequent year.

The following tables compare the 2022 and 2023 STAAR scores at each tested grade level and subject. Analysis of these tables helps to identify trends, areas of success, and areas of work. Based on the findings, areas of work are addressed all year in PLC's, trainings, and during each school day as teachers and instructional staff work with students.

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In the tables, green cells below the yellow arrows indicate a gain from the prior year, and pink cells show a decline from the preceding year. Yellow cells indicate no change from the last year.

3rd Grade

2023 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	20%	6%	16%	3%	1%
Borrego	69%	30%	13%	11%	2%	5%
District Average	70%	27%	10%	13%	4%	3%

2023 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	63%	29%	11%	4%	8%	-2%
Borrego	65%	37%	14%	9%	7%	0%
District Average	64%	34%	13%	7%	8%	-1%

Third grade showed a strong performance with gains in almost all areas. Third graders were heavily impacted by the pandemic, with their most formative school years (K-1) affected by home-based learning. These scores show that our 3rd graders have learned to become successful students and are strongly moving forward.

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4th Grade

2023 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	69%	37%	10%	3%	9%	-3%
Borrego	58%	33%	14%	-6%	3%	6%
District Average	63%	34%	12%	-2%	5%	2%

4th-grade math shows gains at the meets and masters levels for the district average, positively impacting our A-F rating and showing that more students are achieving on or above grade level. Overall, these single-digit changes from 2022-2023 are minor.

2023 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	59%	25%	6%	-8%	-18%	-17%
Borrego	52%	21%	3%	-11%	-16%	-12%
District Average	55%	23%	4%	-10%	-17%	-15%

4th-grade reading shows declining scores across the board in the area of reading. This is an area of work and will result in action. The scores will be studied in detail and compared to scores across the region and state to look for trends. In cases where an area of work is noted, such as 4th-grade reading, the actions taken in response are described in part below.

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STAAR Areas of Work—What is our Approach to Determine the "Why?"

1. Compare the scores to regional and state trends to determine if SEISD follows the same trends. This helps identify if the test design is a contributing factor.
2. Examine the 4th-grade reading test down to the level of the individual test question. This breaks down the test item by item to find trends such as:
    a. Did many students miss the same questions?
    b. What caused our students to answer incorrectly? Do we need to alter our teaching approach due to this?
    c. Which curriculum standards were frequently missed? Do we need to change our pacing to allow more time for these standards?
    d. Did students miss a particular new item type? If so, do we need to teach that item type more frequently in 23-24?
    e. Was there a disparity between Alarcon and Borrego, or did both have similar results?
3. Examine the results down to the student level. Which students were close to passing, and how can we intervene in 23-24 to ensure passing the 2024 STAAR?
4. Will these results allow more specific groupings to serve students during the intervention intentionally?
5. Have we identified students on the cusp of reaching meets/masters so they continue to move up into those levels for 2024?

These questions above and other methods are being discussed in response to the STAAR scores received late this year. STAAR item types were changed in 2023, called the STAAR redesign (STAAR 2.0). Since the test changed considerably, it took more time for TEA to process test scoring and standards setting. The grades 3-8 scores were received on 8/4/2023, about 6 weeks later than usual.

Each campus will be reporting to the Board on a rotational basis throughout the year. Each area of work, causative factors, and interventions will be explained in their presentation.

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5th Grade

2023 Fifth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	76%	40%	7%	-4%	-1%	-7%
Borrego	82%	45%	10%	6%	9%	-1%
District Average	79%	43%	9%	2%	6%	-3%

The 5th-grade math results showed minor variations from 2022. There is a small gain of 2% at the approaches level overall. The difference between Alarcon and Borrego in 5th-grade math will be examined.

2023 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	70%	42%	18%	-11%	-8%	-4%
Borrego	69%	40%	13%	-2%	2%	-4%
District Average	70%	41%	15%	-5%	-2%	-4%

The 5th-grade reading results merit further study. There were drops in achievement at both campuses, resulting in drops districtwide. These findings will be studied to determine why this occurred, which may shift our teaching methodology.

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6th Grade

2023 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	83%	32%	6%	15%	12%	5%
Borrego	74%	32%	6%	9%	5%	-5%
District Average	78%	32%	6%	12%	8%	-1%

2023 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	41%	13%	19%	10%	4%
Borrego	71%	34%	8%	11%	-7%	-8%
District Average	72%	37%	10%	14%	0%	-3%

Sixth grade was a bright spot overall, with significant gains in math and reading. We will study this finding to determine why the gains were made and if that successful formula in 6th grade can be replicated in 2024 for other grade levels.

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7th and 8th Grade

2023 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	49%	16%	3%	1%	0%	-1%
Grade 8	76%	30%	2%	7%	-4%	-4%
Algebra I--Grade 8	100%	93%	73%	0%	3%	-6%

2023 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	65%	30%	7%	3%	-5%	-12%
Grade 8	76%	42%	12%	0%	-6%	-14%

At GEMS, the math and reading results showed stagnancy overall. Grade 8 math showed little movement. Grade 8 math showed a 7% increase at the passing level but dropped at meets and masters. Grade 7 reading picked up slightly at passing, then dropped at meets and masters. Grade 8 reading showed no movement at the approaches level.

The Algebra I students in 8th grade already performed at high levels, so little upward movement is possible within their scores.

These results at GEMS show a need to help the students who pass to move to meets and masters so we resume our growth at the higher achievement levels. We also need to analyze the stagnancy in approaches to see why fewer students overall have moved from failing to passing.

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5th and 8th Grade Science

2023 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	53%	25%	6%	-7%	-4%	-2%
Borrego	61%	28%	13%	2%	3%	5%
District Average	58%	27%	10%	-1%	0%	2%

2023 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	57%	26%	8%	-8%	-6%	-7%

Science showed some findings that merit further study. In 5th grade, there was a disparity between Alarcon and Borrego. We will examine the reason for that disparity and see if we can replicate Borrego's success at Alarcon in 2024. The district average for 5th-grade science showed little movement overall.

Grade 8 science showed drops in achievement which will result in further examination. Our analysis will include the test design and standard-by-standard breakdowns for students.

8th Grade Social Studies

The table on the following page shows gains at all levels for 8th-grade social studies. We are moving in the right direction with a test that is notoriously difficult to make gains in. We will work hard to continue this upward movement in 2024.

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8th Grade Social Studies

2023 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	47%	18%	6%	6%	6%	1%

High School EOCs

2022 English I	Approaches	Meets	Masters
SEHS	49%	27%	3%

2023 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	66%	39%	4%	17%	12%	1%

2022 English II	Approaches	Meets	Masters
SEHS	60%	35%	1%

2023 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	67%	38%	4%	7%	3%	3%

2022 Algebra I	Approaches	Meets	Masters
SEHS	64%	15%	5%

2023 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	75%	22%	4%	11%	7%	-1%

2022 U.S. History	Approaches	Meets	Masters
SEHS	85%	51%	22%

2023 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	94%	57%	17%	9%	6%	-5%

2022 Biology	Approaches	Meets	Masters
SEHS	68%	29%	5%

2023 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	89%	38%	10%	21%	9%	5%

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The results at the high school level show gains at almost all levels. We are studying the reasons for these successes to keep the momentum going.

These are the bright spots in the 2023 STAAR/EOC scores. The bright spots will be analyzed to learn the causes behind that success to replicate it for 2024.

Bright Spots:

1. EOC scores have increased across the board.
2. Grade 3 has increased dramatically in both math and reading.
3. Grade 6 showed significant gains in both math and reading.
4. Grade 8 Social Studies grew at all 3 performance levels.
5. Overall improvements were seen in math across the board.

The areas of work are outlined below. These areas will be analyzed down to the level of the individual student and individual question to determine causative factors and solutions. The ultimate goal is to raise achievement in these areas and prevent the downward trend from continuing.

Areas of Work:

1. Underperformance in grades 5 and 8 science
2. Disparity in Alarcon vs. Borrego scores for 5th science and 5th math
3. Drops in reading for 4th and 5th grade
4. GEMS showed stagnancy in math and reading overall

In closing, these scores are typical in that there are bright spots and areas of need. Both are studied to replicate successes and identify solutions for areas of need. Our teams are hard at work doing both at present and will continue that work all year. This year's most crucial area of work is the PLC and making a concerted effort to improve our collaborative data analysis and lesson planning.

BUDGET:

There is no budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the STAAR / EOC scores as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☒ Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction
Subject: Attachment to Analysis of STAAR and EOC Scores for Spring 2023 Memo
Date: September 20, 2023

HISTORY:

When STAAR/EOC scores are released, the Centralized Reporting System within the Texas Assessment System provides comparisons to the state and ESC-Region 19 for each grade level and tested area. ESC-Region 19 includes all the public-school districts in the El Paso area.

RATIONALE:

These comparisons to the state and ESC-Region 19 provide context and a big picture for our district to see how our performance on STAAR tests compares to the rest of the state and Region 19. Each grade level and content area that is STAAR tested is outlined in the following pages with the descriptive graph showing said comparisons.

BUDGET:

There is no identified budget.

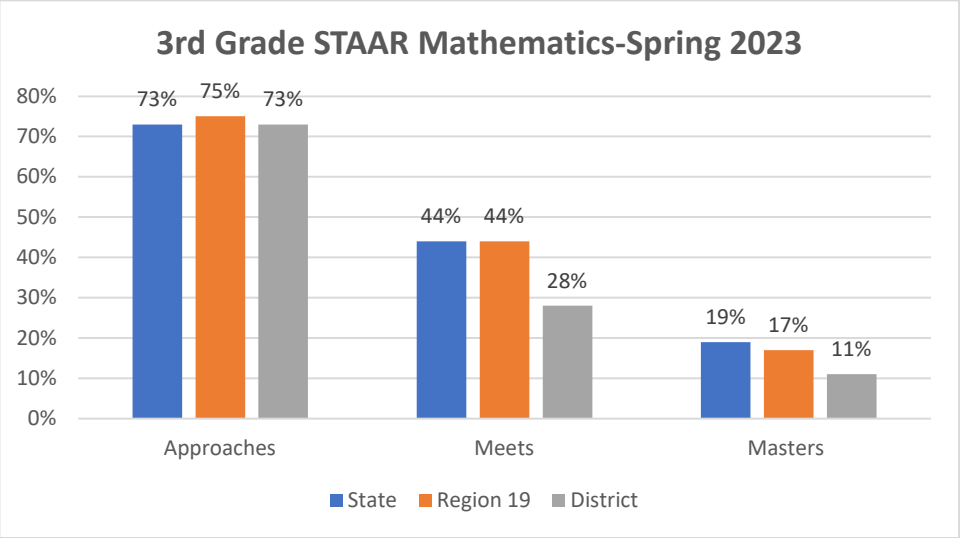
ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the information as provided.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☒ Attachment Included

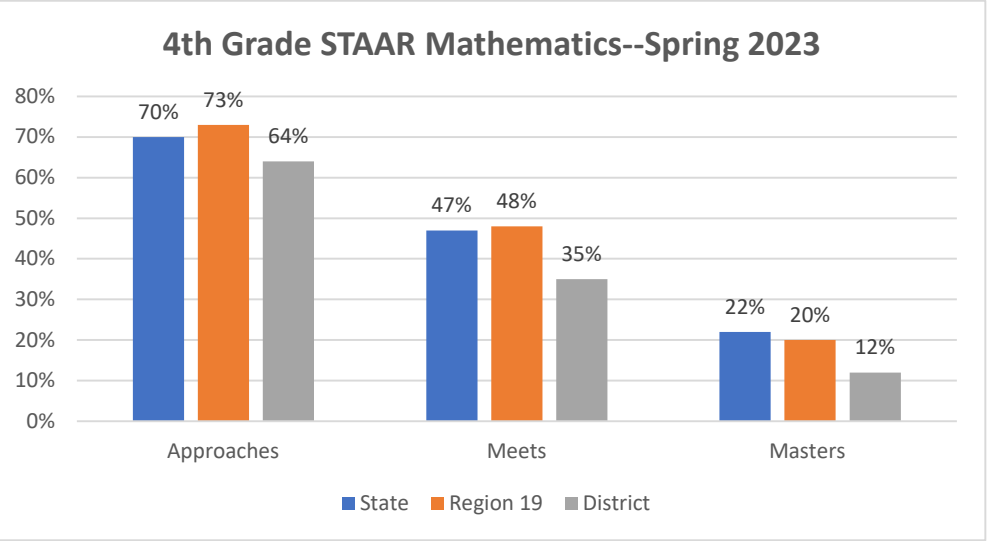
3rd Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
State	73%	44%	19%
Region 19	75%	44%	17%
District	73%	28%	11%



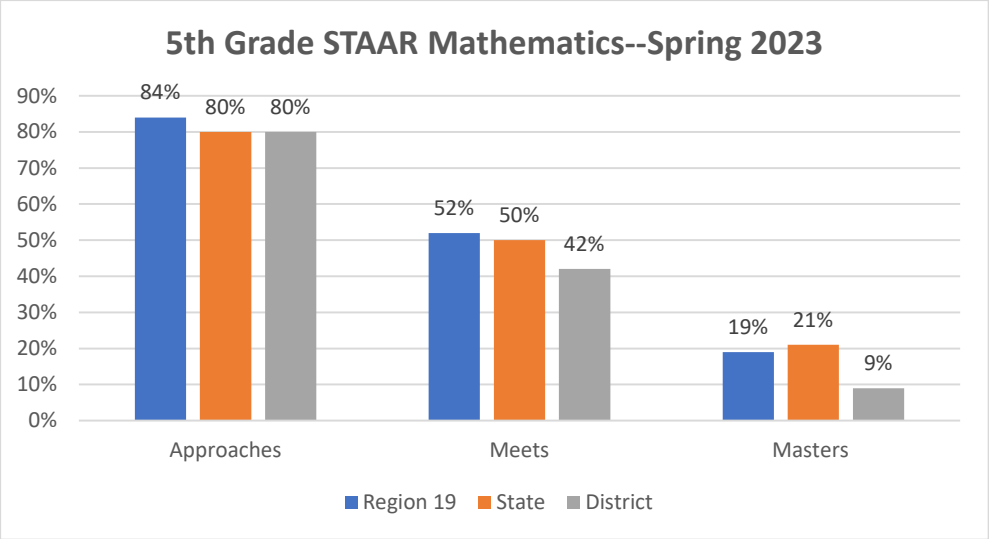
4th Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
State	70%	47%	22%
Region 19	73%	48%	20%
District	64%	35%	12%



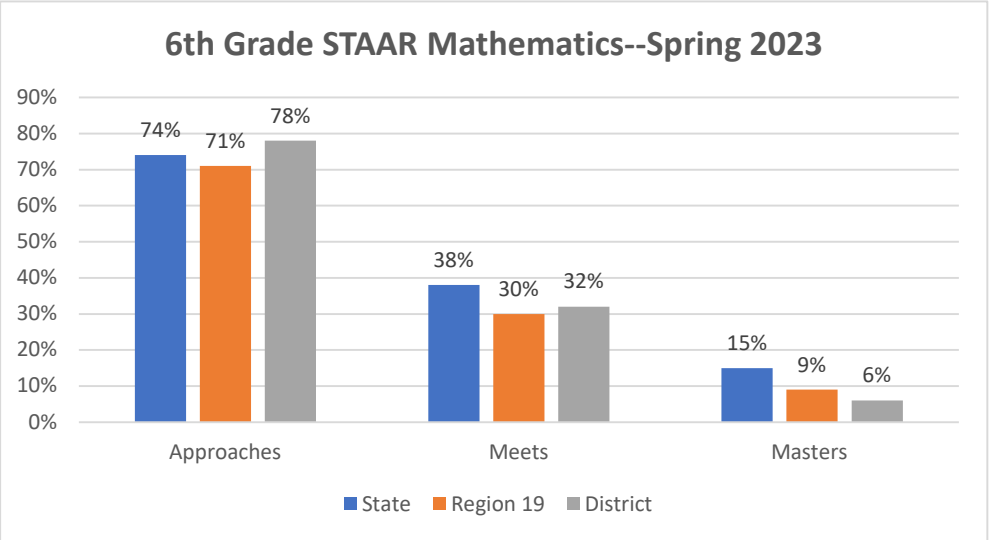
5th Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
Region 19	84%	52%	19%
State	80%	50%	21%
District	80%	42%	9%



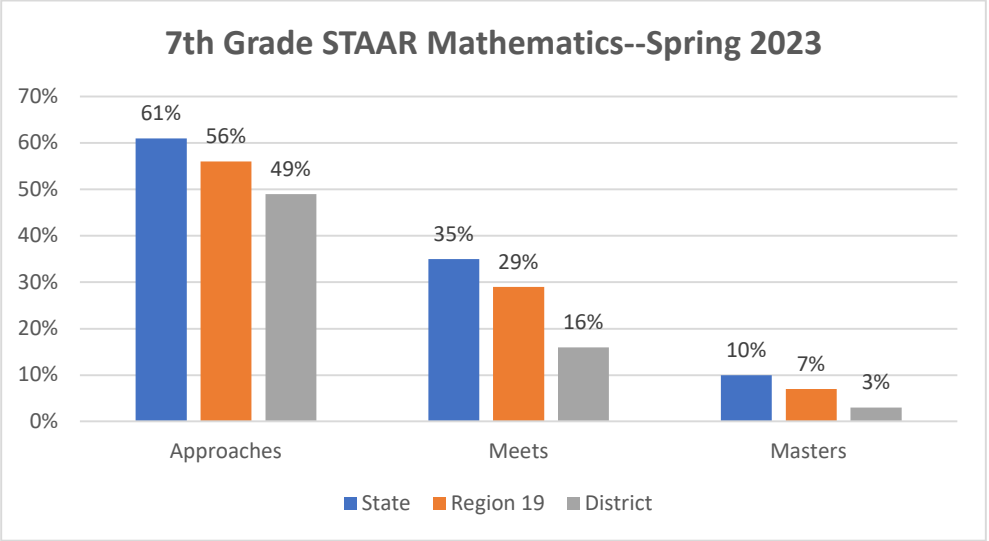
6th Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
State	74%	38%	15%
Region 19	71%	30%	9%
District	78%	32%	6%



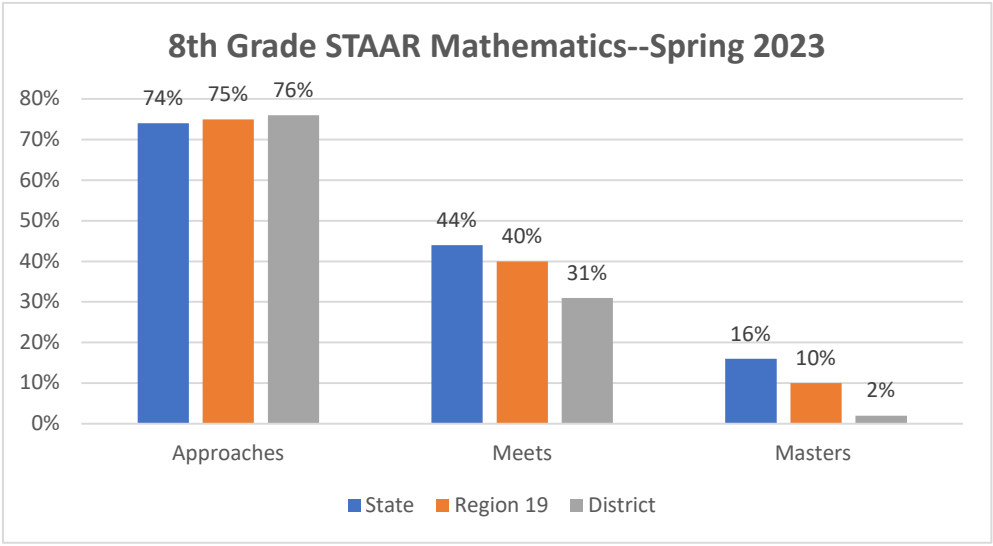
7th Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
State	61%	35%	10%
Region 19	56%	29%	7%
District	49%	16%	3%



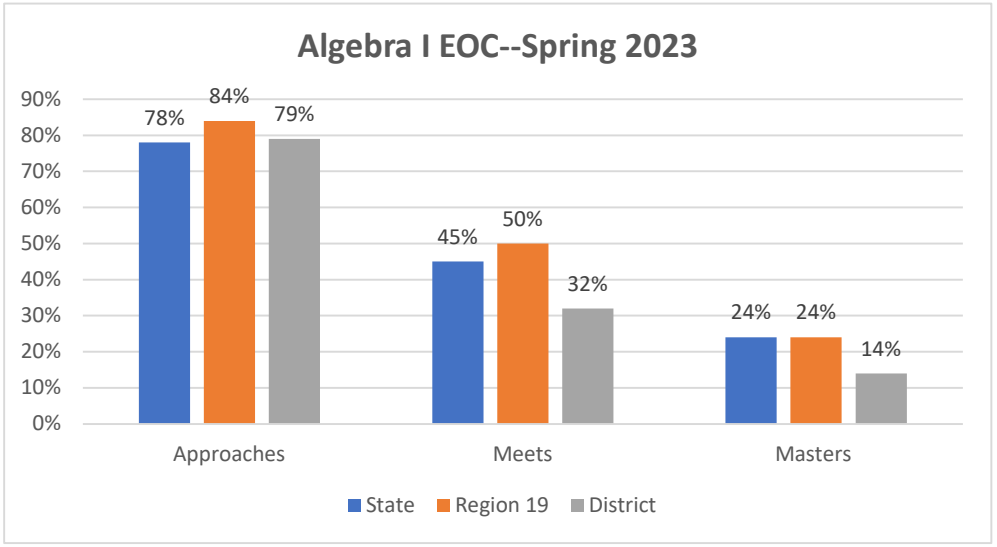
8th Grade STAAR Mathematics--Spring 2023

Group Tested	Approaches	Meets	Masters
State	74%	44%	16%
Region 19	75%	40%	10%
District	76%	31%	2%



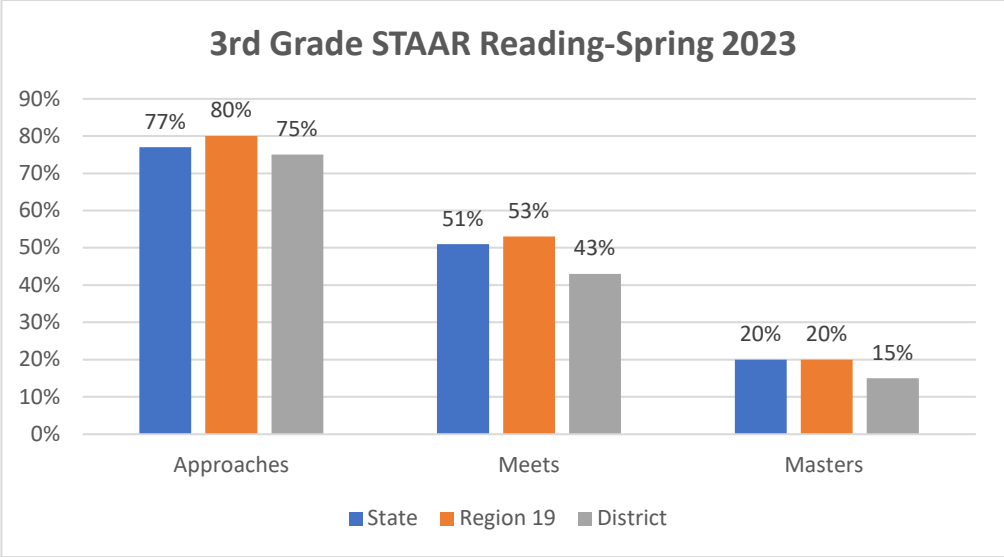
Algebra I EOC--Spring 2023

Group Tested	Approaches	Meets	Masters
State	78%	45%	24%
Region 19	84%	50%	24%
District	79%	32%	14%



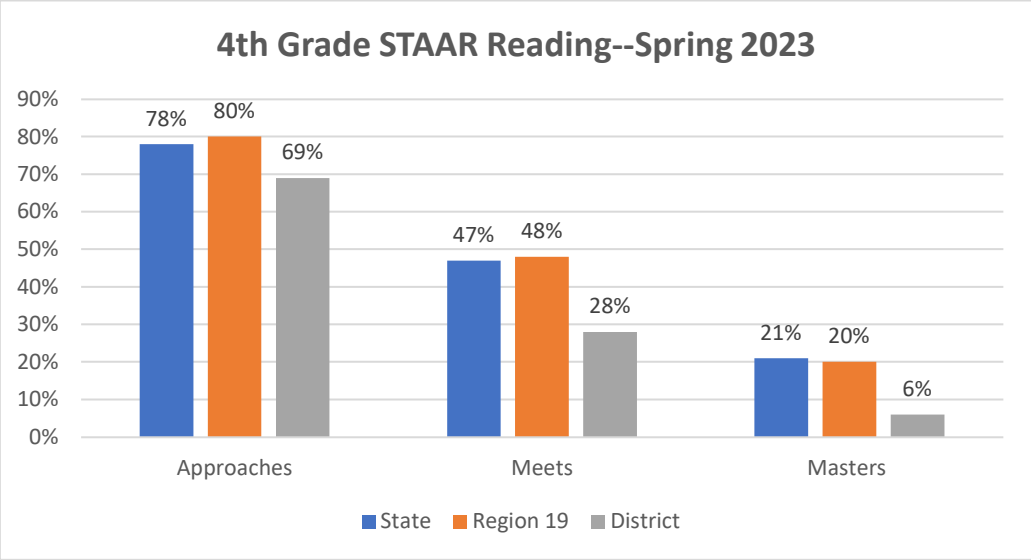
3rd Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	77%	51%	20%
Region 19	80%	53%	20%
District	75%	43%	15%



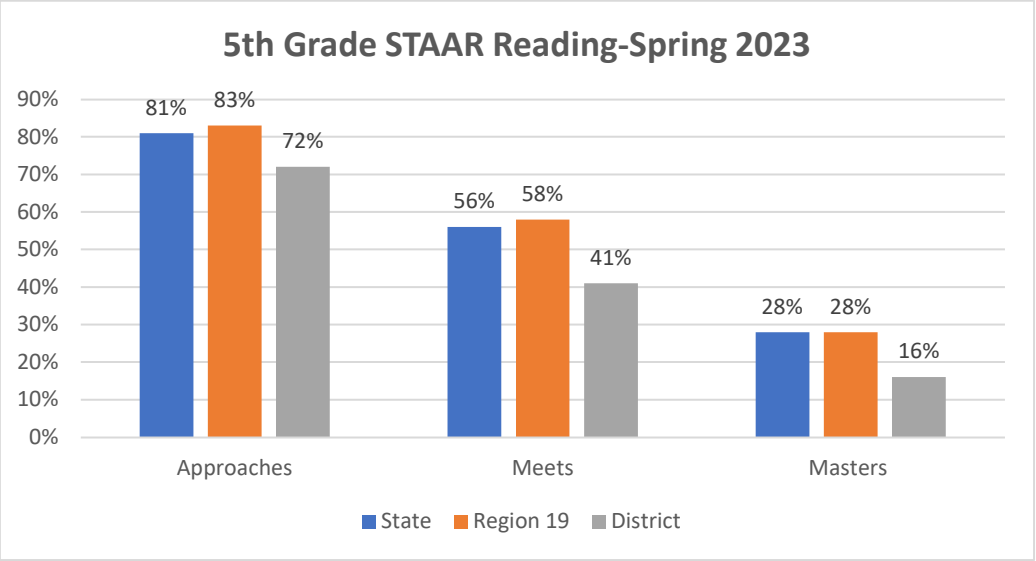
4th Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	78%	47%	21%
Region 19	80%	48%	20%
District	69%	28%	6%



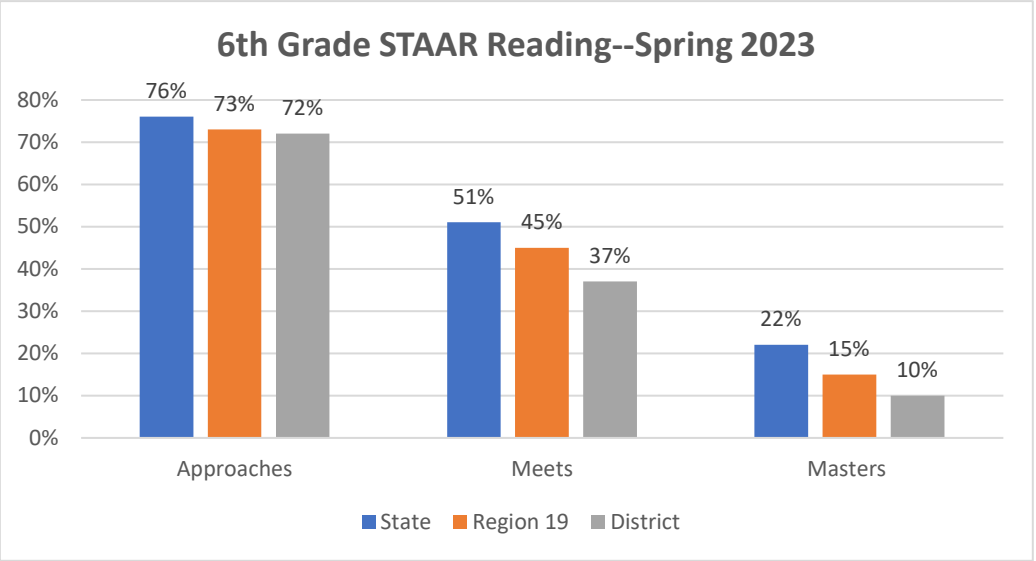
5th Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	81%	56%	28%
Region 19	83%	58%	28%
District	72%	41%	16%



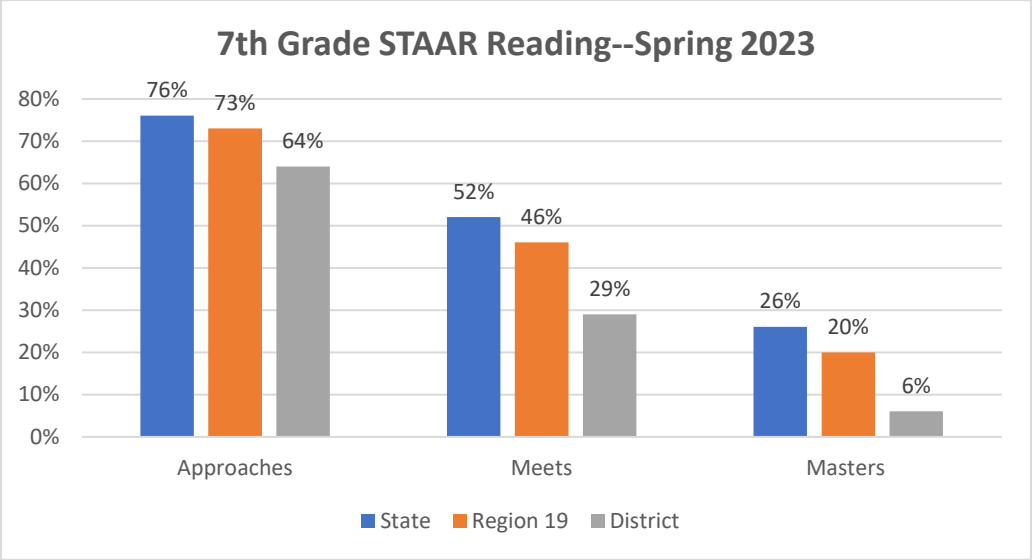
6th Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	76%	51%	22%
Region 19	73%	45%	15%
District	72%	37%	10%



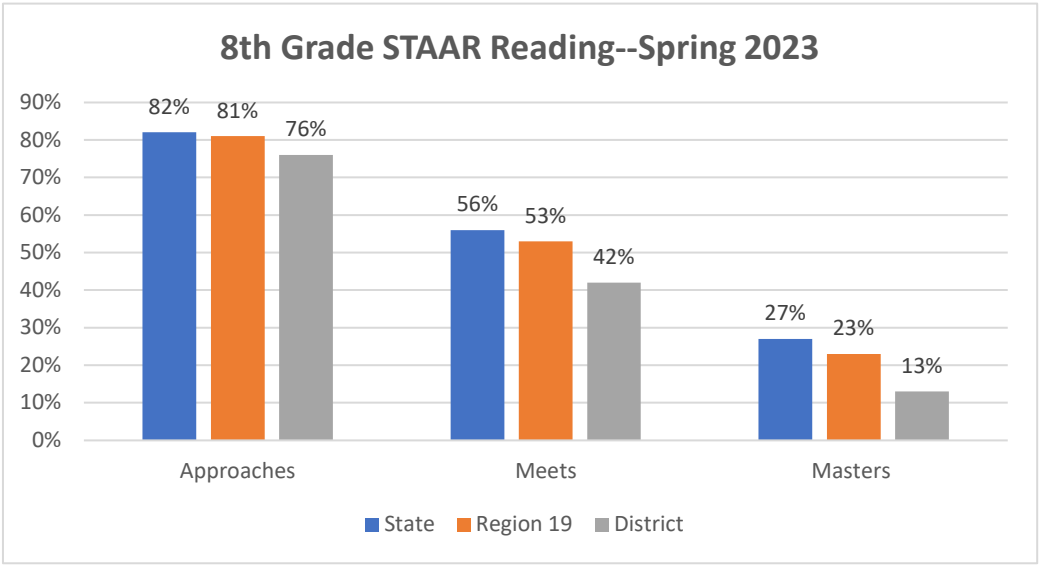
7th Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	76%	52%	26%
Region 19	73%	46%	20%
District	64%	29%	6%



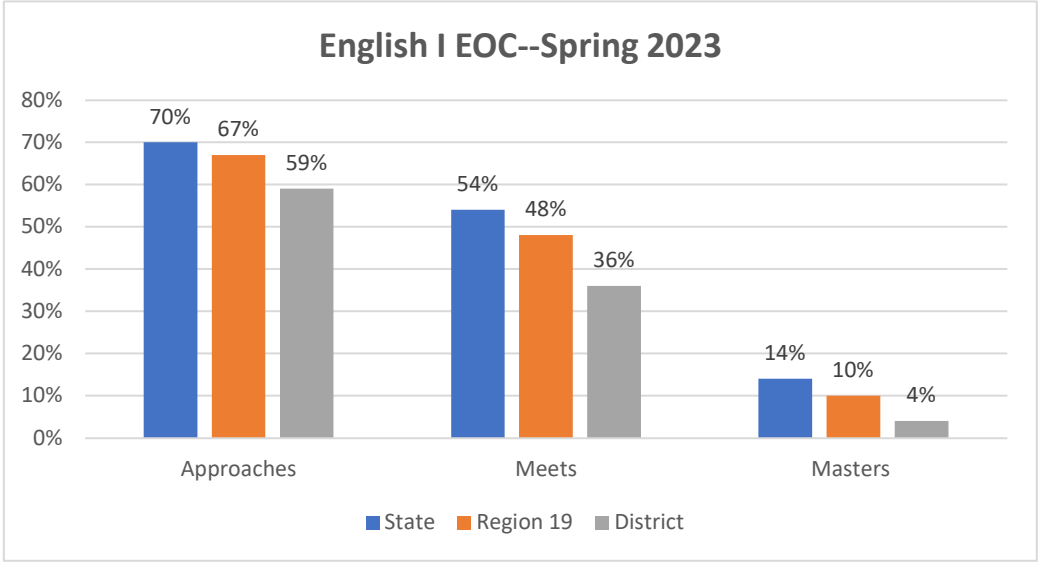
8th Grade STAAR Reading--Spring 2023

Group Tested	Approaches	Meets	Masters
State	82%	56%	27%
Region 19	81%	53%	23%
District	76%	42%	13%



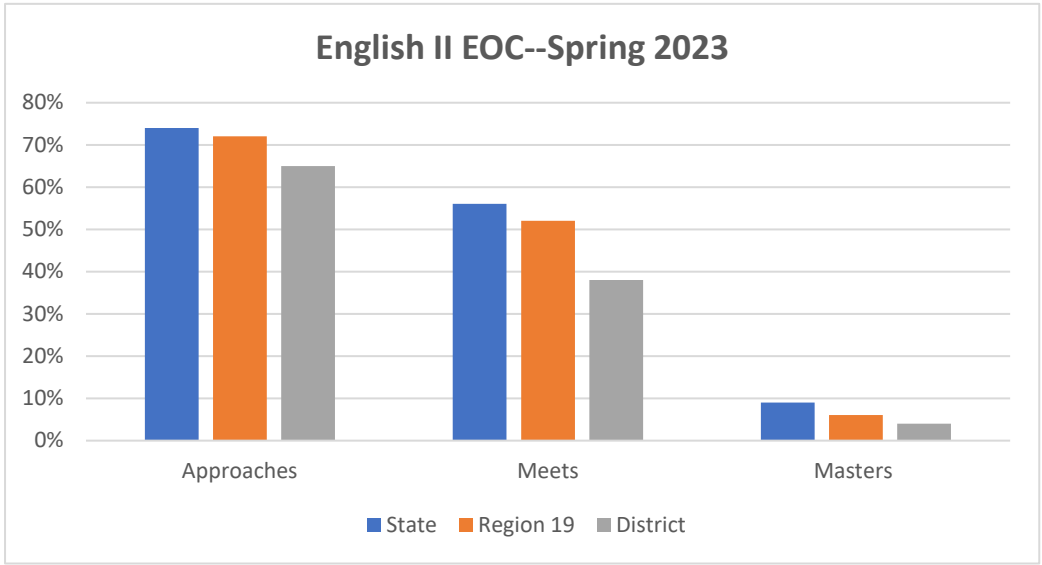
English I EOC--Spring 2023

Group Tested	Approaches	Meets	Masters
State	70%	54%	14%
Region 19	67%	48%	10%
District	59%	36%	4%



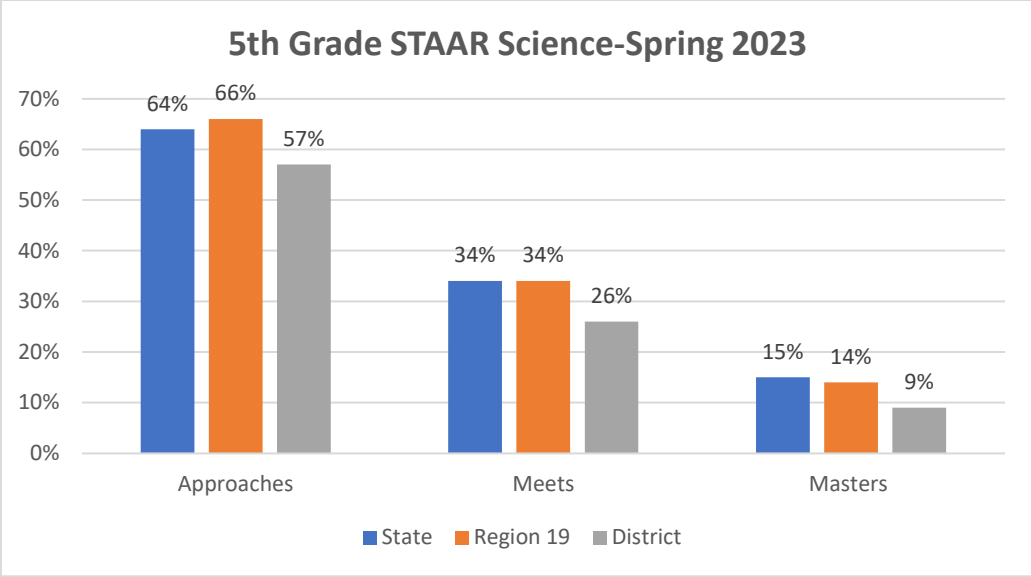
English II EOC--Spring 2023

Group Tested	Approaches	Meets	Masters
State	74%	56%	9%
Region 19	72%	52%	6%
District	65%	38%	4%



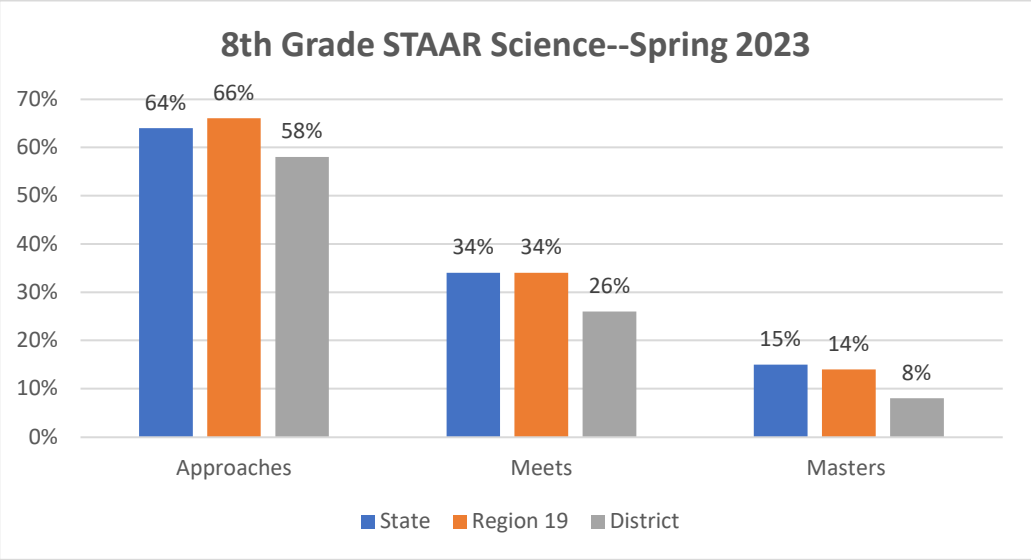
5th Grade STAAR Science--Spring 2023

Group Tested	Approaches	Meets	Masters
State	64%	34%	15%
Region 19	66%	34%	14%
District	57%	26%	9%



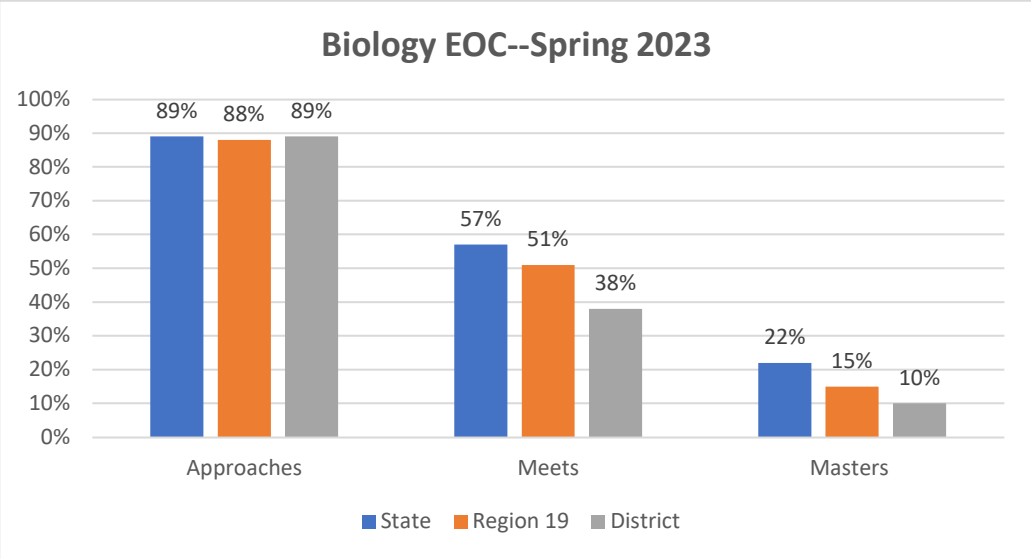
8th Grade STAAR Science--Spring 2023

Group Tested	Approaches	Meets	Masters
State	64%	34%	15%
Region 19	66%	34%	14%
District	58%	26%	8%



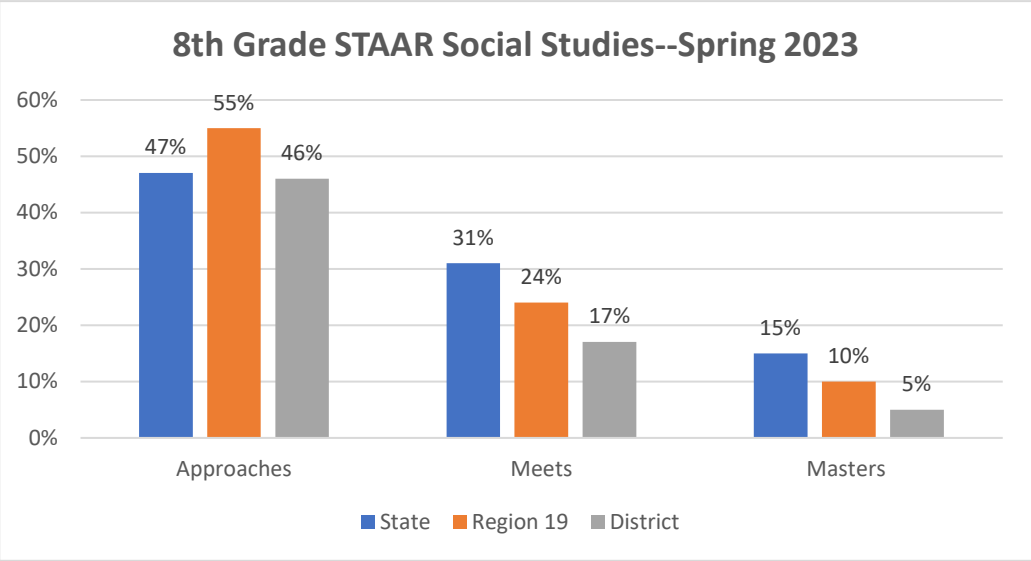
Biology EOC--Spring 2023

Group Tested	Approaches	Meets	Masters
State	89%	57%	22%
Region 19	88%	51%	15%
District	89%	38%	10%



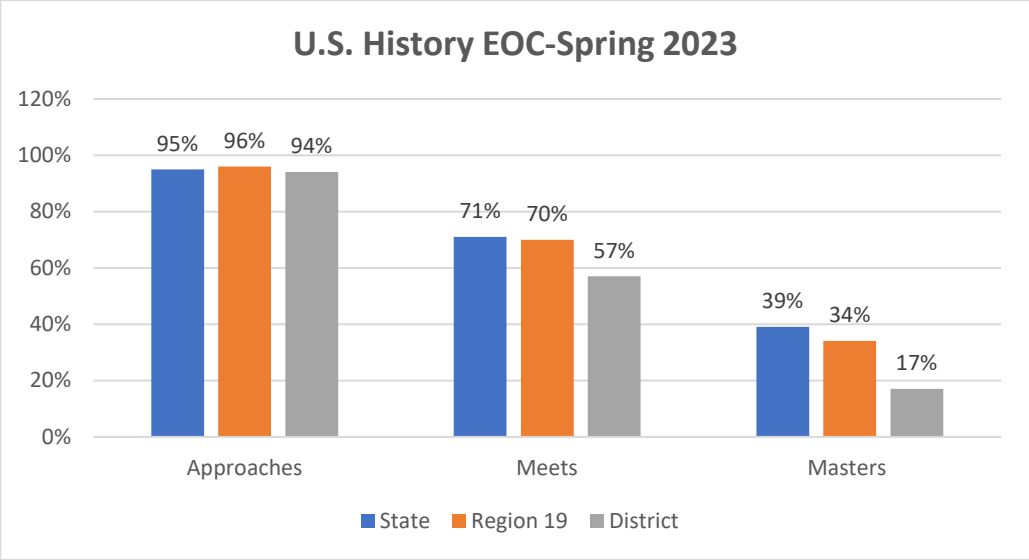
8th Grade STAAR Social Studies--Spring 2023

Group Tested	Approaches	Meets	Masters
State	47%	31%	15%
Region 19	55%	24%	10%
District	46%	17%	5%



U.S. History EOC--Spring 2023

Group Tested	Approaches	Meets	Masters
State	95%	71%	39%
Region 19	96%	70%	34%
District	94%	57%	17%





2023 STAAR/EOC Analysis

Ms. Lisa D. Renegar

September 20, 2023



What is STAAR Tested?

- Mathematics in grades 3-8
- Reading in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8
- English I and II
- U.S. History
- Algebra I
- Biology

This was unchanged in 2023.

IF THE GRADES AND SUBJECTS TESTED DIDN'T CHANGE, WHAT DID CHANGE?

EVERYTHING ELSE.

STAAR Redesign

The STAAR redesign ...

... **prioritizes cross-curricular RLA passages** that reference topics students have learned about in other classes.



The STAAR redesign ...

... includes the addition of **new, non-multiple-choice questions** more like the kind teachers ask in class.



The STAAR redesign...

... **includes writing on all RLA tests**, reflects updated TEKS, and has students write text-based responses.



The STAAR redesign ...

... moves **assessments online** to provide robust accommodations for students with specific learning needs.



Approaches

Approaches Grade Level

Minimum Passing Standard

Targeted interventions will be needed next year

Meets

Meets Grade Level

On Grade Level

Minimal interventions may be needed next year

Masters

Masters Grade Level

Advanced Level

Will likely do fine next year without additional help

STAAR/EOC Performance Levels



2023 STAAR and EOC Results

How we performed, and where it will lead.



Math and Reading

Grades 3-8

841

3rd Grade Math

2023 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	20%	6%	16%	3%	1%
Borrego	69%	30%	13%	11%	2%	5%
District Average	70%	27%	10%	13%	4%	3%

3rd grade showed gains across the board in mathematics. Our youngest STAAR testers have learned how to "do school" and have gained confidence.

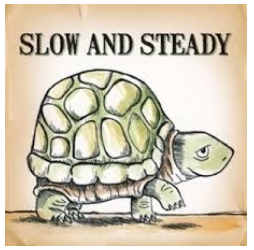
842

3rd Grade Reading

2023 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	63%	29%	11%	4%	8%	-2%
Borrego	65%	37%	14%	9%	7%	0%
District Average	64%	34%	13%	7%	8%	-1%

3rd grade showed strong gains in reading. We will continue increasing our passing percentages and helping our 3rd graders to achieve at or above grade level.

4th Grade Math



2023 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	69%	37%	10%	3%	9%	-3%
Borrego	58%	33%	14%	-6%	3%	6%
District Average	63%	34%	12%	-2%	5%	2%

For the district average, there was little movement. We did have more students reach grade level or above.

844

4th Grade Reading

WORK AREA

2023 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	59%	25%	6%	-8%	-18%	-17%
Borrego	52%	21%	3%	-11%	-16%	-12%
District Average	55%	23%	4%	-10%	-17%	-15%

4th grade reading brings us our first area of work for 2023. There were drops that will be carefully examined. How do we approach data analysis?

845

Compare SEISD to regional and state data.

Look for trends in test questions.

Look at reporting categories to see low/high and look for trends.

Consider pacing changes.

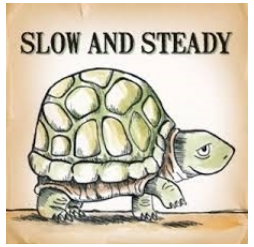
Look for trends in item type results.

Compare performance campus-to-campus and teacher-to-teacher.

Group students for interventions.

Tailor interventions to mirror test performance.

5th Grade Math



2023 Fifth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	76%	40%	7%	-4%	-1%	-7%
Borrego	82%	45%	10%	6%	9%	-1%
District Average	79%	43%	9%	2%	6%	-3%

5th grade math shows a slight disparity between Alarcon and Borrego that will be examined. We see growth overall.

847

5th Grade Reading

WORK AREA

2023 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	70%	42%	18%	-11%	-8%	-4%
Borrego	69%	40%	13%	-2%	2%	-4%
District Average	70%	41%	15%	-5%	-2%	-4%

There are drops in 5th grade reading. We will examine this carefully to look for causative factors and solutions. The goal is to reverse the decrease in 2024.

848

6th Grade Math

2023 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	83%	32%	6%	15%	12%	5%
Borrego	74%	32%	6%	9%	5%	-5%
District Average	78%	32%	6%	12%	8%	-1%

6th grade math showed a very strong performance overall.

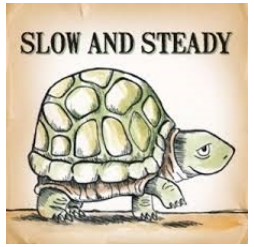
6th Grade Reading

2023 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	41%	13%	19%	10%	4%
Borrego	71%	34%	8%	11%	-7%	-8%
District Average	72%	37%	10%	14%	0%	-3%

Alarcon showed especially strong gains here for 6th grade reading. When averaged as a district, 14% more students passed than the year before.

850

GEMS Math

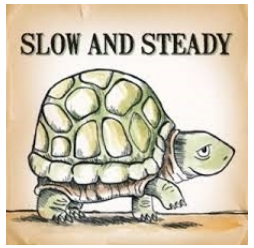


2023 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	49%	16%	3%	1%	0%	-1%
Grade 8	76%	30%	2%	7%	-4%	-4%
Algebra I-- Grade 8	100%	93%	73%	0%	3%	-6%

GEMS was able to get more students to pass math at the approaches level.
We need to work on more students reaching grade level at GEMS.

851

GEMS Reading



2023 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	65%	30%	7%	3%	-5%	-12%
Grade 8	76%	42%	12%	0%	-6%	-14%

GEMS Reading follows the theme this year showing low movement or decreases. GEMS struggled with passing at higher levels. Intervention will follow in this area.

852

Science and Social Studies

Grades 5 and 8



5th and 8th Grade Science

WORK AREA

2023 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	53%	25%	6%	-7%	-4%	-2%
Borrego	61%	28%	13%	2%	3%	5%
District Average	58%	27%	10%	-1%	0%	2%

2023 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	57%	26%	8%	-8%	-6%	-7%

Science will be an area to address this year. We experienced losses or little movement in 5th grade, along with a disparity between campuses that will be examined.

At 8th grade, we will be looking at the decrease in science to find causative factors and solutions.

8th Grade Social Studies

2023 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	47%	18%	6%	6%	6%	1%

It has been historically difficult to make movement in 8th grade Social Studies. We are proud to be “in the green” once again.

855

High School EOC's

Grades 9-12

856

English I and II

2023 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	66%	39%	4%	17%	12%	1%

2023 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	67%	38%	4%	7%	3%	3%

English I and II have the highest passing standards of all STAAR tests. We made gains across the board in both.

Algebra I and U.S. History

2023 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	75%	22%	4%	11%	7%	-1%

2023 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	94%	57%	17%	9%	6%	-5%

Both tests had a similar theme. There were gains at approaches and meets, and a minor decline at masters. More students passed than before, and Algebra I has begun to rebound from prior years.

Biology

2023 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	89%	38%	10%	21%	9%	5%

The gains in biology were impressive for 2023. Scores went up across the board, and 21% more students passed than before. This is an impressive feat considering past difficulties in filling high school science vacancies.

District Summaries

Averaging everything out to see the big picture for 2023.

Reading Overall

2023 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	64%	34%	13%	7%	8%	-1%
Grade 4	55%	23%	4%	-10%	-17%	-15%
Grade 5	70%	41%	15%	-5%	-2%	-4%
Grade 6	72%	37%	10%	14%	0%	-3%
Grade 7	65%	30%	7%	3%	-5%	-12%
Grade 8	76%	42%	12%	0%	-6%	-14%

2023 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	66%	39%	4%	17%	12%	1%

2023 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	67%	38%	4%	7%	3%	3%

861

Successes at 3rd and 6th, with areas to address in 4th and 5th. Middle school stationary, movement needed at higher levels.

WORK AREA

English I and II showed up strong!

Math Overall

2023 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	70%	27%	10%	12%	4%	3%
Grade 4	63%	34%	12%	-2%	5%	2%
Grade 5	79%	43%	9%	2%	6%	-3%
Grade 6	78%	32%	6%	12%	8%	-1%
Grade 7	49%	16%	3%	1%	0%	-1%
Grade 8	76%	30%	2%	7%	-4%	-4%

2023 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	75%	22%	4%	11%	7%	-1%
GEMS	100%	93%	73%	0%	3%	-6%

862

The pandemic struck math hard, and strong rebounds were possible as evidenced in 2023. Grades 3 and 6 shined especially bright.

Algebra I at SEHS is on the rebound.



Science Overall

2023 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	53%	25%	6%	-7%	-4%	-2%
Borrego	61%	28%	13%	2%	3%	5%
District Average	58%	27%	10%	-1%	0%	2%

2023 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	57%	26%	8%	-8%	-6%	-7%

2023 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	89%	38%	10%	21%	9%	5%

5th and 8th grade science will be an area of focus this year.

WORK AREA

Biology will continue the upward climb with strong teachers and a strengthened laboratory component.

BRIGHT SPOTS

863

Social Studies Overall

2023 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	47%	18%	6%	6%	6%	1%

2023 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	94%	57%	17%	9%	6%	-5%

8th Grade Social Studies and U.S. History are on the upswing with strong gains.

In 2023-2024, the work continues. STAAR analysis is well underway. The PLC work taking place will lead to stronger, collaborative lessons with a more effective first-teach.

Questions?

Texas Association of School Administrators | Texas Association of School Boards

Kay Bailey Hutchison
Convention Center
Dallas
Sept. 29–Oct. 1

TASA | TASB Convention txEDCON23



ABOUT | PROGRAM | REGISTRATION | HOUSING | EXHIBIT HALL

General Session Speaker Damon West

Registration and housing now open. Make plans now to attend!

LEARN MORE





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Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Important Change

Important change to the TASA | TASB Convention program. Matthew McConaughey sends his regrets.

Please be aware of an important change to the TASA | TASB Convention program. Regretfully, Matthew McConaughey, who was scheduled to speak on Saturday, Sept. 30, is no longer able to attend the event. He shared an apology with us to share with all registrants:

It was my hope and plan to be able to join Texas public education leaders in Dallas next month for the TASA | TASB Convention but due to a professional obligation I will be unable to attend the event. Please accept my apology and unforeseen excuse.

I'm disappointed because I can't think of a better audience than school board trustees and superintendents to talk to about my just keep livin' Foundation, the Greenlights Grant Initiative—as well as our shared commitment to supporting students and school districts across Texas to create a better future for our youth.

I've heard that the new keynote speaker, Damon West, has an amazing story to share about the incredible power within us all to create positive change, and that's a message that I'm sure will resonate with you all.

With school already well underway across Texas, I want to thank you all for everything you're doing on behalf of Texas public school children. Your impact makes a difference. Again, pardon my not being able to be there, and thank you for understanding.



(/Home.aspx)
Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Schedule

2023 Convention Schedule

Thursday, September 28, 2023

2–5 p.m.	Preconference Sessions*
5–6:30 p.m.	Opening Reception

Friday, September 29, 2023

7:15 a.m. - 12:45 p.m.	Field Trip (lunch included)*
7:30–8:30 a.m.	Concurrent Sessions
7:30-11:30 a.m.	Small School District Seminar** (continental breakfast included)
7:30 a.m. - 3:30 p.m.	Board Officer Institute (BOI)* (continental breakfast and lunch included)
7:30 a.m. - 3:30 p.m.	Texas Trustee Institute (TTI)* (continental breakfast and lunch included) *continues on Sat. at 7:30 a.m.*
8:45–9:45 a.m.	Concurrent Sessions
9:45–10:15 a.m.	Break in the Exhibit Hall
10:15–11:15 a.m.	Concurrent Sessions
11:30 a.m.–1 p.m.	School Board Advocacy Network (SBAN) Luncheon (*SBAN members only* (https://tasb.org/legislative/school-board-advocacy-network.aspx))
1–2 p.m.	Concurrent Sessions
2:15–3:15 p.m.	Concurrent Sessions
3:15–4 p.m.	Break in the Exhibit Hall

4–5:30 p.m.	Friday General Session *Frisco ISD Student Performance* *Superintendent of the Year Award*

Saturday, September 30, 2023

7:30–8:30 a.m.	Concurrent Sessions
8:45–9:45 a.m.	Concurrent Sessions
7:30-10 a.m.	Texas Trustee Institute (TTI)* (continental breakfast included) *continued from Friday*
9:45–10:30 a.m.	Break in the Exhibit Hall
10:30 a.m.–Noon	Saturday General Session *Aldine ISD Student Performance* *Outstanding School Board Award and TSPRA Key Communicator Recognition*
Noon–1:30 p.m.	TASB Delegate Assembly Caucuses (Omni Dallas)
1–2 p.m.	Concurrent Sessions
2–3 p.m.	Exhibit Hall Closing Event
2–4:30 p.m.	TASB Delegate Assembly (Omni Dallas)
3–4 p.m.	Concurrent Sessions
4:15–5 p.m.	Commissioner Mike Morath

Sunday, October 1, 2023

7:30 a.m.	Continental Breakfast
8–9 a.m.	Concurrent Sessions
9:15–10:15 a.m.	Concurrent Sessions
10:30–11:30 a.m.	Sunday General Session

*Preregistration and additional fee required
**Preregistration required

Note: This schedule is tentative and subject to change.

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning and Instruction Department
Subject: Progress Monitoring—Student Outcome Goal 3
Date: September 20, 2023

HISTORY:

The Board of Trustees has identified Student Outcome Goal 3 as follows:

Student Outcome Goal 3 (HB 3; 5-year Goal)

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to ≥88% by June 2028 as measured by the A-F Accountability System. The Annual Targets for Goal 3 are listed below.

Student Outcome Goal 3—CCMR Final Numbers and Future Targets

2021-2022 (Final; affects 2023 accountability)—51%
2022-2023 (Early estimate; affects 2024 accountability—42.5%

The percentages below are targets based on revised Goal 3.
2023-2024—55%
2024-2025—63%
2025-2026—70%
2026-2027—77%
2027-2028—88%

RATIONALE:

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics
2. Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
3. Earn Dual Course Credits
4. Earn an Industry-Based Certification
5. Earn a Level I or Level II Certificate

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6. Earn an Associate Degree

7. Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness

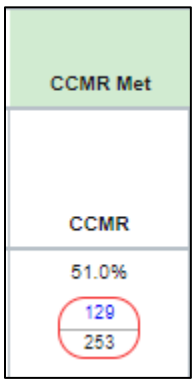
8. Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

9. Enlist in the U.S. Armed Forces or Texas National Guard

10. CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications

The goal is for every high school student to earn a CCMR "point" by meeting at least one of the 10 criteria above before graduation. Students can earn more than one point, but only one point per student will be counted. The calculation for CCMR is simple. The number of seniors with a point divided by the total number of seniors results in a percentage.

The data tables used by TEA to calculate final CCMR percentages for 2023 accountability purposes are not yet available and won't be made public until after September 28, 2023. Based on a program called OnDataSuite, we have a good idea of our final CCMR percentage for the 2022 senior class, affecting our 2023 accountability.



It is estimated that 129 out of 253 seniors in the 2022 graduating class earned a CCMR point, which is 51%. We will not compare the 51% to a target at this time since we have recently revised Goal 3. We will instead focus on the impacts on CCMR from the A-F Accountability "refresh" to study the potential outcomes.

For the 2023 graduating class, which impacts our 2024 accountability, the CCMR point estimate is 42.5%.

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There are two issues here—the decline in our CCMR percentage over the last few years combined with a sharp increase in the CCMR percentage required for A-F accountability that was just enacted. For the "refreshed" 2023 A-F Accountability System, the state has increased the CCMR percentage needed to earn an "A" in Domain I from a scale score of 60 to a scale score of 88. This means that 88% of our seniors must earn a CCMR point, or we mathematically cannot earn an A in Domain I of the 3-domain accountability system.

Since CCMR is based on a "lagging indicator," the senior class that impacts our current accountability has long since graduated. When the 88% rule was enacted, it was already 2 years too late to do anything meaningful about it. We can only act in the present and do everything we can to raise our CCMR percentage to 88% as quickly as possible. This will take a commitment of work and time from all stakeholders.

While a CCMR percentage of 51% will impact our 2023 accountability, we declined in 2023 to 42.5%, affecting 2024's accountability ratings. The current senior class, graduating in 2024, will impact our 2025 accountability. We *can* and *will* intervene with this current senior class as we cannot intervene with past graduating classes.

SEISD is making strides toward increasing our CCMR percentage. Within the 10 CCMR point-earning criteria, the first criterion gives us the best possibility of gaining points, so this will be our primary focus.

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics

This can be accomplished through a combination of tests such as TSIA, SAT, and ACT. We believe the TSIA test will be the most effective way of earning a point through testing. In 2023-2024, SEHS is testing 100% of the student population with the TSIA reading and mathematics tests. This has not been done before. Additionally, there will be effective test preparation this year through a program called Edgenuity. This level of preparation has also never been done before. Additionally, we are disaggregating data from each round of TSIA testing occurring this year and are grouping students for meaningful intervention before their next round of re-testing.

SEHS is examining ways to get more students to take the SAT and/or ACT. Last year, they conducted an SAT "school day" session, which tested all SEHS seniors at the campus. Normally, students sign up for an SAT session and must find their transportation to an alternate testing site. Our participation in the SAT school day far exceeded the usual levels last year.

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We are continually increasing the number of students who take AP exams. Our CTE Administrator is increasing the number of Industry-Based Certifications that will be earned and is phasing out sunsetted IBC's, which will no longer count towards CCMR points.

To publicize CCMR and TSIA, district administrators will be doing presentations to students and parents this fall on both topics to cement the importance of taking both seriously. Students will become familiar with how to earn a CCMR point and begin to own the process and self-track their point earning before graduation.

These efforts will assist us in meeting the targets for Student Outcome Goal 3 moving forward and bring us closer to the 88% needed to earn an A in Domain I.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of Student Outcome Goal 3 as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

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: Lisa D. Renegar; Planning & Instruction
Subject: A-F Accountability Refresh Information
Date: September 20, 2023

HISTORY: The *A–F* system was established by House Bill (HB) 22 in 2017 for the purpose of continuously improving student performance toward the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring the state is a national leader in preparing students for postsecondary success.

As part of the usual process, the *A-F* system is undergoing some changes called a "refresh" that begins in 2023. Based on the refresh, it is expected that the district and campus letter grades and numerical scores will be different from 2022.

RATIONALE:

The refresh in 2022–23 is based on more than two years of feedback from stakeholders. As part of the continuous improvement process, the TEA has consulted with stakeholders on enhancements to the accountability system.

The descriptions below explain the key changes to the *A-F* system in the refresh.

1. The scaling for the CCMR component in Domain I is being increased to reflect a higher expectation for career and college readiness for graduating seniors.
2. Academic Growth is now simpler to measure and includes a bonus for students who grew academically following accelerated instruction. Growth will be calculated using a tool called the "Transition Table Model."
3. The scaling of the graduation rate is slightly more rigorous.
4. Closing the Gaps (Domain III) will use an improved calculation methodology that awards points on a 0-4 scale. This scale gives districts credit for making *partial* gains towards targets, which should be a favorable change overall.
5. A proportional weighting methodology will be used to better align the student enrollment of a campus to the impact that campus has on district accountability.

Since these changes represent a significantly different scoring methodology, it isn't possible to directly compare 2022 to 2023. Instead, we will apply the new methodology to the 2022 data and use that as a way to compare both years using the same calculations. This will be called a 2022 "What-if" report.

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The A-F Accountability ratings will be published on September 28, 2023. The Board will receive a report on SEISD's 2023 A-F results at the October 11, 2023 BOT meeting and will be able to compare 2023's ratings to the 2022 "What-if" ratings.

BUDGET:
There is no budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review this information as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

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San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: April Marioni, Special Education Director
Subject: Targeted Monitoring Report
Date: September 20, 2023

HISTORY:
Although the San Elizario Independent School District was not scheduled for cyclical monitoring, the RDA (Results Driven Accountability) of DL3 (Determination Level) called for a Targeted Monitoring Review. Policy and 16 folders were reviewed; 6 of 16 folders were found in compliance in all areas.

The Corrective Action Plan was submitted in August; the following are deadlines for additional tasks.

- Due 8/23/23: Correction of Folders - completed
- Due 9/29/23: Review of Policies and Procedures
- Due 11/17/23: All Training to Applicable Faculty/Staff
- Due 12/15/23 Self-Monitoring System
- Due 3/8/24: Systemic Evidence

RATIONALE:
Ten folders were found to be out of compliance in IEP Development (Individual Education Plan) – specifically the PLAAFP statement (Present Levels of Academic Achievement and Functional Performance).

BUDGET:
The budget is yet to be determined.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is for the Board of Trustees to review and be aware of the information regarding the Target Monitoring Review.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☒ Attachment Included

Texas Education Agency

SPECIAL EDUCATION
TARGETED MONITORING REPORT

Targeted Monitoring

School Year (SY) 2022–2023

San Elizario ISD (071904)

July 27, 2023

TABLE OF CONTENTS

INTRODUCTION 3

OVERVIEW OF TARGETED MONITORING 3

COMPLIANCE REVIEW AND NONCOMPLIANCE FINDINGS 4

- Compliance Review 5
- Noncompliance Findings 5

DATA REVIEW 8

- Data Sources 8
- Student Sample and Campus Information 8
- Residential Facilities (RFs) 8
- Results Driven Accountability (RDA), State Performance Plan (SPP) Indicators, and Significant Disproportionality (SD) 9

STAKEHOLDER ANALYSIS AND RESULTS 10

SUCCESSES AND CONSIDERATIONS 11

TECHNICAL ASSISTANCE 11

SUMMARY OF REQUIRED ACTION 12

CONTACT 13

APPENDIX I: SELF-REPORTED NONCOMPLIANCE 14

APPENDIX II: ADDITIONAL RESOURCES 15

APPENDIX III: ACRONYMS 16

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SCHOOL YEAR (SY): 2022–2023
MONITORING PATH: Targeted Monitoring (April–June)

REGION: 19
DISTRICT NAME: San Elizario ISD (071904)
DISTRICT TYPE: Independent
TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: NA
RESIDENTIAL FACILITY (RF): NA

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: NA
FISCAL AGENT: NA

MONITORING TYPE: Targeted Folder Review
SELF-REPORTED NONCOMPLIANCE: No
COMPLIANCE STATUS: Noncompliant
ACTION REQUIRED: Corrective Action Plan

STRATEGIC SUPPORT PLAN (SSP) DUE DATE: December 16, 2022
CORRECTIVE ACTION PLAN (CAP) DUE DATE: August 28, 2023

INTRODUCTION

The Texas Education Agency (TEA) extends its appreciation to the parents, students, teachers, staff, and administration for their time and effort supporting the special education targeted monitoring review at San Elizario ISD (071904).

The special education targeted monitoring report provides the local education agency (LEA) with findings from the targeted monitoring review and serves as official notification from the TEA that any findings of noncompliance require corrective action. Noncompliance findings must be corrected no more than one year from the date listed on this report (for information on the required actions and timeframe for completion, see OSEP Memo 09-02).

OVERVIEW OF TARGETED MONITORING

The differentiated monitoring and support (DMS) system includes two monitoring pathways: cyclical monitoring and targeted monitoring. LEAs receive cyclical monitoring once every six years, and LEAs are considered for targeted monitoring during the five interim years, per 34 CFR § 300.600 State Monitoring and Enforcement. For example, LEAs not in the current cyclical monitoring schedule were considered for targeted monitoring if they met the following criteria.

Targeted monitoring activities include either a desk review or both a desk review and an onsite review. LEAs were assigned a targeted desk review if their current year's results driven accountability (RDA) determination level (DL) was a DL 3 (Needs Intervention) or DL 4 (Needs Substantial Intervention). LEAs were assigned both a targeted desk review and a targeted onsite review if they had a current year RDA DL 2 (Needs Assistance) and a significant

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disproportionality year 3 (SD Year 3) designation for at least one SD area. However, LEAs received an intensive support review, including an intensive support desk review and onsite review, in lieu of a targeted review if they had a current year RDA DL 3 or 4 and SD Year 3.

The targeted review includes consideration for eight RDA special education indicators that, in part, contribute to the LEA's annual RDA special education determination (see Table 1).

Table 1. RDA Indicators and Priority Areas for Targeted Desk Review

	Priority Area					
RDA Indicator	Evaluation	IEP Development	IEP Content (Behavior)	IEP Implementation	State Assessment	Transition
#1(i-v): SPED STAAR 3-8 Passing Rate		X			X	
#4(iv): SPED STAAR EOC Passing Rate		X			X	
#6: SPED Graduation Rate		X		X		X
#7: SPED Annual Dropout Rate (Grades 7-12)		X		X		X
#9: SPED Regular Early Childhood Program Rate (Ages 3-5)		X		X		X
#10: SPED Regular Class ≥80% Rate (Ages 6-21)	X			X		
#11: SPED Regular Class <40% Rate (Ages 6-21)	X			X		
#18: SPED Total Disciplinary Removals Rate (Ages 3-21)		X	X	X		

Note. For the total number of performance levels (PLs) assigned to each indicator, see the RDA Manual.

If any of the RDA special education indicators had at least one performance level (PL) 3 or 4, then a targeted desk review was conducted for the corresponding priority areas (see Table 1). The desk review was based on a probabilistic, random sample of student folders from the LEA's special education population. The onsite campus/student sample, if applicable, was then randomly selected from the targeted desk review folder sample.

COMPLIANCE REVIEW AND NONCOMPLIANCE FINDINGS

The compliance review section includes a summary of student compliance by priority area for the folder review. The noncompliance findings section includes citations of noncompliance from the desk review, on-site review, or self-reported noncompliance.

Compliance Review

The compliance review includes both a policy review and folder review of student folders for seven priority areas. Table 2 shows the number of student folders reviewed (denominator) and the number of student folders found compliant (numerator), and the overall compliance percentage for each of the applicable priority areas.

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Table 2. Summary of the Targeted Desk Review by Priority Area

Priority Area	Desk Review
Child Find/Evaluation/FAPE	
IEP Development	38% (6 of 16)
IEP Content	
IEP Implementation	
State Assessment	100% (16 of 16)
Transition	

Note. Noncompliant student folders had at least one finding of noncompliance for a priority area.

Noncompliance Findings

This report provides the required written notification for an LEA with a "Noncompliant" status requiring corrective actions in Table 3. LEAs must complete the required actions as soon as possible but in no case later than one year from the date of this report (see OSEP Memo 09-02).

The overall compliance status includes noncompliance findings from Tables 4 and self-reported noncompliance from APPENDIX I. Table 3 shows the number of noncompliant citations that must be addressed in the corrective action plan (CAP).

Table 3. Overall Targeted Monitoring Compliance Status

Compliance Status Overall	Number of Noncompliance to be Addressed *(shown in "Status" column of Tables 3 and 4 and Appendix I)*	Required Action Overall
Noncompliant	1	Corrective Action Plan

The overall LEA compliance status includes noncompliance findings from the folder review, on-site review, or self-reported noncompliance identified by the LEA.

The following rules determine an LEA's overall compliance status:

- LEAs with at least one finding of noncompliance from the folder review, on-site review, or self-reported noncompliance are assigned an overall compliance status of "Noncompliant" and require a CAP.
- LEAs with no findings of noncompliance from the folder review, on-site review, or self-reported noncompliance but at least one pre-finding correction of noncompliance are assigned an overall compliance status of "Pre-finding Corrected" and have "No Action Required" (i.e., LEA does not require a CAP).
- LEAs with no findings of noncompliance or pre-finding correction from the folder review, on-site review, or self-reported noncompliance are assigned an overall compliance status of "Compliant" and have "No Action Required" (i.e., LEA does not require a CAP).

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LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report. The CAP must include all citations with a noncompliance finding. LEAs should access the CAP resources and submission requirements on the Review and Support TEA webpage.

LEAs must complete the required actions *as soon as possible, but in no case later than one year from the date of this notification* (see OSEP Memo 09-02). TEA determines if noncompliance has been addressed according to the following criteria:

- Prong 1 – Individual cases of noncompliance have each been corrected
- Prong 2 – 100% compliance implementing regulatory requirements

LEAs with both pre-finding correction of noncompliance for two or fewer students (i.e., individual level) and verification of Prongs 1 and 2 by the pre-finding correction deadline do not require a CAP. However, LEAs with an individual level of noncompliance for two or fewer students that has not been corrected by the pre-finding correction deadline or LEAs with a systemic level of noncompliance (i.e., more than two students) require a CAP.

LEAs that do not complete their CAP or complete their CAP after the required one-year timeframe from the report date will be designated as having "Continuing Noncompliance."

Table 4. Noncompliance Findings from the Desk Review and/or Onsite Review

Area	Citation	Level	Status	Action
IEP Development	ID2 - 34 CFR §300.320(a)(1)	Systemic (>2 students)	Noncompliant	Corrective Action Plan

Note. The "Area" column has seven possible values representing the state-identified priority areas. The "Citation" column contains unique citations of applicable laws and regulations. The "Level" column

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contains two possible values: Individual (two or fewer students) and Systemic (more than two students). The “Status” column contains two possible values: Noncompliant and Pre-findings Corrected. The “Action” column contains two possible values: Corrective Action Plan and No Action Required.

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DATA REVIEW

Data Sources

Data from the following areas were considered for the targeted monitoring review:

- AskTED District Identification Data
- Results Driven Accountability (RDA) Data
- Significant Disproportionality (SD) Year 3 Data
- State Performance Plan (SPP) Data
- Desk Review Data
- Onsite Review Data (if applicable)
- Stakeholder Interview Data
- Residential Facility (RF) Summer PEIMS Data
- Self-Reporting Noncompliance Data (if applicable)

Student Sampling and Campus Information

Targeted monitoring includes a desk review and, if applicable, an onsite review. The LEA's desk review sample size and on-site review sample size, if applicable, are shown in Table 5.

Table 5. Sample Sizes for the Desk Review and Onsite Review

Monitoring Type	Sample Size
Targeted Desk Review	16
Targeted Onsite Review	NA

Note. NA denotes onsite review not applicable to LEA.

Student folders in the folder review were selected using a stratified random sampling method consisting of two strata: elementary and secondary. Each stratum was composed of aggregate grade levels to ensure special education student representation from the 7 active campuses listed in AskTED (as of December 19, 2022). Student/campus samples from LEAs with an on-site review were randomly selected from the primary folder review sample for the on-site monitoring review sample (see the DMS Guide to General Supervision and Monitoring, Appendix B: Special Education Sampling Methods).

Residential Facilities (RFs)

LEAs must ensure students with disabilities receiving special education are provided a "free appropriate public education" (FAPE) when attending and being educated at an RF located in their geographical boundary (see TAC §89.1115(d)(1)(i)). San Elizario ISD (071904) had 0 RFs based on the 2022 RF Tracker annual data submission in the Texas Student Data System (Oracle Database).

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Results Driven Accountability (RDA), State Performance Plan Indicators (SPP), and Significant Disproportionality (SD)

LEAs are annually assigned special education determination using four determination levels (DLs; see 34 CFR §300.603(b)(1)): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). The DLs are based on results from both the RDA special education program area and the federally required elements (FREs). The State also assigns SD Year 3 designations, per 34 CFR §§300.646-647 (see Table 6).

Table 6. RDA, SPP, and SD Year 3 Results

Data Source	2020–2021	2021–2022	2022–2023
RDA SPED DL	Needs Assistance (DL2)	Needs Assistance (DL2)	Needs Intervention (DL3)
SPP 11 Status	Compliant (100%)	Noncompliant (72.3%)	Compliant (100%)
SPP 12 Status	Compliant (100%)	Noncompliant (80%)	Compliant (100%)
SPP 13 Status	Compliant (100%)	Compliant (100%)	Compliant (100%)
SD Year 3 Status	NA	Needs Assistance (DL2)	NA

Note. SPP indicators are assigned one of two compliance the statuses: Noncompliant (<100%), or Compliant (100%). The LEA results are also published online in the results driven accountability (RDA) report and the District Profile of State Performance Plan Indicators Report.

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STAKEHOLDER ANALYSIS AND RESULTS

TEA collected stakeholder data using structured interviews during the targeted monitoring from special education providers, general education providers, and district/campus administration.

The purpose of analyzing interview data was to measure stakeholder understanding of certain aspects of the LEA's special education program related to the focused areas of identification and discipline of children with disabilities. Interview questions were indexed to one of three categories to enable the desired analysis: policy, procedure, or implementation. TEA assigned each interviewee response one of four possible values to reflect the level of understanding observed: responses designated as "good understanding" or "some understanding" were assessed as reflecting a positive result, while responses designated as "little understanding" or "no understanding" were assessed as reflecting a negative result.

Table 7 shows the analysis of stakeholder results for each category (policy, procedure, and implementation) by role (special education providers, general education providers, and district/campus administration). Stakeholder data were collected using a non-probability sampling method and included respondents according to their roles as identified by the LEA. The number of respondents refers to the number of unique respondents for a particular role. Roles with fewer than five respondents are masked. The percentages are the total number of positive responses out of all responses.

Table 7. Stakeholder Results by Role and Category

Category	Special Education Providers	General Education Providers	Administration *(Campus and District)*
Number of Respondents	**	**	**
Policy	**	**	**
Procedure	**	**	**
Implementation	**	**	**

Note. "FR" (Too Few Respondents) denotes respondent ROLE counts <5 AND "*" denotes masked data for the corresponding percentage values. "**" denotes no data reported for LEA.

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SUCCESSES AND CONSIDERATIONS

The following successes were identified from the monitoring review:

- SUCCESS: Systems for student involvement are implemented well as evidenced by student invitations and their attendance at admission, review and dismissal (ARD) committee meetings for discussing postsecondary goals and transition needs.
- SUCCESS: Systems for parent involvement are implemented well as evidenced by parent invitations and their attendance at admission, review and dismissal (ARD) committee meetings.
- SUCCESS: Exceptional record keeping is evidenced by student files, supporting documentation, and artifacts provided to agency staff in a timely, organized, and efficient manner.

TECHNICAL ASSISTANCE

The following technical assistance (TA) resources are recommended from the monitoring review (Please copy/paste URLs into web browser). If any of the following TA links do not work, please contact the Division of Review and Support.

- IEP DEVELOPMENT – The TEA Guidance: Goals, Accommodations, and Modifications training video provides information on the sections of the IEP Development Guidebook pertaining to IEP goals, accommodations, and modifications (see https://www.youtube.com/watch?v=lSG25kaVT0Y&feature=youtu.be).
- IEP DEVELOPMENT – Writing PLAAFPs and Developing Measurable Annual IEP Goals is a 90-minute recorded webinar that consists of content related to writing quality PLAAFPs and using a four-step process for developing measurable annual academic and functional goals. This webinar covers a critical portion of the content that is included in the 2-day Standards-Based IEP Process Training (see https://childfindtx.tea.texas.gov/recorded%20sessions.html).
- IEP DEVELOPMENT – The Writing Effective Impact and Needs Statements in the Full and Individual Evaluation (FIE) is a webinar that provides guidance for writing compliant and effective impact and need statements for identifying and developing present levels of academic achievement and functional performance (PLAAFP) statements (see https://childfindtx.tea.texas.gov/recorded sessions.html).

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SUMMARY OF REQUIRED ACTION

The required actions from the targeted monitoring review are shown in Table 8. More information about the support levels is in the DMS Guide to General Supervision and Monitoring: RDA Interventions and Differentiated Supports.

Table 8. Summary of Required Action

Required Action	Due Date	Support Level	Communication Cadence
Strategic Support Plan (SSP)	December 16, 2022	Targeted (DL 3)	60 Days
Corrective Action Plan (CAP)	August 28, 2023	Intensive	30 Days

Note. SSP due date was when the initial SSP submission was due. The SSP communication cadence uses the current year's RDA DLs (e.g., 2022 DL from SY 2021–2022) and includes a check-in frequency of 30 days (DL 4), 60 days (DL 3), or 90 days (DL 2). The SSP support level is based on the current year's RDA DLs and includes three possible values: Intensive (DL 4), Targeted (DL 3 or 2), and Universal (DL 1).

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CONTACT

The LEA should notify the Division of Review and Support about any concerns within 5 business days from the date of this report. The report will subsequently become publicly available on the TEA Differentiated Monitoring and Support (DMS) website shortly thereafter.

- **Report Date:** July 27, 2023
- **Deadline to Request Report Corrections:** August 3, 2023 at 11:59 PM

For more information about the general supervision and monitoring requirements, required actions, or related resources, please visit the Review and Support website or contact:

Office of Special Populations and Monitoring
Department of Special Populations and General Supervision
Division of Review and Support
Phone: (512) 463–9414
Monday–Friday (8:00 AM to 5:00 PM)
Fax: (512) 463-9560
Email: ReviewandSupport@tea.texas.gov

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APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 9 lists self-reported noncompliance identified by the LEA. This noncompliance is also included in the overall total count of noncompliance in Table 3.

Table 9. Self-Reported Noncompliance

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

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APPENDIX II: ADDITIONAL RESOURCES

Differentiated Monitoring and Support System

Review and Support General Supervision Monitoring Guide

State Performance Plan and Annual Performance Report and Requirements

Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting

Results Driven Accountability Reports and Data

Results Driven Accountability District Reports

Results Driven Accountability Manual

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APPENDIX III: ACRONYMS

Acronym	Description
ARD	Admission, Review, and Dismissal
CAP	Corrective Action Plan
CFR	Code of Federal Regulations
CISD	Consolidated Independent School District
DMS	Differentiated Monitoring and Support
DPP	Dyslexia Performance Plan
DL	Determination Level
ESC	Education Service Center
FAPE	Free Appropriate Public Education
ISD	Independent School District
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
OSEP	Office of Special Education Programs
OSPM	Office of Special Populations and Monitoring
PEIMS	Public Education Information Management System
RDA	Results Driven Accountability
RF	Residential Facilities
SD	Significant Disproportionality
SPP	State Performance Plan
SSA	Shared Service Arrangement
SSP	Strategic Support Plan
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TSDS	Texas Student Data System

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Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

IMPORTANT MONITORING INFORMATION

6/30/2023

2022-23
CDN 071-904

Sent Via Email
amarioni@seisd.net

Dear April Marioni,

Based upon the 2022-23 RDA framework, San Elizario Independent School District received an overall special education determination level (DL) of 3 (Needs Intervention).

San Angelo ISD engaged in the following targeted support review activities:

- Targeted Desk Review

A Targeted Review Summary will be completed within 30 days. This report will identify the local education agency's (LEA's) strengths and possible areas of growth, recommendations for continuous improvement, technical assistance, and other ongoing professional development.

If noncompliance is identified, the Individuals with Disabilities Education Act (IDEA) requires the Texas Education Agency (TEA), in exercising its monitoring duties, to ensure that identified noncompliance is corrected "as soon as possible, and in no case later than one year after the State's identification of the noncompliance." 30 CFR §300.600(e). The TEA will collaborate with LEAs to recommend access to differentiated supports and technical assistance to assist with completion of all corrective action(s).

Thank you for your cooperation in complying with this federally mandated requirement. The TEA recognizes the time and effort required on behalf of the LEA to successfully participate in this differentiated monitoring and support activity.

If you have any questions regarding this notification, please feel free to contact the Division of Review and Support at (512) 463-9414 or by email ReviewandSupport@tea.texas.gov.

You may also visit the TEA Review and Support webpage for more information concerning the Differentiated Monitoring and Support process.

Sincerely,

Division of Review and Support
Texas Education Agency
512-463-4140
reviewandsupport@tea.texas.gov

Cc: Jeannie Meza-Chavez, San Elizario Superintendent, ISD
Ismael Rosales, Manager, Division of Review and Support, TEA
Lori Merrell, Director, Division of Review and Support, TEA
Edward O'Neill, Executive Director, Department of General Supervision, Special Populations, and Monitoring, TEA
Jennifer Alexander, Deputy Commissioner, Office of Special Populations and Monitoring, TEA

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Annual Report of Cooperative Purchasing Fees
Date: September 20, 2023

HISTORY: Resolutions for participating in various purchasing cooperatives are approved by the Board of Trustees prior to conducting business with them and authorization for continued participation is brought for Board approval on an annual basis at the start of the fiscal year.

RATIONALE: Education Code Sec. 44.031 requires an annual report to the Board of any contract-related fees, including any management fee, paid by or to the district and the purpose of each fee under the contract.

Purchasing cooperatives that the District participates in which charged fees during the 2022-2023 fiscal year are listed below:

Cooperative Name	Lead Agency	Fee Charged to Vendor	Fee Charged to San Elizario ISD
Allied States Cooperative	ESC Region 19	2%	none
BuyBoard	TASB	2%	$400 per Auto $800 per Bus
Department of Information Resources (DIR)	State of Texas	0.5 - 0.75%	None
Texas Multiple Award Schedule (TXMAS)	Texas Comptroller	1.5%	$100 annually
Central Purchasing Alliance (CTPA)	Round Rock ISD	None	$150 annually
The Interlocal Purchasing System (TIPS USA)	Region 8	1-2%	none
OMNIA Partners	Various	1–4%	none
Sourcewell	State of Minnesota	1.5%	none
Choice Partners	Harris County Dept of Education	1-4%	none

BUDGET: The budget impact to the district is the fee charged to San Elizario ISD shown above.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director Child Nutrition Services
Subject: August 2023 – Meal Service Update
Date: September 20, 2023

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 101,334 student meals in August 2023. This count includes breakfast, lunch, snack, and supper.

Snacks funded by the school district are delivered to classrooms for all PK-6 students each day. Supper meal service is offered after school at Garcia-Enriquez Middle and San Elizario High School.

The Child Nutrition Department seeks opportunities to support student learning and recognition monthly. In August 2023, we participated in the following school events:

- Meals were prepared for high school football, tennis, and band students.
- Water was made available for physical awareness day at Borrego Elementary.

New menus were introduced at all grade levels, and cafeterias were encouraged to offer samples to students before the menu date for better acceptance.

This school year, we are excited to participate and engage with students and the San Elizario community.

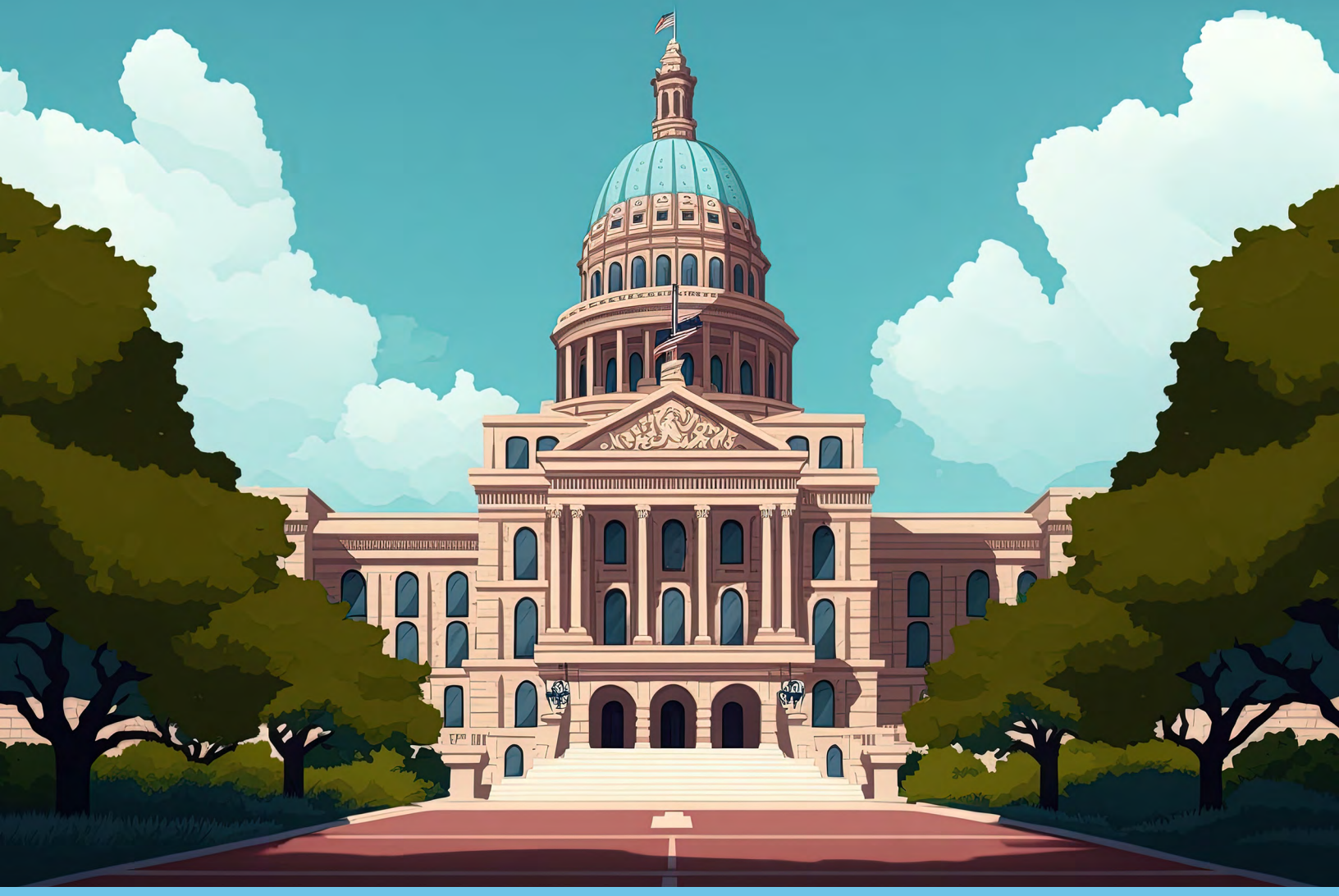
BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

88th Legislative Session

Final Bill Report 2023



TASA

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

CATEGORICAL INDEX

VETOED EDUCATION-RELATED BILLS/88th REGULAR LEGISLATIVE SESSION 5

LEGISLATION THAT FAILED PASSAGE/88th REGULAR LEGISLATIVE SESSION 5

EDUCATION-RELATED BILLS THAT PASSED 6

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification 6

ADMINISTRATION/GOVERNANCE 16

HB 108 — Special License Plates for Teachers and Retired Teachers 16

HB 114 — Certain Drugs or E-Cigarettes on or Near School Property 16

HB 567 – Discrimination on Basis of Hair Texture or Style Associated with Race 17

HB 1212 – Verification of Excused Absences for Observation of Religious Holy Days 17

HB 1263 – High School Crossing Zones and Crosswalks in Certain Municipalities 17

HB 1825 – Alcoholic Beverages at Certain School-Owned Performing Arts Facilities 17

HB 2012 — Display of National Motto in Public Schools and Higher Ed Classrooms 18

HB 2285 – Authority of Certain ISDs to Change Terms for Trustees 18

HB 3991 — Texas Fruit and Vegetable Day 18

HB 4210 – Appointment of Trustee Terms for Military Reservation ISD 18

SB 29 – Prohibition of Government Mandates for Masks, Vaccines, or School Closures 19

SB 68 — Excused Absence for Career Investigation Day 19

SB 763 — Chaplains Employed at or Volunteering in Public Schools 19

SB 1008 – Establishment of Residency for Public School Admission 20

SB 2069 – Posting of Human Trafficking Penalty Signs at Public Schools 20

ASSESSMENT/ACCOUNTABILITY 20

HB 1225 — Paper Administration of STAAR and EOC Exams 20

HB 1416 — Accelerated and Supplemental Instruction 20

HB 1883 — STAAR and EOC Exams on Religious Holy Days 24

SB 2294 — Early high school graduation 25

CERTIFICATION 25

HB 621 — Temporary CTE Certification for Military and First Responders 25

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification 6

HB 4363 — Future Texas Teachers Scholarship Program 25

HB 4520 — Employment and Retirement Consequences for Certain Educators 26

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SB 544 — Temporary Teaching Certificate for Certain Air Force Instructors....26
SB 798 — Certification Requirements for a Public School Counselor....26
CHARTER SCHOOLS....26
HB 1707 — Applicability of Laws to Open-Enrollment Charter Schools....27
HB 2102 — Establishment and Expansion of Certain Open-Enrollment Charter Schools....28
SB 2032 — Adult High School Charter Programs....28
CURRICULUM and INSTRUCTION....29
HB 900 — Regulation of School Library Materials....29
HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification....6
HB 2209 – Establishing the Rural Pathway Excellence Partnership Program....30
HB 4375 — Instruction in Use of Cardiopulmonary Resuscitation and Defibrillator....32
SB 2124 — Advanced Math Program for Middle School Students....32
SB 2304 — Texas Driving with Disability Program....32
ELECTIONS....33
SB 1131 – Certain ISDs' Authority to Change General Election Date for Officers....33
EMPLOYEE MATTERS/BENEFITS/TRAINING....33
HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification....6
HB 1789 – Nepotism in School Hiring of Bus Drivers....33
HB 2729 — Teacher Requirements for High Quality Pre-K....33
HB 2929 — Continuing Ed and Training for Teachers and Counselors....34
SB 1471 – TEA and Private School Access to Certain Criminal History Records....35
INSTRUCTIONAL MATERIALS and TECHNOLOGY....35
HB 18 – Protection of Minors from Harmful Digital Materials....35
HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification....6
PARENTAL RIGHTS....36
HB 1959 — Transfer of Students Who Are Children of Peace Officers....36
HB 2892 — Transfer of Students who are Children of Military Servicemembers....36
HB 3803 — Parent Election to Have Their Child Retake a Course or Repeat a Grade....37
SCHOOL CHOICE....37
HB 1959 — Transfer of Students Who Are Children of Peace Officers....36
HB 2892 — Transfer of Students who are Children of Military Servicemembers....36
SCHOOL FINANCE/TAXATION....37
HB 1 – State Appropriations bill....37

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HB 3 — Armed Security Officer Required 38
HB 5 – Tax Agreements to Create Jobs and Generate Revenue 44
HB 2209 – Establishing the Rural Pathway Excellence Partnership Program 44
HB 3708 – FSP Allotment for Non-Enrolled Student Participation in UIL 45
HB 4456 – Calculation of No-New-Revenue M&O Rates for ISDs 46
SB 30 – Supplemental Appropriations bill 46
SB 2350 – Voter-Approval Tax Rate to Calculate Ad Valorem Tax 46
SCHOOL SAFETY 46
HB 3 — Armed Security Officer Required 38
HB 473 — Parental Rights Regarding Student Threat Assessment 46
HB 1760 — Possession of a Weapon in Schools or Higher Ed Institutions 46
HB 1905 — Permissible School Safety Training for Certain Private Providers 47
HB 3623 – Memorandum understanding between schools 47
HB 4906 – Authority for Peace Officers to Obtain Certain Search Warrants 47
SB 30 – Supplemental Appropriations bill 46
SB 133 — Prohibition of Physical Restraint, Chemical Irritants or TASERS 47
SB 629 — Opioid Antagonists 48
SB 838 — Silent Panic Alert Technology 49
SB 999 — Requirements for Providers of Active Shooter Training 49
SB 1720 — Confidentiality of Reports to Campus Threat Assessment Team 50
SB 1893 – Prohibition of Social Media Applications and Services on Certain Devices 50
SPECIAL POPULATIONS 50
HB 1615 — Increasing Availability of Child-Care and Pre-K Partnerships 50
HB 1819 — Repeal of Juvenile Curfews 51
HB 1926 — Repeal of Supplemental Special Ed Services Program Expiration Date 51
HB 2729 — Teacher Requirements for High Quality Pre-K 33
SB 1647 — Dropout Recovery Programs 51
STUDENT HEALTH 52
HB 63 — Reports of Child Abuse or Neglect 52
HB 1297 – Vision Screenings for Public or Private School Students 53
HB 3991 — Texas Fruit and Vegetable Day 18
HB 3144 – October as Fentanyl Poisoning Awareness Month 53
HB 3908 — Fentanyl Abuse Prevention and Drug Poisoning Awareness Education 53

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SB 29 – Prohibition of Government Mandates for Masks, Vaccines, or School Closures 19
SB 294 – Use of Respiratory Distress Medication in Public and Private Schools 53
SB 1506 – ISD Seizure Management and Treatment Plan for Students 55
SB 2304 — Texas Driving with Disability Program.....32
TEACHER RETIREMENT SYSTEM.....55
HB 4520 — Employment and Retirement Consequences for Certain Educators 26
SB 10 — Certain Benefits Paid by TRS (Enabling Legislation for HJR 2).....55
SB 1854 – Optional Group Benefits for Dental and Vision Care 56
UIL/EXTRA CURRICULAR PROGRAMS 56
HB 699 – Campus Enrollment when Allowing Non-Enrolled Student Participation in UIL 56
HB 1002 – Membership of School Concussion Oversight Team 56
HB 2484 – Safety of Referee, Judge, and Other Officials at Extracurricular Activities 56
HB 3708 – FSP Allotment for Non-Enrolled Student Participation in UIL.....45
88th 2nd CALLED SPECIAL SESSION BILLS.....57
SBs 2 & 3 – Property Tax Relief.....57

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VETOED EDUCATION-RELATED BILLS/88th REGULAR LEGISLATIVE SESSION

- **SB 361 (Eckhardt)** — Relating to the eligibility of a person employed by a school district as a teacher to serve on the appraisal review board of an appraisal district.

LEGISLATION THAT FAILED PASSAGE/88th REGULAR LEGISLATIVE SESSION

- Added indicators to the accountability system in lower grades.
- Allowed open enrollment student transfers.
- Banned lobbyists who represent local government, such as those representing TASA, TASB, Texas PTA, cities, and counties.
- Eliminated STAAR tests and EOC exams not required by the USDE/ESSA.
- Eliminated the SBOE's ability to veto SBEC rules or that called for a super majority board vote to veto charters.
- Established vouchers or education savings account programs.
- Expanded indicators for measuring student performance e.g., participation in courses for enrichment, extra-curricular, co-curricular.
- Included JROTC and LOTC as CTE programs and as an indicator of achievement for military readiness.
- Made unvetted changes to the state testing system.
- Made performance rating decisions issued by the commissioner final.
- Prohibited community decisions to implement four-day school weeks.

Disclaimer: This document is for informational purposed only. It is intended to provide superintendents and administrators with brief summaries of school-related legislation passed during the 87th Legislative Session. This document is not intended to be a substitute for legal advice. Specific questions and circumstances regarding a bill's impact on a school district should be individually discussed with the district's attorney.

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HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification

Buckley

Limits to Requirements for Classroom Teachers

Amends Education Code regarding the written information that school trustees can require that a classroom teacher prepare for a unit or weekly lesson plan by specifying that a unit or weekly lesson plan included in instructional material as defined in this legislation and adopted by the trustees for the district at which a teacher is employed, is sufficient to satisfy the written lesson plan requirement.

Training Requirements for Educator Certificate

Amends the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program to include a thorough understanding of, and competence in the use of, open education resource (OER) instructional materials included on the list of approved instructional materials maintained by the SBOE in each subject area and grade level covered by the person's certificate.

Prohibition on Three-Cueing Method

Prohibits an educator preparation program from including instruction on the use of instructional materials that incorporate the three-cueing method into foundational reading skill instruction. Defines three-cueing and prohibits a school district or open-enrollment charter school from including any instruction that incorporates three-cueing in the phonics curriculum.

Planning and Noninstructional Duties of Teachers

Permits a district to enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is *not* a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts.

Prohibits a district from requiring a classroom teacher for a foundation course to spend their designated planning and preparation time creating or selecting instructional materials to *initially* cover the TEKS for the course unless the teacher has entered into a supplemental agreement. Establishes this provision does not prohibit a classroom teacher from choosing to spend time creating or selecting instructional materials.

Requires a supplemental agreement in which a teacher is assigned responsibility for a greater number of duties unrelated to providing instruction than other full-time teachers of the same grade level to explicitly state each of the duties unrelated to providing instruction.

Immunity from Disciplinary Proceedings

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Adds immunity provisions for classroom teachers from disciplinary proceedings including the Establishment Clause of the First Amendment of the U.S. Constitution, or a related state or federal law, if using only instructional material on the list approved by the SBOE and adopted by the district, and if the allegation does not dispute the teacher used the material with fidelity.

Parental Access to Instructional Materials

Requires a district to make *tests* readily available for review by parents *in person* and teaching materials available for review both in person and, if applicable, through an instructional materials parent portal as established in this legislation. The district must: (1) allow access beginning not later than 30 days before the school year begins and concluding not earlier than 30 days after the school year ends; and (2) include, for the entire period specified, access to all instructional materials that pertain to each subject area in the grade level in which the student is enrolled, except for tests or exams that have not yet been administered to the student and the student's graded assignments. Allows the district to specify reasonable hours for in-person review. Prohibits a district from denying a parent access to the instructional materials parent portal.

Parental Right to Request Instructional Material Review

Requires the board of trustees of each school district to establish a process by which a parent of a student at a campus may request an instructional material review for a subject area in the grade level in which the student is enrolled. Mandates the process: (1) may not require more than one parent make the request; (2) provide for the trustees to determine if the request will be granted, either originally or through an appeal process; and (3) may permit the requesting parent to review the instructional material directly before the district conducts a review. Establishes that if the parents of at least 25 percent of the students enrolled at a campus present to the trustees a petition for the board to conduct an instructional materials review, the board shall conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request. Mandates the review include materials for each subject area or grade level specified in the petition. Establishes that the board of trustees is not required to conduct a review for a specific subject or grade level more than once per school year and that parental access to material reviewed is in addition to any other right to access the material. Allows the SBOE to adopt rules.

Vocabulary List and Literary Works for English Language Arts (ELA)

Requires the SBOE in adopting TEKS for ELA to specify a list of required vocabulary and at least one literary work to be taught at each grade level. Mandates the vocabulary support the TEKS adopted for other courses offered under the foundation curriculum.

Mandates the SBOE initiate the process of specifying an initial list of vocabulary and literary works not later than February 1, 2024. Requires the SBOE to request from TEA recommendations for the list and establishes that the request may be considered as initiation of the process. Expires this subsection September 1, 2025.

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District Curriculum Scope and Sequence

Amends Education Code related to district curriculum scope and sequence by adding "instructional materials" as part of the consideration. Prohibits a district from penalizing a teacher who does not follow the pacing of recommended or designated instructional materials or the pacing of the recommended or designated scope and sequence for a subject in the required curriculum.

Instructional Materials: Definitions

Amends Education Code related to instructional materials by adding "technology" and defining different levels of materials. Defines "full subject tier one instructional material" as material designed to, if implemented as designed, provide a student with mastery of the TEKS for required curriculum or for pre-K without the need for supplementation. Amends the definition of "instructional material" to include material: used by a teacher, including a lesson plan, answer key, grading rubric, or unit plan; used by a principal or campus instructional leader to support instruction; and used by a student, including specified materials.

Defines "partial subject tier one instructional material" as material designed to, if implemented as designed, assist in the instruction of one or more of the TEKS adopted by the SBOE for a subject in the required curriculum or for pre-K.

Instructional Material Rules

Amends rulemaking authority to allow the commissioner to adopt rules, consistent with this legislation, and as necessary to implement the provisions the commissioner or agency is responsible for implementing. Maintains the SBOE's authority to also adopt rules for this chapter.

Instructional Materials Advisory Committee

Permits the SBOE or TEA to form an advisory committee to comply with the provisions of this legislation. Does not apply Government Code provisions to an advisory committee formed under these provisions.

Instructional Materials and Technology Fund

Adds new options for money in the instructional materials and technology fund to be used for an internet website and to pay the expenses associated with the purchase, licensing, printing, or other reproduction of OER material.

Instructional Materials and Technology Account

Removes the provision that allowed districts to use funds in their instructional materials and technology account to purchase electronic instructional materials or technological equipment. Requires a district to provide to TEA the title and publication for any instructional materials requisitioned or purchased with the district's instructional materials and technology allotment (IMTA). Requires TEA to provide for the development and maintenance of an online requisition and disbursement system for each school district's instructional materials and technology account.

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Adjustment for High Enrollment Growth Districts
Repeals the commissioner's option to adopt rules as necessary for this section.

Instructional Materials and Technology Allotment Purchases
Requires the commissioner to allow a district or open-enrollment charter school to place an order for instructional materials before the beginning of a fiscal biennium and to receive materials before payment. Repeals the commissioner's option to adopt rules to implement this section.

Instructional Materials and Technology Allotment (IMTA)
Adds conforming language to this section. Adds a new provision prohibiting funds allotted under the IMTA from being used to purchase instructional material that contains obscene or harmful content or would otherwise cause the district not to be able to submit the required certification.

Agency Purchase of Instructional Materials and Technology
Allows TEA, from funds appropriated, to contract directly, including by extending a contract, for the purchase of instructional materials and technology for use by school districts. Does not require TEA to follow state procurement provisions as established in Government Code.

State Board of Education Instructional Materials Review and Approval
Repeals provisions that required the SBOE to adopt a review and adoption cycle for instructional materials. Makes conforming changes throughout to remove references to the adoption cycle. Establishes new requirements for the SBOE to review instructional materials provided to the board by TEA. Allows the SBOE to review the materials before approving and requires the board to determines that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover foundational skills reading curriculum in grades K–3, make sure the material does not include the three-cueing method. Mandates the board add each material approved to a list of approved instructional materials and permits the board to add a material not approved to a list of rejected instructional materials.

Permits the SBOE to adopt criteria necessary for approval of instructional material (i.e., all material submitted as full subject tier one instructional material must cover a minimum percentage of the TEKS for the subject and grade level for which the material is designed).

Allows the SBOE to remove instructional material from the approved list if the TEKS are revised or the material is revised without board approval. Provisions also cover the steps required for the SBOE to remove a material from the list because of planned revisions to the TEKS applicable to the material (i.e., notification to a school district of an updated material list). Requires the SBOE to indicate if an instructional material undergoing review is capable of being made available on the state's parent portal.

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Instructional Material Review by TEA

Requires the commissioner, in consultation with and with the approval of the SBOE, to establish a process for the annual review of instructional materials by the agency. Establishes the steps that must be included in the selection process for review requests submitted to TEA from a publisher, a school district, or by a majority vote of the SBOE. Requires that the process: describe the types of instructional materials the agency may review; establish procedures for the agency to conduct reviews; and ensure the procedures for review allow the agency to review at least 200 individual instructional materials each year.

Requires the agency to use a rubric developed by the agency in consultation with and approved by the SBOE that includes specified determinations with respect to the instructional material being reviewed.

Mandates the agency, after completion of a review, to provide the results and any related recommendations to the SBOE for approval of, or rejection of, the material and inclusion on the SBOE list. Requires the agency to use funds appropriated for the review purpose or available in the state instructional materials and technology fund. Provides that a process established, or a rubric developed is automatically approved by the SBOE if not rejected by the board before the 91st day after the date the agency submits the item to the board.

Instructional Material Internet Website

Mandates the agency develop and maintain an instructional material internet website to assist school districts in locating and selection instructional materials. Requires the website provide: (1) the price of the material; (2) the technological requirements needed; (3) the results of the agency review; (4) a statement of whether the material is on the SBOE approved or rejected list; and (5) any other relevant information.

Requires the website to include the repository of OER material. Requires the agency to use funds appropriated for the review purpose or available in the state instructional materials and technology fund to develop and maintain the website.

Instructional Material Support

Requires the agency to provide a district, upon request, assistance in evaluating, adopting, or using instructional materials. Except as otherwise provided, the agency may not require a district to adopt or use agency-reviewed or SBOE-approved materials.

Local Review of Classroom Instructional Material

Requires the agency to develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course to determine the degree to which the material: (1) corresponds with the instructional materials adopted by the district or campus; and (2) meets the level of rigor of the TEKS for the grade level in which it is being used.

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Mandates that when developing the standards, the agency: (1) shall minimize, to the extent possible, the time a teacher is required to spend complying with a review; (2) may not, unless unavoidable, require a teacher to spend more than 30 minutes on a single review; and (3) may not authorize the review of materials used by a classroom teacher for a specific subject or grade level at a specific district campus more than once per year.

Requires the agency to develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with rigor requirements of the perspective TEKS.

Mandates the agency permit a regional ESC, or a curriculum review service provider approved by the agency, to conduct the review for a district. Requires the agency to provide training to the approved entities relating to appropriately conducting the review. Mandates the agency award grants to assist school districts in conducting the reviews.

References to State-Developed OER Instructional Material

Establishes that a reference to state-developed OER instructional material refers to "full subject tier one instructional material" as defined in this legislation.

Availability of OER Instructional Material

Requires the commissioner to ensure OER materials are available for use by school districts. Permits the commissioner to: (1) purchase a license authorizing the use of OER materials in a manner that complies with all applicable state laws and rules relating to agency procurement; (2) purchase or otherwise acquire ownership of OER materials; (3) develop OER materials; (4) adopt OER materials; (5) use any combination of the above methods to acquire OER materials. Allows the commissioner to make available more than one OER material for a subject or grade level.

Requires the commissioner to:

(1) the extent practicable ensure full subject tier one instructional materials are available as OER materials for:

- (a) ELA and math courses in grades K–8;
- (b) pre-K, in subject areas related to ELA and math; and
- (c) all foundation curriculum courses in grades K–5 in a manner that permits the instruction of the content to be provided in an integrated manner and for approximately 240 minutes of instructional time per day, including time needed each day for required accelerated instruction; and

(2) ensure OER materials are available to all students, parents, classroom teachers, and school districts in this state free of charge, except for a fee for the printing or shipping of the material.

Provides that other than content that is not state owned, an OER material must be licensed to this state under an intellectual property license that allows for free use, modification, or sharing with others. Mandates the costs for ensuring the availability of OER material be paid from funds appropriated for this purpose and the state instructional materials and technology fund, *as determined by the commissioner*.

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OER Instructional Material: Free Use, Reuse, Modification, or Sharing License

Establishes that instructional material is licensed to the state under an intellectual property license that allows free use, reuse, modification, or sharing if the license meets specified criteria.

OER Instructional Material: Content not Owned by the State

Permits content of OER material not owned by the state to be used under specified circumstances.

OER Instructional Material Advisory Board

Requires the agency to establish an OER Advisory Board to ensure that materials made available are: high quality; aligned with the TEKS; age-appropriate; free from bias and factual error; and in compliance with instructional requirements and prohibitions.

OER Instructional Material Content Requirements

Amends provisions to require that OER material must be evaluated by Texas parents, teachers or other experts as determined by the commissioner before being made available. Allows the commissioner to, at any time, require an additional revision of the available OER materials based on feedback received from teachers, parents, and other experts on OER materials.

Review and Release of OER Instructional Material

Prohibits OER materials from being made available before the instructional review process has occurred and the material has been included on the SBOE list. Permits the agency to make OER material available to a limited number of classroom teachers for a limited time prior to the formal review and placement on the list to assist in developing or testing the quality of the material. Requires that a district only use unreviewed materials for this purpose in a grade level in which the materials have not been used previously if the board of trustees approves the use and the district provides evidence to TEA showing that classroom teachers support the use of the materials. Mandates that the materials will no longer remain available after being amended or modified until it has gone through the approval process and been placed on the SBOE list.

OER Instructional Materials Repository

Creates an OER materials repository that the commissioner must maintain on the instructional materials internet website. Requires materials released for a limited time to districts to assist the agency with quality control also be available on the website. Mandates the repository comply with requirements and allow a person to provide comments on the material. Requires the agency to ensure that a print copy of any OER materials is included in the repository if it is reducible to print.

Commissioner May Not Force Use of OER Instructional Material

Prohibits the commissioner, except as otherwise provided, from requiring a school district or open-enrollment charter school to adopt or use an OER material and from being charged a cost associated with the selection of an OER material except for the cost of printing the material.

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Makes conforming changes to provisions related to the distribution of, and licensing requirements for, OER materials.

OER Instructional Material Transition Plan

Requires the board of trustees to adopt an OER instructional material transition plan to qualify for the additional state aid of $20 per student for printing and shipping costs. Mandates the transition plan assist classroom teachers who will be using an OER material in a specific subject or grade level for which the teacher has not previously used an OER material. Requires the plan to ensure that OER materials are used in a manner that maintains the instructional flexibility of a classroom teacher to address the needs of each student. *Does not* require a district that participates in the agency's OER instructional material support program to adopt a transition plan.

OER Instructional Material Support Program

Requires the agency to develop and maintain a program to assist school districts and open-enrollment charter schools in adopting and using OER instructional material, including assistance in maintaining the instructional flexibility of classroom teachers to address student needs, and schedule instructional periods in a manner that allows classroom teachers sufficient time to effectively prepare and present the material within the teacher's normal workday.

Teacher Candidate Access and Support Program

Requires the agency to develop and maintain a program to assist educator preparation programs in implementing OER instructional material provisions in their programs.

Final Decision

Establishes that a decision made by the commissioner regarding OER instructional material is final and may not be appealed.

Certification of Provision of Instructional Materials

Amends provisions related to the annual requirement that each school district and open-enrollment charter school provide certification to the SBOE and commissioner that their instructional materials cover the TEKS. Adds a requirement that each district and charter certify compliance with statute and regulations that protect students from obscene or harmful content in instructional materials.

New Report to the Agency

Requires each school district to annually report to the agency information regarding the instructional materials used by the district during the previous school year, including the cost of each material.

School District Purchases

Adds provisions that establish a school district is not required to use a method in state purchasing requirements to purchase instructional materials that have been reviewed by the agency and placed on the SBOE's list of approved materials.

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Publishers and Manufacturers
Amends provisions related to requirements for a publisher or manufacturer of instructional materials to conform with this legislation.

Instructional Materials Parent Portal
Requires the SBOE to adopt standards for entities that supply instructional materials reviewed by the agency to make materials supplied by the entity available on a parent portal hosted by the entity. Establishes that the standards *may not* require a classroom teacher to submit materials developed by the teacher for inclusion in the portal, or an entity hosting a portal to include tests or exams in the portal. Requires an entity hosting a portal to comply with the requirements of this legislation.

Mandates that the parent portal: (1) provide to each parent access to instructional materials, other than tests or exams, that are included in the portal and used by the district or school; (2) organize the material by unit and in the order in which it is to be used; (3) be capable of being searched by key word; and (4) for material not available in digital format, contain sufficient information to allow a parent to locate a physical copy of the material.

Establishes requirements that may be required of a parent before the parent is given access to material on the portal to comply with intellectual property license or other security restrictions.

Parental Access
Requires each school, before implementing a comprehensive school counseling program, to annually conduct a preview of the program that includes parental access during school hours to all curriculum and materials that are *not* available digitally through an instructional materials parent portal. Prohibits use of materials or curriculum not included in the parent portal of available on the campus for preview from being used.

Maintenance & Operations (M&O)
Makes conforming changes to statute regarding the calculation of M&O revenue to include the additional state aid available for state-approved instructional materials.

Additional State Aid for State-Approved Instructional Materials
Establishes that for each student enrolled in the district, a school district is entitled to additional state aid for each school year in an amount equal to $40, or a greater amount provided by appropriation, to procure instructional material that has been: (1) through the agency review process; (2) placed on the SBOE's list of approved materials; (3) designated by the SBOE as being included or capable of being included on a parent portal; and (4) acquired from a publisher, manufacturer, or other entity not in violation of requirements of this legislation.

Establishes that a school district is entitled to the amount of state aid provided each school year, regardless of whether the district uses the amount during the school year for which it was

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provided. Mandates that additional state aid provided be deposited to the credit of the district's instructional material and technology account maintained by the commissioner and may be accessed only for the procurement of instructional materials under these provisions. Mandates funds provided to a district be spent on compliance with this legislation.

Additional State Aid for OER Instructional Material

Establishes that a school district is entitled to additional state aid for each school year in an amount not to exceed $20 for each student for costs associated with the printing and shipping of OER materials. Prohibits the amount a district receives from exceeding actual costs. Mandates that any additional state aid provided be deposited to the credit of the district's instructional material and technology account maintained by the commissioner and may be accessed only for the procurement of instructional materials under these provisions. Mandates funds provided to a district be spent on compliance with associated provisions.

Transparency on Use of Certain Funds

Amends Government Code with the addition of a new section that requires inclusion in the budget of estimated appropriations: (1) the amount set aside by the SBOE from the available school fund (ASF) for the state instructional materials and technology fund; and (2) the amount that is remaining in the fund from the previous fiscal biennium that is available for use by school districts and open-enrollment charter schools. Establishes that if the amount estimated to be appropriated for the state instructional materials and technology fund for a fiscal biennium is less than the amount set aside by the SBOE, an explanation must be provided of the difference, including the amount of the difference and to what the additional funds have been appropriated. Requires the explanation be included with the documents provided on the Legislative Budget Board's internet website.

Repeals

Repeals 15 provisions included in Education Code, Chapter 31, Instructional Materials.

Contracts

Establishes that a contract entered under the provisions for agency purchase of instructional materials and technology or duties of publishers and manufacturers *before* the effective date of this Act is governed by the law in effect on the date the contract was entered, and the former law is continued in effect for that purpose.

Establishes that a contract entered under the provisions for agency purchase of instructional materials and technology or duties of publishers and manufacturers *after* the effective date of this Act for a program called for by the SBOE under Proclamation 2024 is governed by the law in effect on the date the proclamation was issued, and the former law is continued in effect for that purpose.

Establishes that the agency purchase of instructional materials, as amended by this Act, does not apply to the review of a contract for the purchase or licensing of instructional materials required by the SBOE pursuant to Proclamation 2024 and are governed by the law as it existed

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immediately before the effective date of this Act, and the former law is continued in effect for that purpose.

Establishes that Section 21.045, Planning and Non-Instructional Duties of Teachers, as added by this Act, applies only to a contract entered *on or after* the effective date of this Act, and a contract entered *before* the effective date is governed by the law in effect on the date the contract was entered, and the former law is continued in effect for that purpose.

*Section 21.045, Planning and Non-Instructional Duties of Teachers, as added by this Act applies beginning with the 2024-2025 school year.

Earliest effective date: Beginning with the 2023-2024 school year

ADMINISTRATION/GOVERNANCE

HB 108 — Special License Plates for Teachers and Retired Teachers

Cortez

Amends Transportation Code to allow the Department of Public Safety to issue specialty license plates, designed in consultation with TEA, for a $10 fee for classroom teachers with at least 15 years of service teaching public school students. Mandates that the plates include the words "Texas Teacher" and depict a Texas public education logo. Requires the department to also issue specialty license plates designed in consultation with TEA, for a $5 fee for retired public school teachers with at least 20 years of service. Mandates that the plates include the words "Retired Texas Teacher" and depict a Texas public education logo.

Earliest effective date: September 1, 2023

HB 114 — Certain Drugs or E-Cigarettes on or Near School Property

Thompson

Amends Education Code to make the removal of a student from class and placement in a DAEP a requirement only under specified circumstances for a student who possesses, uses, is under the influence of, or sells, gives, or delivers to another person marijuana or e-cigarettes on or within 300 fee of school property or while attending a school-sponsored or school-related activity. Establishes new requirements regarding DAEP placement for these students to include:

- If a DAEP is at capacity when the campus behavior coordinator is deciding placement, the student shall be:
    - placed in in-school suspension; and
    - if a space becomes available before the suspension period is expired, transferred to the DAEP.
- If a DAEP is at capacity when the campus behavior coordinator is deciding placement for an offense that constitutes violent conduct, as defined by commissioner rule, a student whose offense is related to marijuana or e-cigarettes:

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- may be moved from the DAEP to in-school suspension to make room for the student engaged in violent conduct; and
- if an opening becomes available before expiration of the placement after the student has been removed from DAEP under these circumstances, the student must be returned to the DAEP.

Adds a program of educational support as an option for a student and the student's parents for an offense involving e-cigarettes.

Earliest effective date: September 1, 2023

HB 567 – Discrimination on Basis of Hair Texture or Style Associated with Race

Bowers

Prohibits school districts from adopting a policy, including a student dress code, or grooming policy, that discriminates against a hair texture or protective hairstyle commonly or historically associated with race. "Protective hairstyle" includes braids, locks, and twists.

Effective date: September 1, 2023

HB 1212 – Verification of Excused Absences for Observation of Religious Holy Days

Jetton

Requires school districts to accept a note from a parent indicating that a student's absence occurred due to observance of a religious holy day or travel for such observance. Prohibits school districts from requiring documentation from a clergy person or other religious leader. Applies beginning with the 2023-24 school year.

Effective date: Immediate

HB 1263 – High School Crossing Zones and Crosswalks in Certain Municipalities

Thompson, Senfronia

Prohibits a local authority from adopting or enforcing measures that prohibit or preclude the designation of a school crossing zone or school crosswalk at a high school campus that is located in a municipality with a population of 2 million or more.

Effective date: September 1, 2023

HB 1825 – Alcoholic Beverages at Certain School-Owned Performing Arts Facilities

Turner

Authorizes a school board to adopt a policy allowing the consumption, possession, and sale of an alcoholic beverage at an event held at a performing arts facility owned by the district if the district is located in a county with a population of not more than 300,000 and in which a component university of the University of Houston System is located, or a county in which is located a facility within two miles of two or more stadiums with a capacity of 40,000 people.

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Effective date: September 1, 2023

HB 2012 — Display of National Motto in Public Schools and Higher Ed Classrooms

Oliverson

Establishes that a classroom teacher and a public elementary or secondary school teacher or a teacher or professor at an institution of higher education may not be prohibited from displaying in a classroom a poster or framed copy of the national motto.

Earliest effective date: Beginning with the 2023-2024 school year

HB 2285 – Authority of Certain ISDs to Change Terms for Trustees

Noble

Provides that a school board may adopt a resolution changing the length and terms of its trustees by December 31, 2023. This change applies only to a school district with a central administrative office located in a county with a population of more than 1 million but less than 1.25 million and in which a municipality with a population of 4,500 or less is located. Requires the resolution to include staggered terms of either three or four years and specify the way the transition from the length of the former term to the modified term is made. The transition must begin with the first regular election for trustees that occurs after the board adopts the resolution, and a trustee who serves on the date the resolution is adopted must serve the remainder of that term.

Effective date: Immediate

HB 3991 — Texas Fruit and Vegetable Day

Issac

Designates the first Friday in April as Texas Fruit and Vegetable Day in public schools to promote awareness of the health benefits of and encourage consumption of fruits and vegetables. Requires each school district to determine appropriate instruction. Allows TEA to collaborate with other state agencies to promote this event.

Earliest effective date: Beginning with the 2023-2024 school year

HB 4210 – Appointment of Trustee Terms for Military Reservation ISD

Lujan

Amends current law relating to the qualifications to serve as a member of a board of trustees of a military reservation school district. Provides that a person who retires from active duty or civilian service while serving a term as a member of the board of trustees may continue to serve for the remainder of that person's term. Requires the SBOE to adopt rules for the governance of a special-purpose district.

Effective date: September 1, 2023

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SB 29 – Prohibition of Government Mandates for Masks, Vaccines, or School Closures

Birdwell

Prohibits a governmental entity, including a school district, from implementing, ordering, or otherwise imposing a mandate requiring persons to wear a face mask or other face covering to prevent the spread of COVID-19. This prohibition does not apply to some state-supported entities such as hospitals, living centers, or jails, etc. Provides that local governmental entities may not impose a mandate requiring a person to be vaccinated against COVID-19 with some exemptions. Prohibits a governmental entity from implementing, ordering, or otherwise imposing a mandate requiring the closure of a public school to prevent the spread of COVID-19.

Effective date: September 1, 2023

SB 68 — Excused Absence for Career Investigation Day

Zaffirini

Permits a school district to excuse a student from school for a career investigation day to visit a professional at the professional's workplace during the student's junior and senior years of high school for the purpose of determining the student's interest in pursuing a career in that field. Limits an excused absence for this purpose to no more than two days during the student's junior year and two days during the senior year. Requires a school district to adopt a policy that establishes when an absence can be excused for this purpose and adopt a procedure to verify the student's visit to the professional's workplace. Prohibits a student whose absence is excused for this purpose from being penalized, includes the student in ADA as in attendance, and requires a reasonable time be allowed for makeup work.

Earliest effective date: Beginning with the 2023-2024 school year

SB 763 — Chaplains Employed at or Volunteering in Public Schools

Middleton

Permits a school district or an open-enrollment charter school to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the board of trustees or governing body. Establishes that under these provisions a chaplain is not required to be certified by SBEC. Requires the district or charter school to ensure that the chaplain complies with applicable requirements under Education Code, Subchapter C, Chapter 22 (i.e.., non-certified fingerprint requirements), before employment or volunteering. Prohibits a district or charter from hiring or accepting as a volunteer a chaplain who has been convicted of or placed on deferred adjudication community service for which they have been required to register as a sex offender. Makes other conforming changes regarding chaplains throughout.

Requires each board of trustees and governing body to take a record vote not later than six months after the effective date of this Act on whether to adopt a policy authorizing employment or the volunteering of a chaplain.

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Earliest effective date: Beginning with the 2023-2024 school year

SB 1008 – Establishment of Residency for Public School Admission

Flores

Increases the number of arrival days from 10 to 90 for those establishing proof of residency in a school district attendance zone. Applies beginning with the 2023-24 school year.

Effective date: Immediate

SB 2069 – Posting of Human Trafficking Penalty Signs at Public Schools

Bettencourt

Removes the requirement that private schools must post warning signs about the increased penalties for human trafficking in a conspicuous place that can be reasonably viewed by school employees and visitors. School districts are still required to post these notices.

Effective date: September 1, 2023

ASSESSMENT/ACCOUNTABILITY

HB 1225 — Paper Administration of STAAR and EOC Exams

Metcalf

Permits a school district to administer a STAAR (English or Spanish version) or EOC exam in paper format at the request of any student's parent, guardian, or teacher in the applicable subject area. Requires the request for a fall administration to be submitted to the district not later than September 15 and for a spring administration not later than December 1 of the school year the exam will be administered. Prohibits paper format for any single exam administration from exceeding 3 percent of the number of students enrolled in the district. Requires a district that receives requests that exceed the 3 percent to accept the requests in the order received until the maximum is reached. Does not apply the 3 percent limitation to a student whose ARD committee determines a paper test administration is a needed modification.

Earliest effective date: Beginning with the 2023-2024 school year

HB 1416 — Accelerated and Supplemental Instruction

Bell, Keith

Amends HB 4545 (87th Legislature) provisions related to accelerated and supplemental accelerated instruction.

<u>Repeal of Accelerated Learning Committees</u>

Repeals all provisions related to accelerated learning committees for students who do not perform satisfactorily on certain state assessments.

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Repeal of Separate Provisions for High School Students

Repeals the separate provisions for accelerated instruction requirements for high school students. Applies this repeal to begin with the 2023-2024 school year. Adds accelerated instruction requirements for high school students to the provisions for students in grades 3–8.

Satisfactory Performance on STAAR

Requires a district to ensure that each student receives a satisfactory performance on the STAAR tests by making certain that the district's curricular and instructional systems provide instruction to all students that: 1) is consistently aligned with the TEKS for each subject area and grade level; and 2) strategically and timely addresses deficiencies in the prerequisite TEKS.

Accelerated Instruction

Requires a district to provide accelerated instruction in the applicable subject area to a student who fails to perform satisfactorily on a STAAR test in grades 3–8 or an EOC exam in the summer or subsequent school year. Does not make the same requirement for a student who does not perform satisfactorily on an assessment developed or adopted based on alternative academic achievement standards. Establishes that a district is not required to provide accelerated instruction to a student who was administered a substitute assessment allowed by statute or agency rule.

Parental Notification of Accelerated Instruction

Requires a district to provide notice to the parent or guardian of a student who fails to perform satisfactorily on a STAAR test in grades 3–8 or an EOC exam that the student is not performing on grade level in the applicable subject area. Mandates the district provide the notice at a parent-teacher conference or by another means. Requires TEA to develop and provide to districts a model notice in plain language for use with these requirements.

Accelerated Education Plan

Requires a school district to develop an accelerated education plan for each student who does not perform satisfactorily on a STAAR or EOC exam for two or more consecutive school years in the same subject area. Mandates that, not later than the start of the subsequent school year, the district develop the plan that enables the student to perform at the applicable grade or course level by the conclusion of the school year.

Requires the plan to: identify the reason the student did not perform satisfactorily on the applicable assessment and require the student to be provided with no less than 30 hours of *supplemental* instruction (as defined in this legislation) for each consecutive year the student does not perform satisfactorily in the applicable subject area assessment. Permits the district to: include in the plan an expanded time in which the supplemental instruction is available; assign the student to a specific teacher; and provide any necessary additional resources to the student. Mandates the plan be documented in writing, provided to the parent or guardian, and monitored for student progress.

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Requires the board of trustees of each district to adopt a policy to allow a parent to contest the content of the plan. Allows notice or a written copy of all required communications.

Parent-Teacher Conference to Discuss Accelerated Education Plan

Requires a school district to make a good faith attempt to provide to the parent or guardian of a student who has an accelerated education plan a parent-teacher conference with the student's primary teacher at the start and end of the subsequent school year. Mandates the district provide at the conference: an explanation of the notice; the accelerated instruction the student is entitled to; and way the parent or guardian may participate in developing the plan.

Assignment of Teachers to Students with an Accelerated Education Plan

A student who has an accelerated education plan must be assigned in each school year and for each subject area covered in the plan to an appropriately certified teacher who meets all state and federal qualifications to teach that subject and grade, unless a parent has already requested a specific teacher in the applicable subject area for their child who does not perform satisfactorily on a STAAR or EOC exam in the subsequent school year.

ARD Requirements

Requires the ARD committee for a student who does not perform satisfactorily on assessment specified in this legislation at the next annual review meeting to review the student's participation and progress in accelerated or supplemental instruction or an accelerated instruction plan. Allows a parent to request, or the district to schedule, an additional ARD meeting if a committee member believes the student's IEP needs modification to meet these requirements. Requires a district that refuses to convene an ARD meeting requested by a parent for these purposes to provide written notice to the parent explaining the rationale for refusing to convene the meeting.

Homebound or Off-Campus Instruction

Allows the district to determine that a student who attends school in a homebound or other off-campus instructional setting, including at a residential treatment campus or state hospital, and who is unable to participate in the accelerated program due to the student's condition, receive the instruction when attending school in an on-campus instructional setting. Establishes that if the student's condition prevents attendance in an on-campus setting during the school year the accelerated instruction is to be provided, the district is not required to provide the instruction that school year.

Supplemental Instruction

Requires a district receiving COVID-Relief, Comp Ed, or Strong Foundation Grant funds to provide the additional supplemental instruction to a student who is not assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher in the subsequent school year.

Adjusts the required time for supplemental instruction to be provided to each student for no less than 15 hours, or 30 hours for a student whose performance was significantly below

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satisfactory as defined by commissioner rule. Requires that, unless provided to a student fully during summer, the supplemental instruction must be provided no less than once per week during the school year, except as otherwise provided by commissioner rule to account for school holidays or shortened school weeks.

Amends the ratio requirement to no more than four students to one teacher unless the parent or guardian of each student in the group authorizes a larger group. Does not apply the supplemental requirements to a student who is retained at the grade level the requirements would otherwise apply.

Limits the supplemental instruction by establishing that a school district may not be required to provide the supplemental instruction to a student in more than two subject areas per school year. Permits a district to prioritize math, reading, Algebra I, English I, or English II if the student would otherwise require the instruction in more than one subject area.

Parental Opt-Out for Supplemental Instruction

Permits a parent or guardian who qualifies for the supplemental instruction or who was administered a BOY assessment aligned with the TEKS for the applicable subject area to elect to modify or remove a requirement for that instruction by submitting a written request to an administrator of the campus at which the student is enrolled. Prohibits a district from encouraging this parental option.

TEA-Approved Products for Supplemental Instruction

Mandates that TEA approve one or more products that use an automated, computerized, or other augmented method to provide the supplemental instruction in lieu of some or all the mandated individual or group instruction. Requires TEA to approve a product only if there is evidence that it is more effective than the required instruction. Permits the commissioner to adopt rules to regarding products for this purpose.

TEA-Approved Service Providers for Accelerated or Supplemental Instruction

Allows a school district to use a service provider not on TEA's approved list for accelerated or supplemental instruction if the district can demonstrate to the commissioner that use of the provider results in measurable improvement in student outcomes.

Accelerated or Supplemental Instruction not Required for Optional Assessments

Does not mandate that a district provide accelerated or supplemental instruction based on a student's failure to perform satisfactorily on an optional assessment instrument.

Transportation for Accelerated Programs

Mandates the district or open-enrollment charter school provide transportation to students required to attend accelerated or supplemental programs if the programs occur outside of regular school hours, unless the district or charter does not operate, contract, or agree with another entity to operate a transportation system.

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Commissioner Authority and TEA Responsibilities

Allows the commissioner to adopt rules as necessary, including rules for required reporting necessary to support student transfers. Requires TEA to monitor and evaluate the effectiveness of the required accelerated instruction.

Allows the commissioner to waive the accelerated instruction requirements for a district for each school year in which at least 60 percent of the students who received accelerated instruction during the school year immediately preceding the previous school year, including at least 60 percent of students whose performance on the assessment was significantly below satisfactory, as defined by commissioner rule, performed satisfactorily in the previous school year on the assessment in each subject in which the student previously failed to perform satisfactorily. Requires the commissioner, when determining if a school district qualifies for a waiver, to: 1) if a student received accelerated instruction in more than one subject during the applicable school year, consider the student's performance on the assessment in each subject separately; and 2) by rule provide that a district may not qualify for a waiver if students who are receiving special education services or are educationally disadvantaged are overrepresented among the students in the district who received accelerated instruction during the school year immediately preceding the previous school year on the assessment in each applicable subject. Requires the commissioner to publish a list of school districts that qualify for a waiver not later than the beginning of each school year.

Contains provisions for TEA regarding funding and implementation of requirements.

Earliest effective date: Beginning with assessment instruments administered during the spring 2023 semester

HB 1883 — STAAR and EOC Exams on Religious Holy Days

Bhojani

Defines a "religious holy day or period of observance" as a holy day or period of holy days observed by a religion for which its places of worship would be exempt from property taxation under Section 11.20, Tax Code. Requires the board of trustees of a school district or the governing body of an open-enrollment charter school to consider the dates of religious holy days or periods of observance likely to be observed by its students during the SBOE-determined period for STAAR and EOC administration in establishing: (1) the district's or charter school's calendar for that school year; and (2) the instructional days within that period that the STAAR or EOC exams are administered provided that not more than two instructional days from that period are excluded based on the occurrence of a single religious holy day or period of observance.

Requires the board or governing body to provide alternative test dates to a student who is absent to observe a religious holy day or period of observance. Permits TEA to adopt rules necessary for compliance.

Earliest effective date: Beginning with the 2023-2024 school year

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SB 2294 — Early high school graduation

Creighton

Requires school districts to allow a student to graduate with a Texas First high school diploma if all eligibility requirements are met.

Effective date: September 1, 2023

CERTIFICATION

HB 621 — Temporary CTE Certification for Military and First Responders

Shaheen

Establishes definition of "first responder" as a person elected, employed, or appointed as a peace officer, fire protection personnel, or EMS personnel. Applies this section to a person seeking certification to teach CTE who: (1) has served in the US armed forces and was honorably discharged, retired, or released from active duty; or (2) has served as a first responder, and while in good standing, has retired, resigned, or separated from employment.

Requires SBEC to propose rules that a temporary certificate under these circumstances is valid for no more than three years, limited to a one-time issuance, and not subject to renewal. Permits a person issued a temporary certificate to earn a standard certificate if all eligibility requirements are met for that certification.

Requires a school district to require an employee with the temporary certificate to obtain at least 20 hours of classroom management training unless the employee has had specified experience during time as a first responder or military member. Mandates a school district assign a mentor teacher to a person holding the temporary CTE certificate for at least two school years.

Earliest effective date: September 1, 2023

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification (see page 6)

HB 4363 — Future Texas Teachers Scholarship Program

Kuempel

Creates a future Texas Teachers Scholarship Program to recruit, prepare, and retain a talented and diverse workforce of career teachers to be leaders in their field and to aid with tuition, mandatory fees, and other costs of attendance at eligible institutions. Establishes eligibility requirements for an educator preparation program to participate, for a student to apply for a scholarship, and for a student to continue to receive a scholarship after initial qualification. Includes provisions regarding the scholarship amount and use. Requires THECB, as soon as practicable, to adopt rules needed to administer the scholarship program. Requires each school

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district to notify its middle school, junior high, and high school students along with those students' teachers, school counselors, and parents of the scholarship program.

Earliest effective date: Beginning with the 2023-2024 academic year

HB 4520 — Employment and Retirement Consequences for Certain Educators

Harris, Cody

Mandates that a person who is convicted of or placed on deferred adjudication community supervision for the sale, distribution, or display of harmful material to a minor have their teaching certificate revoked. Requires a school district or open-enrollment charter school to immediately remove the person from the campus or administrative office to prevent the person from having any contact with a student and to take certain employment actions. Specifies that the sale, distribution, or display of harmful material to a minor is a qualifying felony and disqualifies the person from receiving a service retirement annuity. Applies provisions only to a conviction or order granting deferred adjudication community supervision entered on or after the effective date of the bill.

Earliest effective date: September 1, 2023

SB 544 — Temporary Teaching Certificate for Certain Air Force Instructors

Blanco

Requires SBEC to adopt rules providing for a person who holds a bachelor's degree and has at least two semesters' experience as a full-time instructor for the Community College of the Air Force to: (1) be issued a temporary teaching certificate on the person's enrollment in an educator preparation program (EPP); and (2) receive credit for the education, training, and clinical or professional experience as an Air Force instructor toward EPP completion requirements, including requirements related to coursework, field-based experience, or clinical experience. Provides that a temporary teaching certificate issued under these provisions is valid for one year from the date of issuance.

Earliest effective date: September 1, 2023

SB 798 — Certification Requirements for a Public School Counselor

Middleton

Establishes that the qualifications for certification as a school counselor may not include a requirement that a candidate for certification have experiences as a classroom teacher. Requires SBEC to propose any rules necessary for implementation of this requirement not later than January 1, 2024.

Earliest effective date: September 1, 2023

CHARTER SCHOOLS

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HB 1707 — Applicability of Laws to Open-Enrollment Charter Schools

Klick

Amends Education Code Section 12.1058 to require a political subdivision (not including a school district) to consider an open-enrollment charter school a school district for purposes of many of the regulations — such as zoning, platting, and signage — imposed by the political subdivision. Mandates the same political subdivision requirements that apply to a school district campus apply to a charter school campus.

Establishes that for the charter school to be treated like a school district, the charter school must provide the political subdivision with a certificate stating that no administrator, officer, or employee of the charter school and no member of its governing body derives any personal financial benefit from a real estate transaction with the charter school.

The bill also:

- clarifies that a charter school does not have the power of eminent domain;
- provides that a nonprofit entity operating a charter school or a management company providing management services to the nonprofit entity is considered a governmental body for purposes of the public information laws. Establishes that financial information related to property transactions that is managed or possessed by the entity or company is now considered public information;
- prohibits a political subdivision from considering a charter school a school district for purposes of the statute that alleviates school districts from paying impact fees;
- prohibits a political subdivision from taking any action that prohibits a charter school from operating a campus, educational support facility, athletic facility, or administration office within the political subdivision's jurisdiction that it could not take against a school district;
- requires a political subdivision to grant approval of new campuses in the same manner and follow the same timelines as if the charter school were a school district, provided that the charter school provides notice of the new campus to the superintendent and board of trustees for each school district from which the campus is likely to draw students and each member of the Legislature representing the area served by the proposed school or campus within 20 days of the closing date on the purchase or lease of real property. *This provision will help districts to better plan for enrollment changes at affected district campuses. Currently most charter schools do not include addresses of new expansion campuses when they send expansion requests to TEA and may include general language such as "the greater Dallas area;"*
- provides that the change in law applies to both owned and leased property of the charter school; and
- provides that the change in law, except as it otherwise provides, does not affect a political subdivision's authority granted by state law to regulate a charter school through the political subdivision's applicable health and safety ordinances.

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Amends Local Government Code Section 212.902 to add charter schools to a law on agreements between a school district and a municipality that has annexed territory for limited purposes. Establishes that the provisions applicable to an agreement between a charter school and a municipality may require that any revised land development standards may apply only while the property is used for charter school purposes and any property subject to land development standards for charter schools must be brought into compliance with all non-school commercial development regulations by the property owner after closure or relocation of the charter school. Note that this provision applies to charters under Chapter 12, Subchapters C (campus or program charter of a school district), D (open-enrollment charter school), or E (college-run charter school).

Amends Local Government Code Section 552.053(b) to allow open-enrollment charter schools to be exempt from municipal drainage fees. Provides that such an exemption granted to a school district prior to the Act's effective date would automatically extend to all open-enrollment charter schools located in the municipality after the Act's effective date unless the municipality repeals the exemption before the effective date.

Repeals Education Code Section 12.103(c), which had exempted open-enrollment charter schools located in a municipality of 20,000 or less from being subject to a municipal zoning ordinance governing public schools.

Earliest effective date: Immediate

HB 2102 — Establishment and Expansion of Certain Open-Enrollment Charter Schools

Goldman

Extends the time from 18 to 36 months that the TEA commissioner by rule shall allow for a charter holder to provide written notice of the establishment of a new open-enrollment charter school campus. Establishes that a charter holder may submit a request for approval for an expansion amendment up to 36 months before the date on which the expansion will be effective. Provides that such a request does not obligate the charter holder to complete the proposed expansion.

Earliest effective date: September 1, 2023

SB 2032 — Adult High School Charter Programs

Creighton

Expands adult high school charter programs by making for-profit entities eligible providers with conforming language throughout the statute and by increasing the number of charters the TEA commissioner may grant to no more than 10 (currently the commissioner is limited to grant no more than two adult high school charters in a calendar year or no more than six). Establishes new eligibility requirements for a provider to be: a nonprofit, a school district, a for-profit, or a general academic teaching institution, public junior college, or public technical institute; and

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requires the entity or member of the entity's executive leadership to have a successful history of providing specified education services for adults.

Requires the TEA commissioner to accept applications during a 60-day period beginning September 1 of each year and to provide applicants with specific notices related to the application. Allows an entity to which a charter is granted to contract with a nonprofit entity that is eligible to operate an adult education program. Amends the timeline that the commissioner can revoke an adult charter for failing to meet minimum accountability standards for three consecutive years after the second year of operation (currently allowed after the first year of operation). Requires the commissioner to provide an eligible entity with funding not later than the 45th day after the date the charter is granted. Permits the commissioner in adopting rules to establish a maximum number of students who may be enrolled in an adult charter.

Repeals Education Code Section 12.255(e) that states a nonprofit entity granted an adult charter may not enroll more than 350 students during the first two years after the charter is granted.

Earliest effective date: Beginning with the 2023-2024 school year

CURRICULUM and INSTRUCTION

HB 900 — Regulation of School Library Materials

Patterson

Defines "sexually explicit material" in Education Code for public school library standards. Requires the Texas State Library and Archives Commission (TSLAC), in consultation with the SBOE to adopt voluntary standards for school library services, other than collection development.

Requires the TSLAC, with majority vote of the SBOE, to adopt standards for school library collection development that a school district must adhere to in its policies. Mandates the standards be reviewed at least once every five years and include a collection development policy that prohibits the possession, acquisition, and purchase of specified materials and recognizes other aspects related to library materials.

Defines "library materials vendor" and "sexually relevant material" associated with the regulation of certain library materials. Prohibits a vendor from selling materials to a school district or open-enrollment charter school unless the vendor has issued appropriate ratings regarding sexually explicit and relevant material sold to a district or campus. Establishes further requirements for library vendors, including a mandate that each vendor submit a list of specified materials to TEA not later than September 1 of each year. Requires TEA to post each list on its website.

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Establishes rating guidelines for library material vendors in determining whether material is sexually explicit that includes performing a contextual analysis. Permits TEA to review library materials and provide written notice to a vendor under specified circumstances. Mandates the vendor respond not later than the 60th day of receipt of TEA's notice. Requires TEA to post on its website a list of vendors that are not in compliance and prohibits a district or charter from purchasing material from a vendor on the list. Permits the vendor to petition for removal from the list. Provides protection from liability for district and charter staff for any claim or damage resulting from a vendor's violation of these provisions.

Establishes parental consent for use of certain materials. Prohibits a district or charter school from allowing a student to reserve, check out, or otherwise use outside the school library, materials the vendor has rated as sexually relevant unless written consent is obtained from the student's parent or person standing in parental relation to the student.

Requires each district and charter school, not later than January 1 of ever odd-numbered year, to: (1) review content of each material that is rated as sexually relevant by a vendor; (2) act according to its policy whether to retain the material in the school library catalog; and (3) either post a report in a conspicuous place on its website or provide physical copies of the report to the central administrative office.

Permits the TEA commissioner to adopt rules and to help districts and charter schools to comply with the provisions. Establishes implementation deadlines for the TSLAC and each library material vendor. Mandates that not later than January 1, 2025, each district and open-enrollment charter school conduct the initial content review and submit the initial report.

Earliest effective date: Beginning with the 2023-2024 school year

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification (see page 6)

HB 2209 – Establishing the Rural Pathway Excellence Partnership Program

Lozano

Creates the Rural Pathway Excellence Partnership (R-PEP) Program. Applies beginning with the 2023-24 school year. Provides that the commissioner will establish and administer the program to incentivize and support multidistrict, cross-sector, rural college and career pathway partnerships that expand opportunities for underserved students to succeed in school and life while promoting economic development in rural areas. The program must enable an eligible school district that has fewer than 1,600 students in ADA to partner with at least one other school district located within 100 miles to offer a broader array of robust college and career pathways.

Each partnership must: (1) offer college and career pathways that align with regional labor market projections for high-wage, high-demand careers; and (2) be managed by a coordinating

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entity that has or will have at the time students are served by the partnership the capacity to effectively coordinate the partnership. The entity must enter into a performance agreement approved by the board of each partnering school district that confers on the coordinating entity the same authority with respect to the pathways offered under the partnership. Establishes requirements for the performance agreement.

Any eligible student enrolled in a partnering school district may participate in a college or career pathway offered through the partnership. Provides that students enrolled in the program are not considered for accountability purposes to have dropped out of high school or failed to complete the curriculum requirements for graduation until the sixth anniversary of the student's first day of high school.

Requires school districts seeking to enter into a performance agreement to notify the commissioner of the district's intent. The commission will establish procedures for a district to notify the commissioner, including establishing a period within which notification is required before the school year in which the agreement would be in effect, and to provide any additional information required by the commissioner.

Priority for these partnerships will be given to those in which participating school districts contract with a coordinating entity that has at least two years' experience or employs an executive officer with at least two years' experience managing college and career pathways under a performance contract.

Requires the commissioner to make grants available for use by the coordinating entity for a two-year period to assist with the associated planning, development, establishment, or expansion of partnerships under the program. Provides the commissioner rulemaking authority.

Creates the Rural Pathway Excellence Partnership (R-PEP) Allotment and Outcomes Bonus. Each full-time student in ADA in grades 9-12 in a college or career pathway offered through this partnership is entitled to an allotment equal to the Basic Allotment multiplied by: (1) 1.15 if the student is educationally disadvantaged; or (2) 1.11 if the student is not educationally disadvantaged.

For each annual graduate who obtains a postsecondary credential of value in excess of the minimum number of students for the cohort (as determined by the commissioner) the school district is entitled to an annual outcomes bonus of: (1) if the annual graduate is educationally disadvantaged, $1,500; (2) if the annual graduate is not educationally disadvantaged, $750; and (3) if the annual graduate is enrolled in a special education program, $1,500, regardless of if they are educationally disadvantaged.

Requires 80% of funds allocated must be spent as provided in the budget adopted by the board of the coordinating entity. Limits the total amount of state funding for allotments under the outcome's bonuses to no more than $5 million per year.

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Effective date: Immediate

HB 4375 — Instruction in Use of Cardiopulmonary Resuscitation and Defibrillator

VanDeaver

Amends Education Code related to instruction on cardiopulmonary resuscitation to also require instruction on automated external defibrillators.

Earliest effective date: Beginning with the 2023-2024 school year

SB 2124 — Advanced Math Program for Middle School Students

Creighton

Requires each school district and open-enrollment charter school to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade to increase the number of students who complete advanced mathematics courses in high school.

Mandates the district or school automatically enroll in an advanced mathematics course each sixth-grade student who performed in the top 40 percent on: (1) the fifth-grade mathematics STAAR; or (2) a local measure that includes the student's fifth-grade class ranking or a demonstrated proficiency in fifth-grade mathematics course work. Allows the parent or guardian of a student to opt out the student from automatic enrollment. Permits the TEA commissioner to adopt rules to implement these provisions.

Requires each school district and open-enrollment charter school to develop the middle school advanced mathematics program as soon as practicable after the effective date of this Act.

Earliest effective date: Immediate

SB 2304 — Texas Driving with Disability Program

Lamantia

Requires each school district and open-enrollment charter school to provide information regarding the Texas Driving with Disability Program to: (1) students who have a health condition or disability that may impede effective communication with a peace officer and who receive special education services or are under Section 504; and (2) the parents of these students. Mandates the information on the program be provided to each student who is 16 years of age or older and annually until the earlier of the student's graduation from high school or 21st birthday.

Requires TEA to collaborate with the Department of Public Safety, the Texas Department of Motor Vehicles, and the Governor's Committee on People with Disabilities to develop the information materials. Mandates that the materials include information regarding a person's option to voluntarily list any health condition or disability that may impede the person's communication with a peace officer on the person's vehicle registration or applications for an

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original driver's license. Allows the information to be provided with any transition planning materials.

Requires the Texas Commission of Licensing and Regulation to adopt rules not later than May 1, 2024, that requires that information relating to the Texas Driving with Disability Program be included in the curriculum of each driver education and driving safety course. Makes conforming language about the program throughout driver and safety Education Code.

Earliest effective date: Beginning with the 2023-2024 school year

ELECTIONS

SB 1131 – Certain ISDs' Authority to Change General Election Date for Officers

Blanco

Allows a school board in a county that borders the United States and Mexico border with a population of at least 450,000 but fewer than 870,000 that holds its general election on a date other than November to change the date to the November uniform election date. This law expires January 1, 2029.

Effective date: Immediate

EMPLOYEE MATTERS/BENEFITS/TRAINING

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification (see page 6)

HB 1789 – Nepotism in School Hiring of Bus Drivers

Buckley

Exempts from nepotism prohibitions the appointment or employment of a bus driver by a school district whose board of trustees approves the appointment or employment. Applies only to the appointment or employment of a person by a school district on or after the effective date of this Act. A person who is appointed or employed by a school district prior to the effective date of this Act is governed by the law in effect at the time the person was appointed or employed, and the former law is continued in effect for that purpose.

Effective date: September 1, 2023

HB 2729 — Teacher Requirements for High Quality Pre-K

Harris, Cody

Amends Education Code regarding pre-K teacher qualification options to include an associate or baccalaureate degree in early childhood education or a related field, or at least eight years' experience of teaching in a Texas Rising Star Program. Requires that each teacher of a pre-K

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class provided by an entity contracted with the school district must be supervised by a person who meets specified criteria and have one of the following qualifications:

1. at least two years' experience of teaching in a nationally accredited childcare program or a Texas Rising Star Program; and
    a. a Child Development Associate (CDA) credential or another credential approved by TEA; or
    b. a certification offered through a Montessori training center or council, or;
2. other specified qualifications.

Permits a person who supervises a pre-K program provided by an entity contracted with the district to supervise multiple pre-K classes for listed reasons (e.g., to ensure programmatic compliance). Expires the bill's provisions regarding contracted pre-K teacher qualifications and supervision of those teachers on September 1, 2029. Requires a district or a contracted entity to attempt to maintain an average ratio in any pre-K class of not less than one "qualified" (vs. current law that calls for "certified") teacher or teacher's aide for each 11 students.

Earliest effective date: Beginning with the 2023-2024 school year

HB 2929 — Continuing Ed and Training for Teachers and Counselors

Lozano

Amends continuing education requirements for classroom teachers so that not more than 25 percent of the training required every five years include instruction on:

- collecting and analyzing information that will improve effectiveness in the classroom;
- recognizing early warning indicators that a student could be at risk of dropping out of school;
- digital learning, digital teaching, and integrating technology into classroom instruction;
- educating diverse student populations; and
- understanding appropriate relationships, boundaries, and communications between educators and students.

Mandates that training in these topics in excess of 25 percent of the hours of a classroom teacher's required training every five years be counted toward the teacher's overall training requirements.

Amends the continuing education requirements for counselors such that at least 25 percent of training required every five years include instruction on:

- assisting students in developing high school graduation plans;
- implementing dropout prevention strategies;
- informing students about college admissions and career opportunities;
- counseling students concerning mental health conditions and substance abuse; and
- effective implementation of a comprehensive school counseling program.

Earliest effective date: Beginning with the 2023-2024 school year

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SB 1471 – TEA and Private School Access to Certain Criminal History Records

Bettencourt

Authorizes qualified private schools to access criminal history information related to an employee or an applicant for employment from the Texas Department of Public Safety or the Federal Bureau of Investigation.

Effective date: Immediate

INSTRUCTIONAL MATERIALS and TECHNOLOGY

HB 18 – Protection of Minors from Harmful Digital Materials

Slawson

Creates the Securing Children Online through Parental Empowerment (SCOPE) Act, which is an omnibus bill relating to protecting minors from harmful, deceptive, or unfair trade practices in connection with the use of certain digital services and electronic devices, including the use and transfer of electronic devices to students by a public school. Applies beginning with the 2023-24 school year.

Defines "electronic device" as any device that can connect to a cellular network or the internet, including a computer, smartphone, or tablet. Internet filter is defined as a software application that can prevent an electronic device from accessing certain websites or displaying certain material online.

Requires TEA to adopt standards for permissible electronic devices and software applications used in school districts. In adopting the rules, TEA must: (1) minimize data collection on students through devices or software applications; (2) ensure direct and informed parental consent is required for student's use of a software application, other than an application necessary for the administration of state assessments or tests related to college, career, or military readiness that are used to evaluate a school district's performance by the state; (3) ensure software applications do not include mental health or other assessments unrelated to education curricula that are intended to collect information about students without direct and informed parental consent; (4) ensure parents have resources necessary to understand cybersecurity risks and online safety regarding their child's use of electronic devices before the child uses an electronic device at the child's school; (5) specify periods of time during which an electronic device transferred to a student must be deactivated in the interest of the student safety; (6) consider necessary adjustments by age level to the use of electronic devices in the classroom to foster development of students' abilities regarding spending school time and completing assignments without the use of an electronic device; (7) consider appropriate restrictions on student access to social media websites or applications with an electronic devices transferred to a student by a district or school; (8) require a district, before using a social media application for an educational purpose, to determine that an alternative application that is more secure and provides the same educational functionality as the social media application is unavailable for that educational purpose; (9) consider the required use of

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an internet filter capable of notifying appropriate school administrators, who are then required to notify the student's parent, if the student accesses inappropriate or concerning content or words (such as that/those related to self-harm, suicide, violence to others or illicit drugs); (10) assign to the appropriate officer of a district the duty to receive complaints or concerns regarding student use of electronic devices, including cybersecurity and online safety concerns, from district or school staff, other students or parents; and (11) provide methods a district may use to ensure an operator that contracts with the district complies with the statute.

Adds "electronic devices" to the requirement that school districts must follow before transferring data processing equipment to a student. Requires school districts to adopt rules establishing programs promoting parents as partners in cybersecurity and online safety that involves parents in students' use of transferred equipment or electronic devices. These rules must cover for the transfer of an electronic device to be used for an educational purpose and install an internet filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited popups, installations, and downloads.

Effective date: Immediate

HB 1605 — Instructional Materials, Curriculum, Teacher Contracts, & Certification (see page 6)

PARENTAL RIGHTS

HB 1959 — Transfer of Students Who Are Children of Peace Officers

Noble

Requires school trustees or their designee to transfer a student to another district campus or to another school district under an agreement allowing transfers between adjoining districts or counties upon request of a peace officer who is a parent of or person standing in parental relation to the student. Does not mandate that a school district provide transportation to a student who transfers under these provisions.

Earliest effective date: Beginning with the 2023-2024 school year

HB 2892 — Transfer of Students who are Children of Military Servicemembers

Buckley

Defines "servicemember" to mean an active member of the U.S. armed forces, a reserve component of the armed forces, or the Texas National Guard. Requires board trustees or their designee, upon the request of a servicemember who is a parent to or standing in parental relation to a student, to transfer the student to another campus or district under an agreement allowing transfers between adjoining districts or counties. Requires the transfer be to the campus or school district selected by the servicemember making the request. Does not mandate that a school district provide transportation to a student who transfers under these provisions.

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Earliest effective date: Beginning with the 2023-2024 school year

HB 3803 — Parent Election to Have Their Child Retake a Course or Repeat a Grade

Cunningham

Expands the grade levels to 1–8 (current law applies this option only to grades 1–3) that a parent or guardian may elect for their child to repeat the grade in which their child was enrolled during the previous school year.

Allows a parent or guardian to elect for their child to repeat any course taken for high school credit in which their child was enrolled in during the previous school year. Prohibits a parent or guardian from electing for their child to repeat a course if the school district or open-enrollment charter school determines the student has met all the requirements for graduation. Permits a parent or guardian to elect for their child to both repeat a grade and retake a course under these provisions.

Earliest effective date: Beginning with the 2023-2024 school year

SCHOOL CHOICE

HB 1959 — Transfer of Students Who Are Children of Peace Officers (see page 36)

HB 2892 — Transfer of Students who are Children of Military Servicemembers (see page 36)

SCHOOL FINANCE/TAXATION

HB 1 – State Appropriations bill

Bonnen

Provides state appropriations for the 2024-25 biennium. Highlights from HB 1 include:

- $321.3 billion in All Funds are up from $303 billion in 2022-23 biennium (5.95% increase)
    - $144.1 billion in General Revenue Funds up from $130.4 billion (10.53% increase)
    - $6.83 billion down from $8.024.2 billion (14.84% decrease)
    - $ 102.2 billion in Federal Funds down from $117.3 billion (12.80% decrease)
    - $68 billion up from $47.5 billion in Other Funds (43.14% increase)
- Article III budget spending for K-12 public education increased from $41.4 billion to $50.4 billion (21.5% increase)

Major funding items for public education spending and property tax relief include:

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- $17.6 billion for property tax relief (SB 2,the enabling legislation, passed in 88th second called special session)
- Fully funds FSP under current law, including increases of $3.2 billion for enrollment
- $2.4 billion for increases in golden penny yield
- $60 million for NIFA
- $307 million for TIMA
- $5 billion for public education pending enactment of other legislation
- $1.4 billion for school safety ($300 million in HB 1 and $1.1 billion in SB 30), including grants to districts and charter schools and new state initiatives
- $1.6 billion for one-time annuity payments for certain TRS retirees and $3.4 billion for a COLA for certain retirees
- $588.5 million to TRS to maintain health insurance premium increases below 10% each year for TRS-ActiveCare participants

Effective date: September 1, 2023

HB 3 — Armed Security Officer Required

Burrows

Requires trustees to determine the appropriate number of armed security officers for each campus in the district. The board must ensure at least one armed security officers is present during regular school hours at each campus.

A security officer is defined as: (a) a school district peace officer; (b) a school resource officer; or (c) a commissioned peace officer employed as security personnel under TEC 37.081.

If a board is unable to comply, they may claim a good cause exception if the district's non-compliance is due to the availability of funding or personnel who qualify to serve as a security officer described above.

If a board claims a good cause exception, they must develop an alternative way to comply, which may include providing a person to act as a security officer who is a school marshal or a district employee, or a person whom the district contracts with and who carries a handgun and has completed school safety training provide by a qualified handgun instructor and is certified in school safety under the Texas Penal Code. Requires the board to develop and maintain documentation of the district's implementation and compliance with this law, including the good cause exception, and if requested by TEA, provide them the documentation.

Persons permitted to carry a firearm on campus are prohibited from performing routine law enforcement duties, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, district employee, or others on the campus. This does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in the campus and district documents describing the role of the peace officers in the district as required by law.

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Agency Monitoring of School District Safety and Security Requirements

Provides that TEA must monitor the implementation and operation of requirements related to school district safety and security, including school district Multihazard Emergency Operations Plans (MEOP) and safety and security audits. Requires TEA to establish an office of school safety and security within the agency that consists of individuals with substantial experience in school or law enforcement safety and security operations and oversight at the local, state, or federal level. They will coordinate the agency's monitoring of school district safety and security requirements. The director of this office is appointed by the governor, confirmed by the senate, and reports directly to the commissioner.

Requires TEA, in coordination with the Texas School Safety Center (TSSC) and local law enforcement agencies, to provide technical assistance to school districts to support the implementation and operation of safety and security requirements. TEA must conduct a detailed vulnerability assessment of each school district on a random basis once every four years. The assessment must: (1) assess facility access controls, emergency operations procedures, and other school safety requirements; and (2) to the greatest extent possible coincide with the safety and security audit under TEC 37.108.

Requires TEA to use a rubric developed by the office of school safety and security in collaboration with the TSSC to conduct a vulnerability assessment of school districts. Once an assessment is completed, TEA shall provide the superintendent and school safety and security committee a report on the results of the assessment that includes recommendations and required corrective action to address any deficiencies in campus security identified by the agency. Allows TEA to engage a third party as necessary to enable them to monitor the implementation and operation of the school safety and security requirements.

TEA may require a school district to submit information as necessary including: (1) notice of an event requiring a district's emergency response including the discovery of a firearm on campus and (2) information regarding the district's response and use of emergency operations procedures during the event.

Allows TEA to review school district records as needed to ensure compliance with school district safety and security requirements. Any document or information collected, identified, developed, or produced relating to the monitoring of a school districts safety and security requirements is confidential under Government Code 418.177 and 418.181 and not subject to disclosure under Chapter 552, Government Code.

Regional School Safety Review Teams

The office of school safety and security (office) shall establish a school safety review team (team) in each education region of the state. Requires the team to annually conduct on-site general intruder detection audits of school district campuses in their region. The team must: (1) use a rubric developed by the office (in consultation with the TSSC); and (2) notify the superintendent of the school district where the campus will be audited seven days before the

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date of the scheduled audit. The results and recommendations from the audit must be provided to the superintendent upon completion. Requires ESCs to provide necessary support to assist the region's team in conducting intruder detection audits. These reports are confidential and not subject to disclosure under Chapter 552, Government Code.

Assignment of Conservator for Noncompliance with School Safety and Security Requirements
Allows the commissioner to assign a conservator if a school district fails to: (1) submit to any required monitoring, assessment, or audit; (2) comply with applicable safety and security requirements; or (3) address in a reasonable time period (as determined by commissioner rule) issues raised by TEA's monitoring, assessment, or audit of the district. A conservator may exercise the powers and duties only to correct an identified failure.

Guidelines for Multihazard Emergency Operations Plan, Provisions for Individuals with Disabilities
Requires TEA to establish guidelines for the provisions in a school district's MEOP to ensure the safety of students and district personnel with disabilities or impairments during a disaster or emergency situation in consultation with: (1) TSSC; (2) ESCs; (3) public school educators who work with students with disabilities or impairments; and (4) advocacy groups representing students with disabilities or impairments. Requires school districts to follow these guidelines in adopting and implementing their MEOP.

Notification Regarding Violent Activity
Requires TEA to develop model standards for providing notice regarding violent activity that has occurred or is being investigated at a school campus, at another district facility, or at a district-sponsored activity to parents, guardians, and others standing in parental relation to students assigned to the campus, regularly use the facility, or are attending the activity. The standards must: (1) include electronic notifications through text messaging and email; (2) provide an option for real-time notification; and (3) protect student privacy. Requires school districts to adopt a policy for providing this notice.

Requires each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee. Materials and information provide to or produced by a team during a threat assessment of a student must be maintained in the student's school record until the student's 24th birthday.

Emergency Response Map and Walk-Through
Requires school districts to provide the Department of Public Safety (DPS) and all appropriate law enforcement agencies and emergency first responders: (1) an accurate map of each district campus and school building that is developed and documented in accordance with the standards related to developing site and floor plans, access control, and exterior door numbering; and (2) an opportunity to conduct a walk-through of each district campus and school building using the map.

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School districts must submit their MEOPs to the TSSC not later than the 30th day after the date the center requests the submission. After a notification by the TSSC that the district has failed to submit the plan, the center must provide the school district with written notice stating the district must hold a public hearing.

Facilities Standards Review

TSSC must review facilities standards for instructional facilities at least once every five years related to any changes necessary to ensure the facilities standards and make recommendations to the commissioner that: (1) reflect best practices for improving school safety through the design and construction of school facilities; and (2) are consistent with standards adopted under Chapter 469, Government Code, regarding the elimination of architectural barriers.

In updating facilities standards, the commissioner must: (1) incorporate input from the center and stakeholders with relevant expertise regarding best practices for standards applicable to the design and construction of school facilities; and (2) ensure the standards are updated as necessary to ensure compliance with any changes to state law and local building codes.

Resources on Safe Firearm Storage

Requires the TSSC in consultation with DPS to provide each school district information and other resources regarding the safe storage of firearms for distribution by the school district, including information on: (1) the offense of Making a Firearm Accessible to a Child (46.13, Penal Code) and (2) ways in which parents and guardians can effectively prevent children from accessing firearms. Requires school districts to provide the information and resources to the parent or guardian of each student enrolled in the district.

Facilities Standards Compliance

School districts must ensure that each district facility complies with each school facilities standard, including performance standards and operational requirements, related to safety and security or by other law or agency rule. School districts must develop and maintain documentation of the district's implementation of and compliance with school safety and security facilities standards for each district facility, including a good cause exception claimed under TEC 37.353, and shall, if requested by TEA, provide that documentation to the agency. Requires school district to comply with all applicable state laws and rules relating to procurement for district purchases related to the facilities standards.

Good Cause Exception

If a school district is unable to bring a district facility into compliance with a school facilities standard, the district may claim a good cause exception from the requirement, including for a reason related to: (1) the age, physical design, or location of the noncompliant facility; (2) the projected remaining use or functional life of the noncompliant facility; (3) availability of funding; or (4) supply chain obstacles. School districts that claim a good cause exception must develop an alternative performance standard with which it can comply.

Funding for Facilities Standards Compliance

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Allows the commissioner to authorize a school district to use money provided for the purpose of improving school safety and security, including the school safety allotment, to comply with these facilities standards' requirements. Funds appropriated in SB 30 from the 88th regular legislative session may also be used for this purpose. Provides the commissioner with rulemaking authority regarding school safety and security requirements that school districts must comply to receive funding or grant money available for the purpose of improving school safety and security.

Confidentiality

Any document or information collected, identified, developed, or produced relating to a safety or security requirement is confidential and not subject to disclosure under Chapter 552, Government Code. Provides commissioner with rulemaking authority related to this confidentiality.

School Visitors

Allows a school district to eject a person who refuses or fails to provide identification upon request, and it reasonably appears that the person has no legitimate reason to be on district property.

Use of Bond Proceeds for School Safety Compliance

The proceeds of bonds issued by a school district for the construction and equipment of school buildings in the district and the purchase of the necessary sites for school buildings may be used to pay the costs associated with complying with school safety and security requirements for school facilities.

Notwithstanding any other law, a school district not in compliance with safety and security requirements, must use bond proceeds to come into compliance with applicable safety and security requirements before the district may use those proceeds for any other authorized purpose. This applies only to school districts determined by TEA not to be incompliance with the law. Applies only to a bond authorized to be issued and election held on or after the effective date of this Act.

School Safety Allotment and Campus Funding

Increases the school safety allotment from $9.72 to $10. Provides an additional $1 for each student in ADA per every $50 increase to the BA that exceeds $6,160 (prorated as needed). Each school district will receive $15,000 per campus. This funding is effective September 1, 2023.

TEA may designate certain technologies that a school district may purchase only from a vendor approved by the agency if using funds from the school safety allotment. If TEA in coordination with the TSSC, determines that entering into a statewide contract with a vendor for technology would result in cost savings to school districts, the agency may, after approval from the Legislative Budget Board and office of the Governor, enter into a contract with a vendor to

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provide the technology to each school district that uses these funds to purchase that technology.

TEA or the TSSC must establish and publish a directory of approved vendors of school safety technology and equipment a school district may select from when using the school safety allotment. If a school district uses the allotment to purchase technology or equipment from a vendor not on the list, they must solicit at least 3 bids before purchasing.

Confidentiality of iWatchTexas Community Reporting System Reports

All suspicious activity reports and school safety reports included in the iWatchTexas community reporting system are confidential and not subject to disclosure under Chapter 552, Government Code.

School Safety Meetings

The sheriff of a county with a total population of less than 350,000 in which a public school is located must call and conduct semiannual meetings to discuss: (1) school safety; (2) coordinated law enforcement response to school violence incidents; (3) law enforcement agency capabilities; (4) available resources; (5) emergency radio interoperability; (6) chain of command planning; and (7) other related subjects proposed by a person in attendance at the meeting. The sheriff of a county to which this applies where more than one public school is located is only required to hold one semiannual meeting. School districts located in the same county are not required to adopt the same school safety policies.

Requires the following person to attend a meeting: (1) the sheriff or the sheriff's designee; (2) the police chief of a municipal police department in the county or the chief's designee; (3) each elected constable in the county or their designee; (4) each police chief of a school district's police department or school district security coordinator from each school district located in the county; (5) a representative of DPS; (6) a representative of each other state agency with commissioned peace officers assigned to the county; (7) a person appointed to a command staff position at an emergency medical service in the county; (8) a person appointed to a command staff position at a municipal emergency medical service in the county; (9) a person appointed to a command staff position at a fire department in the county; (10) the superintendent or their designee of each school district located in the county; (11) the person who serves the function of superintendent or their designee in each charter school in the county; and (12) any other person the sheriff considers appropriate.

Requires the sheriff to invite any federal law enforcement official serving in the county to attend the meeting.

As soon as practicable after a meeting, the sheriff must submit a report to TSSC identifying the attendees of the meeting and subjects discussed. TSSC shall maintain the report and make it publicly available on the center's web site. TSSC may not make publicly available parts of a report that the center determines may expose a safety vulnerability of a school district facility.

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Effective date of this section of the bill: September 1, 2023

HB 5 – Tax Agreements to Create Jobs and Generate Revenue

Hunter

Replaces 313 agreements, which expired in 2022. Excludes renewable energy projects like wind and solar from these new school district tax abatement agreements. Creates a mechanism in which a company would submit an application with an economic impact statement to a school district, which would then forward the application along with a school finance impact statement to the Office of the Texas Comptroller. The comptroller would review the information and make a recommendation to the district on whether to accept the offer or not. The school board would then need to take action to approve or disprove the offer but may only approve offers recommended for approval by the comptroller. HB 5 sets forth requirements for the number of jobs required by the project and the types of projects that are eligible for consideration. This subchapter expires December 31, 2033.

Effective date: January 1, 2024

HB 2209 – Establishing the Rural Pathway Excellence Partnership Program

Lozano

Creates the Rural Pathway Excellence Partnership (R-PEP) Program. Applies beginning with the 2023-24 school year. Provides that the commissioner will establish and administer the program to incentivize and support multidistrict, cross-sector, rural college and career pathway partnerships that expand opportunities for underserved students to succeed in school and life while promoting economic development in rural areas. The program must enable an eligible school district that has fewer than 1,600 students in ADA to partner with at least one other school district located within 100 miles to offer a broader array of robust college and career pathways.

Each partnership must: (1) offer college and career pathways that align with regional labor market projections for high-wage, high-demand careers; and (2) be managed by a coordinating entity that has or will have at the time students are served by the partnership the capacity to effectively coordinate the partnership. The entity must enter into a performance agreement approved by the board of each partnering school district that confers on the coordinating entity the same authority with respect to the pathways offered under the partnership. Establishes requirements for the performance agreement.

Any eligible student enrolled in a partnering school district may participate in a college or career pathway offered through the partnership. Provides that students enrolled in the program are not considered for accountability purposes to have dropped out of high school or failed to complete the curriculum requirements for graduation until the sixth anniversary of the student's first day of high school.

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Requires school districts seeking to enter into a performance agreement to notify the commissioner of the district's intent. The commission will establish procedures for a district to notify the commissioner, including establishing a period within which notification is required before the school year in which the agreement would be in effect, and to provide any additional information required by the commissioner.

Priority for these partnerships will be given to those in which participating school districts contract with a coordinating entity that has at least two years' experience or employs an executive officer with at least two years' experience managing college and career pathways under a performance contract.

Requires the commissioner to make grants available for use by the coordinating entity for a two-year period to assist with the associated planning, development, establishment, or expansion of partnerships under the program. Provides the commissioner rulemaking authority.

Creates the Rural Pathway Excellence Partnership (R-PEP) Allotment and Outcomes Bonus. Each full-time student in ADA in grades 9-12 in a college or career pathway offered through this partnership is entitled to an allotment equal to the Basic Allotment multiplied by: (1) 1.15 if the student is educationally disadvantaged; or (2) 1.11 if the student is not educationally disadvantaged.

For each annual graduate who obtains a postsecondary credential of value in excess of the minimum number of students for the cohort (as determined by the commissioner) the school district is entitled to an annual outcomes bonus of: (1) if the annual graduate is educationally disadvantaged, $1,500; (2) if the annual graduate is not educationally disadvantaged, $750; and (3) if the annual graduate is enrolled in a special education program, $1,500, regardless of if they are educationally disadvantaged.

Requires 80% of funds allocated must be spent as provided in the budget adopted by the board of the coordinating entity. Limits the total amount of state funding for allotments under the outcome's bonuses to no more than $5 million per year.

Effective date: Immediate

HB 3708 – FSP Allotment for Non-Enrolled Student Participation in UIL

Buckley

Creates an allotment under the Foundation School Program for school districts that allow non-enrolled students to participate in UIL activities. Provides that school districts are entitled to an annual allotment of $1,500 per league activity in which a non-enrolled student participates.

Effective date: September 1, 2023

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HB 4456 – Calculation of No-New-Revenue M&O Rates for ISDs

Harris, Cody

Clarifies that school districts are to calculate the “no-new-revenue tax rate” using the Education Code.

Effective date: January 1, 2024

SB 30 – Supplemental Appropriations bill

Huffman

Provides $1.1 billion in funding to TEA to assist school districts in implementing school safety initiatives and requirements. Reduces General Revenue Fund appropriations to TEA from the FSP by $8.4 billion due to updated projections from the prior legislative session in 2021. The net savings to the state is primarily the result from increased property value growth, lower than anticipated ADA, and increased non-General Revenue Funds revenues.

Effective date: Immediate.

SB 2350 – Voter-Approval Tax Rate to Calculate Ad Valorem Tax

Bettencourt

Provides that "voter-approval tax rate" is a taxing unit's voter-approval tax rate in the applicable preceding tax year, as adopted by the taxing unit during the applicable preceding tax year, less the unused increment rate for that preceding tax year.

Effective date: Immediate

SCHOOL SAFETY

HB 3 — Armed Security Officer Required (see page 38)

HB 473 — Parental Rights Regarding Student Threat Assessment

Hull

Prohibits a student threat assessment team from conducting an assessment until they have notified the parent or person standing in parental relations to the student. Mandates the team provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and submit information on the student to the team.

Earliest effective date: Beginning with the 2023-2024 school year

HB 1760 — Possession of a Weapon in Schools or Higher Ed Institutions

Hefner

Amends Penal Code regarding a person who commits an offense if the person brings certain prohibited weapons on the premises of a school or educational institution by adding

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“postsecondary” to current references to an educational institution. Defines “postsecondary educational institution” to mean an institution of higher education or a private or independent institution of higher education. Defines “school” as an accredited primary or secondary school. Adds conforming language that reflect the definitions. Specifies that provisions apply to grounds or buildings owned or under the control of a school or postsecondary institution, or to a passenger transportation vehicle of either entity. Applies changes made by the bill only to an offense committed on or after the effective date.

Earliest effective date: September 1, 2023

HB 1905 — Permissible School Safety Training for Certain Private Providers

Talarico

Defines “accredited private school,” “child-care facility,” and “organization providing out-of-school-time care” for the purposes of the bill. Permits a school district to make available, at no cost, school safety training courses, including active shooter training courses, to employees of accredited private schools located in the district, or employees of child-care facilities or other specified organizations that provide care to children younger than 18 years of age who reside in the district. Allows TEA to solicit and accept gifts, grants, and donations from any public or private source to pay the cost of offering a school safety course under these provisions.

Earliest effective date: September 1, 2023

HB 3623 – Memorandum understanding between schools

Hefner

Authorizes a school marshal at one school to temporarily act as a school marshal at another school during an event at which both schools participate if the two schools have entered into a memorandum of understanding.

Effective date: Immediate

HB 4906 – Authority for Peace Officers to Obtain Certain Search Warrants

Hefner

Amends the definition of "authorized peace officer" in the Code of Criminal Procedure to include school district peace officers, school resource officers, security personnel, and campus peace officers.

Effective date: September 1, 2023

SB 30 – Supplemental Appropriations bill (see page 46)

SB 133 — Prohibition of Physical Restraint, Chemical Irritants or TASERS

West

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Prohibits a peace officer performing law enforcement duties or school security personnel performing security related duties on school property or at a school-sponsored or school-related activity from restraining or using a chemical irritant spray or TASER on a student enrolled in grade 5 or below unless the student poses a serious risk of harm to the student or another person.

Earliest effective date: Immediate

SB 629 — Opioid Antagonists

Menendez

Policy

Requires each school district to adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonists at each campus that serves students in grades 6–12. Permits a school district to adopt the same policy for campuses serving students in grades K–5. Permits an open-enrollment charter school or private school to adopt similar policy. Mandates provisions that the policy must include.

Rules

Requires the executive commissioner of Health and Human Services, in consultation with the TEA commissioner, to jointly adopt rules that establish the process for checking the inventory of opioid antagonists, the amount of training needed to administer an antagonist, and any other rules necessary to implement this legislation. Mandates the rules be adopted not later than November 1, 2023.

Report

Requires, not later than the 10th business day after the date a school staff member or volunteer administers an antagonist, to report specified information to: the school district, charter holder, or governing body of a private school; the prescribing physician; and the commissioner of state health services.

Training

Requires each school district, open-enrollment charter school, and private school that adopts a policy or is responsible for training school personnel and volunteers in the administration of an opioid antagonist to provide training that: includes specified information; is provided in a formal training session or online; and is provided in accordance with adopted policy. Requires each entity to maintain records on the training.

Prescription of Opioid Antagonists

Permits a physician or person who has been delegated prescriptive authority to prescribe antagonists in the name of the district, open-enrollment charter school, or private school and to provide a standing order for the administration of the antagonist to a person reasonably believed to be experiencing an opioid-related drug overdose. Does not require the standing order to be patient-specific and may be administered without a previously established

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physician-patient relationship. Outlines other provisions related to the prescription and dispensing of opioid antagonists.

Gifts, Grants, Donations
Permits a district, open-enrollment charter, or private school to accept gifts, grants, donations, and federal and local funds to implement the provisions of this law.

Immunity from Liability
Establishes that a person who in good faith takes or fails to take any action is immune from civil or criminal liability or disciplinary action resulting form that action or failure to act, including specified actions. Provides additional information regarding immunity, liability, and cause of action under this law.

Earliest effective date: Immediate

*Notwithstanding the effective date, a school district is not required to comply with this Act before January 1, 2024.

SB 838 — Silent Panic Alert Technology

Creighton

Requires each school district and open-enrollment charter school to provide each classroom with silent panic alert technology that allows for immediate contact with district or school emergency services and agencies, law enforcement, health departments, and fire departments. Establishes that silent panic alert technology does not satisfy the requirement for a district or school to ensure employees have classroom access to a telephone or another electronic communication device. Permits a district or charter to use School Safety Allotment funds or other available funds and use the customary procurement process to comply with these requirements.

Earliest effective date: Beginning with the 2025-2026 school year

SB 999 — Requirements for Providers of Active Shooter Training

West

Prohibits a school district or institution of higher education (IHE) from contracting for the provision of active shooter response training unless the provider is certified by the Texas Commission on Law Enforcement (CLE) to provide the training. Prohibits an individual or legal entity from providing active shooter training to peace officers of students or employees at a public primary or secondary school or IHE unless: (1) the individual is certified by the CLE; and (2) if provided by a legal entity, both the entity and individual providing the instruction on behalf of the entity are certified by the CLE.

Requires not later than September 1, 2024, the CLE to establish a certification program for providers of active shooter training, including for individuals and legal entities, and to issue a

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certificate to a provider who meets the established qualifications. Mandates the CLE adopt rules for the renewal of a certificate. Permits the CLE to require continuing education for certificate renewal.

Earliest effective date: September 1, 2023

SB 1720 — Confidentiality of Reports to Campus Threat Assessment Team

Kolkhorst

Amends Education Code pertaining to reports to a threat assessment and safe and supportive school team by requiring that a district employee who reports a potential threat to the team to elect that the employee's identity be confidential and not subject to disclosure except as necessary for the team, district, or law enforcement to investigate the potential threat. Requires the district to maintain a record of the identity of a district employee who elects for confidential identity.

Earliest effective date: Beginning with the 2023-2024 school year

SB 1893 – Prohibition of Social Media Applications and Services on Certain Devices

Birdwell

Requires the Texas Department of Information Resources (DIR) and the Texas Department of Public Safety (DPS) to jointly identify social media applications or services that pose a risk to this state. Requires the DIR to annually submit a list of applications and services to the governor, publish the list on its website, and make periodic updates to the list.

Requires governmental entities to adopt a policy prohibiting the installation or use of a covered application on any device owned or operated by the entity and requires the removal of the applications from those devices. DIR and DPS must jointly develop a model policy for governmental entities to use in developing their policies.

Governmental entities must adopt this policy no later than the 60th day after DIR and DPS make available the model policy.

Effective date: Immediate

SPECIAL POPULATIONS

HB 1615 — Increasing Availability of Child-Care and Pre-K Partnerships

Button

Requires the Texas Workforce Commission (TWC) to establish and administer a pre-K partnership program to assist eligible child-care providers in partnering with local school districts and open-enrollment charter schools to provide pre-K classes. Mandates the TWC work with TEA using existing funds to develop joint strategies to expand availability of partnership

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programs. Requires the TWC to establish and administer, with appropriated funds, a professional development scholarship program for current and prospective child-care workers. Establishes how the scholarship funds can be used.

Earliest effective date: September 1, 2023

HB 1819 — Repeal of Juvenile Curfews

Cook

Amends Local Government Code to prohibit a political subdivision from adopting or enforcing an order, ordinance, or other measure that imposes a curfew to regulate the movements or actions of persons younger than 18 years of age. Does not apply the prohibition to a curfew implemented for purposes of emergency management.

Earliest effective date: September 1, 2023

HB 1926 — Repeal of Supplemental Special Ed Services Program Expiration Date

Hull

Requires the TEA commissioner to set aside an amount established by appropriation for the Supplemental Special Education Services Program. Repeals the expiration date of the program.

Earliest effective date: September 1, 2023

HB 2729 — Teacher Requirements for High Quality Pre-K (see page 33)

SB 1647 — Dropout Recovery Programs

Parker

Amends Education Code pertaining to dropout recovery to allow a school district or open-enrollment charter school to use an “education management organization” to provide alternative programs for at-risk students. Permits the program to be offered in person at a campus, remotely, or through a hybrid of in-person and remote instruction. Adds conforming language for in-person and remote or hybrid programs throughout associated provisions. Requires the recovery program to: (1) be operated by an entity accredited by the agency or a regional accrediting agency; (2) offer or provide referrals for mental health services to students; and (3) not market directly to students enrolled in a traditional education program.

Limits a district or charter to operating only one campus-based dropout recovery program for all students in the district or school. Permits referral to the program if an administrator or counselor determines that enrollment could prevent a student from dropping out of school. Requires annual internet postings of a report on measurable outcomes for each dropout recovery program offered, and mandates the report include percentages of students who attained specified outcomes.

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Requires the TEA commissioner to include in the computation of ADA a student who successfully completes a course offered through a program and specifies how the commissioner shall include a student who successfully completes a remote course offered through the program in ADA. Permits an entity that operates a program under these provisions to administer a state assessment instrument on any date selected by the entity that falls within a testing window established by the SBOE.

Earliest effective date: Beginning with the 2023-2024 school year

HB 2304 — Texas Driving with Disability Program (see page 32)

STUDENT HEALTH

HB 63 — Reports of Child Abuse or Neglect

Swanson

Adds to Family Code the information an individual is required to include when making a report of abuse or neglect to identify, if known:

- the facts that caused the individual to believe a child had been abused or neglected and the source of the information;
- the individual's name and telephone number; and
- the individual's home address or, if the individual is a certain professional, the individual's business address and profession.

Requires a representative of the Department of Family and Protective Services (DFPS) who receives a report from an individual using the DFPS child abuse or neglect hotline and is unwilling to provide their name and telephone number, to notify the individual that:

- the DFPS is not authorized to accept an anonymous report of abuse or neglect;
- the individual may report the abuse or neglect by making a report to any local or state law enforcement agency; and
- the identity of an individual making a report is confidential and may be disclosed under court order under certain circumstances or to a law enforcement officer for the purposes of conducting a criminal investigation.

Mandates the DFPS representative or other person receiving a report of child abuse or neglect use best efforts to obtain the required information. Requires the DFPS representative or other person to make an audio recording of a report made orally and to notify the individual that the call is being recorded and that making a false report is a criminal offense punishable as a state-jail or third-degree felony. Allows a DFPS employee to have access to the identity of the person making a report of alleged or suspected abuse under specified circumstances and requires the DFPS to adopt rules for those circumstances.

Requires a local or state law enforcement agency to conduct a preliminary investigation if an individual makes an anonymous report of child abuse or neglect by a person responsible for the child's care, custody, or welfare and the agency refers the report to the DFPS. Mandates that a

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DFPS representative must not take legal action until they have provided to a parent or other person having legal custody of a child who is under investigation: information regarding the representative's identity; a summary of information regarding the report; and a reasonable amount of time to read or review the information.

Earliest effective date: September 1, 2023

HB 1297 – Vision Screenings for Public or Private School Students

Dutton

Allows school districts to use computerized visual screening and electronic eye charts to screen for vision disorders or to assess visual acuity.

Effective date: September 1, 2023

HB 3144 – October as Fentanyl Poisoning Awareness Month

Lujan

Provides that October is Fentanyl Awareness Month to increase awareness of the dangers of fentanyl and potential overdoses.

Effective date: September 1, 2023

HB 3908 — Fentanyl Abuse Prevention and Drug Poisoning Awareness Education

Wilson

Establishes this Act as Tucker's Law. Amends SHAC duties to include recommendations at appropriate grade levels for instruction on opioid addiction and abuse, including addiction to and abuse of synthetic opioids such as fentanyl. Establishes a Fentanyl Poisoning Awareness Week to be designated by the governor. Requires each school district to annually provide research-based instruction related to fentanyl abuse prevention and drug poisoning awareness to students in grades 6–12. Mandates what the instruction content must include and establishes the entities who may provide the instruction. Allows the instruction to satisfy a requirement that a school district implement a substance abuse and intervention program under Education Code Section 38.351.

Earliest effective date: Beginning with the 2023-2024 school year

HB 3991 — Texas Fruit and Vegetable Day (see page 18)

SB 29 - Prohibition of Government Mandates for Masks, Vaccines, or School Closures (see page 19)

SB 294 – Use of Respiratory Distress Medication in Public and Private Schools

Johnson, Nathan

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School districts may adopt a policy regarding the maintenance, administration, and disposal of medication. Allows school employees and volunteers who are authorized and trained to administer medications for respiratory distress on a school campus or at a school-sponsored or related activity on or off school property. School districts that adopt this policy are not required to purchase medication for repository distress. Medications for respiratory distress include albuterol, levalbuterol, or other medications designated by the Health and Human Services Commission. Provides immunity for dispensing this medication.

If this medication is administered to a student whose parent or guardian has not notified the district that the student has been diagnosed with asthma, the school must refer the student to the student's primary care provider on the day the medication for respiratory distress is administered and inform the student's parent or guardian regarding the referral. The referral must include: (1) the symptoms of respiratory distress observed; (2) the name of the medication administered to the students; and (3) any patient care instructions given to the student.

If the student does not have a primary care provider or the parent or guardian has not engaged a primary care provider for the student, the student's parent or guardian must receive information to assist them in selecting a primary care provider for the student.

Requires school districts that adopt this policy to have at each campus at least one or more school employees or volunteers who are authorized and trained to administer the medication for respiratory distress to be present during regular school hours. Prohibits any school employee or volunteer from being subject to any penalty or disciplinary action for refusing to administer or receive training to administer epinephrine injectors or medication for respiratory distress. Requires that respiratory distress medication be stored in a secure location and only be easily accessible to authorized employees and volunteers.

Not later than the 10th business day after the date a school employee or volunteer administered respiratory medication, the school must report the information to the school district, the doctor or other person who prescribed the medication, and the commissioner of state health services. The report must include: (1) the age of the person who received the medication; (2) whether the recipient of the medication was a student, employee, volunteer, or a visitor; (3) the dosage; (4) the title of the person administering the medication; and (5) any other information required by the commissioner of education.

School districts that adopt a policy for administering respiratory distress medication must provide training on: (1) recognizing the signs and symptoms of respiratory distress, (2) administering medication for the distress; (3) implementing emergency procedures, if necessary, after administering the medication; and (4) proper sanitization, reuse, and disposal of the medication.

School districts that adopt a policy for the administration of an epinephrine auto-injector must provide training and include information on: (1) recognizing the signs and symptoms of

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anaphylaxis, administering an epinephrine auto-injector; (3) implementing emergency procedures, if necessary, after administering the injector; and (4) properly disposing of used or expired epinephrine auto-injectors.

Effective date: Immediate

SB 1506 – ISD Seizure Management and Treatment Plan for Students

Hughes

Requires TEA to adopt and post on the agency's website a form to be used in submitting a seizure management and treatment plan. The form must request the following information: (1) the student's name and date of birth; (2) the names and contact information of the student's parent or guardian, the physician who oversees the student's seizure treatment and at least one other emergency contact; (3) any medical history significant to the student's seizure disorder; (4) the type, length, and frequency of the student's seizures; (5) a description of each type of seizure the student has experienced; (6) the student's seizure triggers or warning signs; (7) the student's ability to manage seizures and the student's level of understanding of the seizures; (8) the student's response after a seizure; (9) the basic first aid to be provided to the student during the seizure, including whether the student needs to leave the classroom after a seizure and the process for the student's return to the classroom, if applicable; (10) a description of what constitutes a seizure emergency for the student; (11) a description of seizure emergency protocol for district personnel to follow in the event of a seizure emergency for the student; (12) a treatment protocol for any medications or other procedures to be administered by district personnel to the student during school hours, including each daily or emergency medication with the name and dosage information along with listing the common side effects and any special instructions for the medication, and whether the student has a vagus nerve stimulator, and if so the appropriate magnet use for the stimulator; (13) any special considerations or precautions applicable to the student; and (14) the signatures of the student's parent or guardian and the physician responsible for the student's seizure treatment.

Requires TEA to adopt and post the required form by December 1, 2023. The change in law made by this act applies only to a seizure management and treatment plan submitted to a school district on or after January 1, 2024.

Effective date: Immediate

TEACHER RETIREMENT SYSTEM

HB 4520 - Employment and Retirement Consequences for Certain Educators (see page 26)

SB 10 — Certain Benefits Paid by TRS (Enabling Legislation for HJR 2)

Huffman

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Provides two benefit enhancements for eligible retirees, beneficiaries, and alternative payees who receive monthly annuity payments from TRS. One enhancement is a one-time stipend for eligible annuitants who are 70 years of age by August 31, 2023. The second enhancement is a cost-of-living increase (COLA) for annuitants who retired on or before August 31, 2020. HJR 2 proposes a constitutional amendment authorizing the legislature to provide the COLA.

Effective date: This Act takes effect immediately, except Section 1 takes effect January 1, 2024, but only if HJR 2 (Bonnen) is approved by the voters in November of 2023.

SB 1854 – Optional Group Benefits for Dental and Vision Care

Paxton

Requires TRS to establish or contract for and make available an optional benefit program for vision and dental under the group program for retirees, dependents, surviving spouses, and surviving dependent children.

Effective date: September 1, 2023

UIL/EXTRA CURRICULAR PROGRAMS

HB 699 – Campus Enrollment when Allowing Non-Enrolled Student Participation in UIL

Frank

When assigning league classification to a school district based on student enrollment, the UIL must use the same student enrollment classification formula for a school that allows a non-enrolled student to participate in a UIL activity as the formula used to determine the student enrollment of a school that prohibits non-enrolled students to participate in UIL activities. Applies beginning with the 2023-24 school year.

Effective date: Immediate

HB 1002 – Membership of School Concussion Oversight Team

Price

Allows school districts to include a licensed chiropractor or physical therapist to serve on the concussion oversight team. Allows physical therapists to be included in the list of those with authority to remove a student from practice or competition if they believe the student may have sustained a concussion.

Effective date: Immediate

HB 2484 – Safety of Referee, Judge, and Other Officials at Extracurricular Activities

Guillen

Requires school districts to prohibit spectators of an extracurricular athletic event, including a parent or guardian of a student participant, from attending future extracurricular activities or

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competition by the school district or UIL if the spectator engages in conduct that intentionally, knowingly, or recklessly causes bodily injury to a person serving as a referee, judge, or other official in retaliation for or as a result of the person performing their duties as a referee, judge, or other official. Allows school districts to establish an appeals process by which a person may appeal to the district imposing a prohibition. Provides that the prohibition must be for at least one year after the date on which the prohibition was opposed but may not exceed five years.

Requires school districts and charter schools to provide a peace officer, school resource officer, administrator, or security personnel at each extracurricular athletic or UIL competition on school district property to ensure the safety of a referee, judge, or other official until the official departs the district or school property. Applies beginning with the 2023-24 school year.

Effective date: Immediate

HB 3708 – FSP Allotment for Non-Enrolled Student Participation in UIL (see page 45)

88th 2nd CALLED SPECIAL SESSION BILLS

SBs 2 & 3 – Property Tax Relief

Bettencourt

Governor Abbott called the 2nd Special Session to begin on June 27, 2023. The special session was limited to only bills related to property tax relief.

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TASA
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