

Agenda of Special Meeting - Board Budget and Instructional Workshop

The Board of Trustees

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

A Special Meeting - Board Budget and Instructional Workshop of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, May 21, 2025, 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, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

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.

Signs, placards, or banners shall not be allowed inside the Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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. Establish Quorum

D. The Pledge of Allegiance

San Elizario ISD Student

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E. Texas Pledge of Allegiance

San Elizario ISD Student

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F. **San Elizario ISD Mission Statement**

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

- Mr. Eduardo Chavez, Board President
2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
 3. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. Discussion and possible action to obtain Officer Statements and conduct the Oath of Office for all newly-elected and re-elected trustees named below:
 - Place #1 - Mr. Lorenzo Luevano
 - Place #2 - Mr. Axel Lopez
 - Place #3 - Ms. Alexis Ann Tellez
 Swearing in Ceremony by the Honorable Judge Ruben Lujan, Justice of the Peace Precinct 6 Place 1
 - B. Budget Workshop for the 2025 - 2026 Fiscal Year 6
 - Ms. Elizabeth Perez, Chief Financial Officer, and Ms. Gina Ramirez, Executive Director Human Resources
 - 1. Handout #1 27
 - 2. Handout #2 28
 - C. Board Instructional Workshop for the 2025-2026 School Year
 - Dr. Jeannie Meza-Chavez, Superintendent, Ms. Blanca Cruz, Associate Superintendent, and Planning & Instruction Staff
 - 1. Part 1 - Instructional Support 29
 - 2. Part 2 - Principal's Journey 286
 - 3. Part 3 - Campus Reports 346
 - 4. Part 4 - Department Reports 418
 - 5. Part 5 - Bilingual/Dual Language Program Update 454
 - 6. Part 6 - San Elizario High School CTE Programs of Study Update 482
 4. **NEXT MEETING DATE:**
 - Tuesday, June 3, 2025, Special Board Meeting at 5:30 p.m.
 - Wednesday, June 11, 2025, Regular Board Meeting at 5:30 p.m.
 - Wednesday, June 18, 2025, Special Board Meeting and Budget Adoption at 5:30 p.m.
 5. **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.

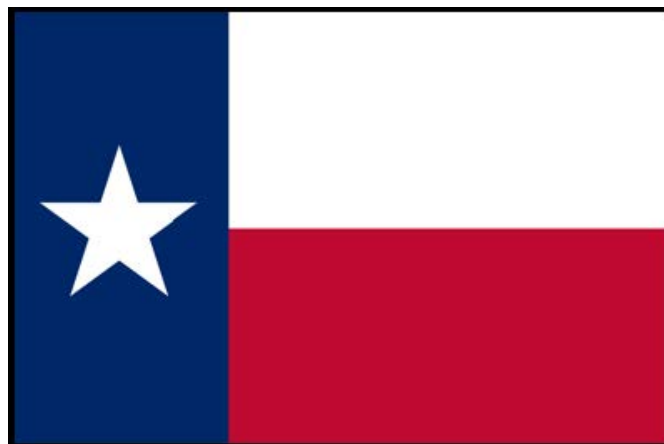
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (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.



**I PLEDGE ALLEGIANCE TO THE FLAG
OF THE UNITED STATES OF AMERICA,
AND TO THE REPUBLIC FOR WHICH
IT STANDS, ONE NATION UNDER GOD,
INDIVISIBLE, WITH LIBERTY AND
JUSTICE FOR ALL.**

"Honor the Texas
flag; I pledge
allegiance to
thee, Texas, one
state under God,
one and
indivisible."



Board Budget Workshop

May 21, 2025



Soaring to Excellence



Agenda

- Fiscal Year 2026 Budget Development Update
- Compensation
- TRS Health Care Update

Fiscal Year 2026 General Fund Budget Snapshot

Revenue			
	FY 2025 Adopted	FY 2026 Proposed	Variance
5700 - Local Revenue	3,104,306	3,093,147	(11,159)
5800 - State Revenue	31,329,490	31,231,757	(97,733)
5900 - Federal Revenue	4,305,000	4,305,000	-
Total	\$ 38,738,796	\$ 38,629,904	\$ (108,892)
Expenses			
	FY 2025 Adopted	FY 2026 Proposed	Variance
11 - Instruction	18,585,540	19,685,973	1,100,433
12 - Instruction Resources and Media	94,475	67,426	(27,049)
13 - Curriculum & Instr Staff Develop	862,837	859,460	(3,377)
21 - Instructional Leadership	710,560	744,080	33,520
23 - School Leadership	2,147,429	2,102,639	(44,790)
31 - Guidance, Counseling, Evaluation	1,465,629	1,503,569	37,940
32 - Social Work Services	62,511	50,039	(12,472)
33 - Health Services	488,825	427,494	(61,331)
34 - Student Transportation	1,292,291	1,406,379	114,088
35 - Food Services	3,634,000	3,310,125	(323,875)
36 - Extracurricular Activities	1,155,128	909,279	(245,849)
41 - General Administration	1,870,744	1,680,954	(189,790)
51 - Facilities Maint and Operations	5,500,230	5,317,942	(182,288)
52 - Security and Monitoring Services	1,546,578	608,150	(938,428)
53 - Data Processing Services	1,602,299	1,170,851	(431,448)
61 - Community Services	16,171	15,030	(1,141)
71 - Debt Service	304,588	319,725	15,137
81 - Facilities Acquisition & Construction	351,175	351,175	-
99 - Other Intergovernmental Charges	52,000	51,700	(300)
Total	\$ 41,743,010	\$ 40,581,989	\$ (837,146)
Revenue Over/Under Expenses	\$ (3,004,214)	\$ (1,952,085)	\$ 728,254

Department/Campus Budget Requests

Support Services	Item/Project	Estimated Costs
Security	Six Two Way Radios for Officers	\$ 5,000.00
Grounds	Rock for District landscaping	\$ 12,500.00
Security	District Two Way Base Radio Repeater	\$ 15,500.00
Warehouse	Conex Storage Containers (2)	\$ 18,000.00
Transportation (Budget Amendment 2026)	Traversa	\$ 21,572.00
Grounds	New Skid Steer Loader	\$ 62,000.00
Maintenance	GEMS Lift Station Revitalization	\$ 80,000.00
Transportation	Cargo truck (box Truck)	\$ 86,000.00
Grounds	New Trucks (2)	\$ 93,000.00
Transportation	One 34 Passenger Special Ed Bus	\$ 145,000.00
Transportation	One 72 Passenger Bus	\$ 148,000.00
Maintenance	HVAC Replacements-SEHS (Main Gym Boys and Girls Lockers and Coaches office areas) and CTE workshop heaters and Evap replacements	\$ 224,000.00
Transportation	Four New School Buses - Wish List	\$ 480,000.00
Maintenance	GEMS Aux Gym Roof Replacement with HVAC Replacement	\$ 543,000.00
Maintenance	Hvac Automation Replacemements-all campuses, high school Priority	\$ 1,212,000.00
	Total Request	\$ 3,145,572.00

Board Feedback

Department/Campus Budget Requests

Technology	Item/Project	Estimated Costs
Additional surveillance server	To host video insight software allowing us to keep incrementing surveillance equipment	\$ 15,000.00
Phase 3 secure door access	To provide an additional door access security	\$ 20,000.00
Digital Marquees at every campus, excel, and admin	To replace existing aging marquees with electronic digital marquees	\$ 296,000.00
Voice over IP Telephony System Upgrade	Phone handsets and voice equipment need to be replace since being used since 2012 and has since End-of-Life, End-of Support; \$264,000 one time - \$123,000 recurring yearly	\$ 387,000.00
	Total Request	\$ 718,000.00
Athletics	Item/Project	Estimated Costs
SEHS	Recoat SEHS Main Gym	\$ 3,195.00
GEMS	Blue Gym Floor Refinishing - Urgent	\$ 36,459.00
SEHS	Auxiliary Gym Floor Refinishing - Urgent	\$ 37,795.00
SEHS	Re-surface tennis courts - Urgent	\$ 81,580.00
SEHS	Tennis Court Lights - Urgent	\$ 292,424.00
SEHS	Re-surface SEHS Football field - Turf	\$ 562,905.00
	Total Request	\$ 1,014,358.00

Board Feedback

Department/Campus Budget Requests

P and I	Item/Project	Estimated Costs
District Nurse	Stop the Bleed Kits	\$ 1,797.00
TEKS, TIA Contract - TEKS Bank	TEKS (25,967.00) TIA Contract (\$2,739.00) - TEKS Bank (\$3,264.00)	\$ 31,970.00
	Total Request	\$ 33,767.00
Loya	Item/Project	Estimated Costs
Sun City Winnelson	Bottle water fillers for Loya	\$ 3,550.00
	Total Request	\$ 3,550.00

Board Feedback

Compensation Summary–Current District Status

- Current Contracts:
 - 283 Letters of Reasonable Assurance
 - 26 Non-Certified Contracts
 - 35 Probationary Contracts
 - 1 Probationary Contracts with a Certification Addendum
 - 209 Term Contracts.
- 26 Vacancies
- 1 Repurposed Position
 - Coordinator Federal & State Programs
 - Business Specialist (X2)
 - 1 hire
 - 1 reassignment (purchasing specialist)
- 4 Sunset Positions through attrition
 - Social Worker
 - Teacher Elementary (Sambrano)
 - Teacher Elementary (Alarcon)
 - Teacher Construction (HS CTE)

**Attrition review is ongoing—Fund Recovery TBD.

Compensation Summary-Market Comparison

HIGHLIGHTS

- Teacher Salaries are *above* the 90% market comparison
- Substitute Pay: SEISD is *above* 90% at each level
- Athletic Stipends: SEISD is *at 90% or above* on all athletic stipends

CONSIDERATIONS

- 2 stipends are *below* the 90% market comparison
 - Master's Degree Stipend (\$1,200.00) SEISD
Difference= \$800.00
 - National Honor Society Stipend: SEISD
Difference = \$ 100
- Counselor pay when compared to market in ES & HS are below.
 - Stipend Consideration:
 - EM - \$2,000.00
 - MS - \$2,500.00
 - HS - \$3,000.00

Market Comparison-Teacher Salary

My Organization	19	3,177	203	\$59,000	\$59,731	\$61,501	\$63,208	\$65,562	\$69,096	26	\$100,441	\$62,994
Market Group		8,085	533	\$60,000	\$60,725	\$61,903	\$63,628	\$65,250	\$71,500	30	\$75,244	\$62,702
Comparison to Market (%)				98.3%	98.4%	99.4%	99.3%	100.5%	96.6%		133.5%	100.5%
Dollar Difference (\$)				(\$1,000)	(\$994)	(\$401)	(\$420)	\$312	(\$2,404)		\$25,197	\$292
Market Group Minimum		724	54	\$56,045	\$57,695	\$59,692	\$61,382	\$63,675	\$65,200	20	\$69,014	\$60,527
Market Group Maximum		50,031	3,720	\$60,500	\$61,800	\$64,050	\$66,300	\$68,550	\$86,528	51	\$111,968	\$64,992
SEISD Market Rank				3rd	6th	6th	6th	4th	7th		2nd	4th
Organization	ESC	Enroll	Teacher Count	0-Year Salary	5-Year Salary	10-Year Salary	15-Year Salary	20-Year Salary	Highest Salary On Schedule	Max Years Credit	Highest Actual Salary	Average Salary
Anthony ISD	19	781	54	\$60,000	\$61,800	\$64,050	\$66,300	\$68,550	\$71,270	25	\$71,870	\$64,530
Canutillo ISD	19	6,076	393	\$60,000	\$60,800	\$62,300	\$63,800	\$65,300	\$66,900	25	\$75,716	\$62,903
Clint ISD	19	10,094	672	\$60,000	\$60,700	\$62,200	\$63,700	\$65,200	\$65,200	20	\$74,771	\$62,500
El Paso ISD	19	50,031	3,720	\$57,750	\$58,782	\$59,782	\$61,382	\$63,675	\$80,959	30	\$69,014	\$60,845
Fabens ISD	19	1,931	160	\$56,500	\$59,000	\$60,900	\$62,557	\$64,586	\$72,201	30	\$111,968	\$60,527
Socorro ISD	19	46,824	2,941	\$60,500	\$61,100	\$62,991	\$64,888	\$66,513	\$86,528	51	\$91,750	\$64,992
Tornillo ISD	19	724	54	\$56,045	\$57,695	\$59,692	\$62,294	\$65,015	\$70,905	31	\$70,905	\$62,294
Ysleta ISD	19	33,518	2,522	\$60,500	\$60,750	\$61,605	\$63,555	\$66,055	\$71,730	30	\$77,071	\$64,812
Highest salary in market												

SEISD Max difference \$1000.00 at 0 years at 98.3 % Comparison to Market

SEISD Min difference \$401.00 at 10 years at 99.4% Comparison to Market

Consideration: At this time. Pending Legislation Budget Impacts.

Counselor Pay_Overview

School Counselor - Elementary School

Summary

	Number of Districts	ESC	Enroll	Median Staff Count	Median Duty Days	Pay Ranges	
						Minimum	Median Maximum
My Organization		19	3,177	4	168	\$58,058.00	\$80,174.00
Market Group	36		8,085	8	199	\$60,584.50	\$83,752.00
Comparison to Market (%)						95.8%	95.7%
Dollar Difference (\$)						(\$2,526.50)	(\$3,578.00)

School Counselor - Middle School

Summary

	Number of Districts	ESC	Enroll	Median Staff Count	Median Duty Days	Pay Ranges	
						Minimum	Median Maximum
My Organization		19	3,177	2	184	\$63,587.33	\$87,809.62
Market Group	29		21,806	15	200	\$61,491.50	\$85,532.00
Comparison to Market (%)						103.4%	102.7%
Dollar Difference (\$)						\$2,095.83	\$2,277.62

School Counselor - High School

Summary

	Number of Districts	ESC	Enroll	Median Staff Count	Median Duty Days	Pay Ranges	
						Minimum	Median Maximum
My Organization		19	3,177	3	184	\$63,587.33	\$87,809.62
Market Group	36		8,085	9	212	\$65,500.00	\$90,731.30
Comparison to Market (%)						97.1%	96.8%
Dollar Difference (\$)						(\$1,912.67)	(\$2,921.68)

Counselor Pay Scale

Counselor-Elementary School	168
Counselor-Special Education	168
Counselor-Middle School	184
Counselor-High School	184

Daily		\$345.58	\$411.40	\$477.23
168	Days	\$58,058.00	\$69,116.00	\$80,174.00
184	Days	\$63,587.33	\$75,698.48	\$87,809.62

Teacher Pay Scale (155 days)

Years of Experience	Salary
0	\$59,000.00
1	\$59,049.05
2	\$59,100.20
3	\$59,231.95
4	\$59,483.05
5	\$59,731.05
6	\$59,982.15
7	\$60,281.30
8	\$61,048.55
9	\$61,250.05
10	\$61,501.15
11	\$61,901.05
12	\$62,200.20

Considerations:

- Variance between pay scales
- Assigned duties
- SEISD Teacher to Counselor Pathway
- Retention
- Experience (rare that admin pay employee starts at zero)

• Pay review: [Counselor Proposed Pay](#)

• Financial Impact: All counselors- total= \$ 19,871.36

Compensation Budget Impacts

SEISD Needs: Bilingual & RTAP

Bilingual Stipend		
# of Teachers	Stipend	Total Amount
5	500	2,500

RTAP		
# Apprentices	Sub Total	Grand Total
3	6,867	20,601

Admin Consideration: Counselors, Retention, Masters

Counselors Stipend			
Counselor Category	# of Counselors	Stipend Amount	SubTotal
Elementary	4	2,000	8,000
Middle School	2	2,500	5,000
High School	3	3,000	9,000
SPED	1	3,000	3,000
Grand Total			25,000

Masters Degree Under 90% Compared to Market				
Organization	ESC	Enroll	Master's Degree	
			General	Subject-Field
My Organization	19	3,177		\$1,200
Market Group		8,085	\$1,500	\$2,000
Comparison to Market (%)				90.0%
Dollar Difference (\$)				(\$800)

Year	Current Stipend	Total Stipends	Total Cost	Difference	
2025	\$1,200.00	55	\$66,000.00	(\$16,500.00)	1200→1500
2026	\$1,500.00	55	\$82,500.00		
2026	\$2,000.00	55	\$110,000.00	(\$44,000.00)	1200→2000

AP Courses Stipend	
Stipend Amount per Section	
	200

*Amounts based on salaries only

TRS ACTIVE CARE-Health Insurance

Known

- Qualifying Employees 558
- District minimum contribution is \$225.00
 - District \$150.00
 - State \$75.00
- Current SEISD contribution \$625.00
- Average district contribution amount \$355.00 (per TRS)
- TRS does not offer an HSA account.
 - Current SEISD HSA contribution \$25.00 a month/ \$300 a year.
 - SEISD would be responsible to find a company to manage the HSA account
- Plan year begins Sept. 1, 2025

Unknown

- # of employees who will sign up
- Unknown Rates- TRS rates will be made available in June due to legislative sessions. Therefore, exact projections of cost cannot be made at this time.
- Board approved SEISD contribution
 - Health insurance
 - Possible HSA/FSA

HSA/FSA Planning

- Current district's HSA is administered by Inspira Financial
- Employers must make comparable contributions to all eligible employees.
- Contributions can be one-time contributions or pro-rated contributions.
- Current district contribution \$25.00/month or \$300.00/year to all employees who are enrolled in an HSA account.
- Employer does not have further control over the account after it is funded.
- Contributions cannot exceed \$4300 for the single plan, \$8550 for the Family Plan.
- Employees currently contributing
 - 154 in HSA
 - 30 In FSA
- Currently enrolled in health insurance 268
- Eligible for health insurance 558
- Admin Fee for HSA is *\$600/month or \$7200/year*

HSA/FSA Planning

- Board Recommendation?
- 3rd Party Admin:
 - Hub International or Bid

Summary Health Care-Projections

- Projection at 10% increase to current TRS rates
 - 268 currently enrolled employees
 - 558 benefit-eligible employees.
- SEISD Contribution Health Care: \$350 (State Contribution at \$75.00)
- SEISD Contribution HSA/FSA : Guidance Requested

Employee Insurance Enrollment History

Year	# Eligible Employees	# Enrolled in Aetna
09/01/2024 - 08/31/2025	536	268
09/01/2023 - 08/31/2024	544	395
09/01/2022 - 08/31/2023	561	451



Decline

*2025-2026 enrolled employees is unknown

Current Plan

CDHP Plan

Core Plan

	<i>\$625 District Contribution</i>		<i>\$625 District Contribution</i>
	Total Premium		Total Premium
Employee Only	\$48.00	Employee Only	\$278.00
Employee & Spouse	\$787.00	Employee & Spouse	\$1,198.00
Employee & Children	\$663.00	Employee & Children	\$976.00
Employee & Family	\$1,498.00	Employee & Family	\$2,452.00

TRIS Care Plans						
Min SEISD Contribution \$150						
Rates are subject to change for 2026 per TRS						
TRIS-Active Care HD						
	Scenario 1	Scenario 2	Scenario 3	Scenario 4		
* At recent TRS Active Care Connect Call it was discussed a possible average premium 10% increase for 25-26 year						
Straight TRS RATE						
	\$550.00 District Contribution	\$150.00 District Contribution	\$250.00 District Contribution	\$350.00 District Contribution		
	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution		
	\$625.00 Total Contribution	\$225.00 Total Contribution	\$325.00 Total Contribution	\$425.00 Total Contribution		
	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase
	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium
Employee Only	\$ 416.00	\$ 457.60	\$ -	\$ 232.60	\$ 132.60	\$ 32.60
Employee & Spouse	\$ 1,124.00	\$ 1,236.40	\$ 611.40	\$ 1,011.40	\$ 911.40	\$ 811.40
Employee & Children	\$ 708.00	\$ 778.80	\$ 153.80	\$ 553.80	\$ 453.80	\$ 353.80
Employee & Family	\$ 1,415.00	\$ 1,556.50	\$ 931.50	\$ 1,331.50	\$ 1,231.50	\$ 1,131.50
TRIS- Active Care Primary						
	\$550.00 District Contribution	\$150.00 District Contribution	\$250.00 District Contribution	\$350.00 District Contribution		
	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution		
	\$625.00 Total Contribution	\$225.00 Total Contribution	\$325.00 Total Contribution	\$425.00 Total Contribution		
	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase
	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium
Employee Only	\$ 400.00	\$ 440.00	\$ -	\$ 215.00	\$ 115.00	\$ 15.00
Employee & Spouse	\$ 1,080.00	\$ 1,188.00	\$ 563.00	\$ 963.00	\$ 863.00	\$ 763.00
Employee & Children	\$ 680.00	\$ 748.00	\$ 123.00	\$ 523.00	\$ 423.00	\$ 323.00
Employee & Family	\$ 1,360.00	\$ 1,496.00	\$ 871.00	\$ 1,271.00	\$ 1,171.00	\$ 1,071.00
TRIS - Care Active Care Primary +						
	\$550.00 District Contribution	\$150.00 District Contribution	\$250.00 District Contribution	\$350.00 District Contribution		
	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution	\$75.00 State Contribution		
	\$625.00 Total Contribution	\$225.00 Total Contribution	\$325.00 Total Contribution	\$425.00 Total Contribution		
	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase	50 District Contribution	* 10% possible premium increase
	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium	Total Premium
Employee Only	\$ 470.00	\$ 517.00	\$ -	\$ 292.00	\$ 192.00	\$ 142.00
Employee & Spouse	\$ 1,222.00	\$ 1,344.20	\$ 719.20	\$ 1,119.20	\$ 1,019.20	\$ 969.20
Employee & Children	\$ 799.00	\$ 878.90	\$ 253.90	\$ 653.90	\$ 553.90	\$ 503.90
Employee & Family	\$ 1,551.00	\$ 1,706.10	\$ 1,081.10	\$ 1,481.10	\$ 1,381.10	\$ 1,331.10

Scenario 4
Reflects
Board
Requested
Contribution

** All scenarios, include the possible 10% premium increase in the Employee Contribution calculations.

Current Plan							
CDHP Plan							
<i>\$625 District Contribution</i>		Comparison New Vs Old		With total contribution of \$425/Scenario 4		Current Enrollment	
		at min contribution state & ISD (\$225)					
Total Premium							
Employee Only	\$ 48.00	\$ 184.60	Increase	\$ (15.40)	Savings	129	
Employee & Spouse	\$ 787.00	\$ 224.40	Increase	\$ 24.40	Increase	4	
Employee & Children	\$ 663.00	\$ (109.20)	Savings	\$ (309.20)	Savings	12	
Employee & Family	\$ 1,498.00	\$ (166.50)	Savings	\$ (386.50)	Savings	2	
Core Plan							
<i>\$625 District Contribution</i>		Comparison New Vs Old		With total contribution of \$425/Scenario 4		Current Enrollment	
Total Premium							
Employee Only	\$ 278.00	\$ 14.00	Increase	\$ (136.00)	Savings	100	
Employee & Spouse	\$ 1,198.00	\$ (78.80)	Savings	\$ (228.80)	Savings	3	
Employee & Children	\$ 976.00	\$ (322.10)	Savings	\$ (472.10)	Savings	17	
Employee & Family	\$ 2,452.00	\$ (970.90)	Savings	\$ (1,120.90)	Savings	1	

Scenario 4 Reflects Board Requested Contribution

These 2 plans reflect the most comparable to Aetna

0 2 5

Financial Impact _ TRS Contribution

	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	<i>\$550.00 District Contribution</i>	<i>\$150.00 District Contribution</i>	<i>\$250.00 District Contribution</i>	<i>\$350.00 District Contribution</i>
Contribution per year	\$ 6,600.00	\$ 1,800.00	\$ 3,000.00	\$ 4,200.00
Employees currently enrolled in Medical Insurance - 268				
Yearly District Contribution Amount	\$ 1,768,800.00	\$ 482,400.00	\$ 804,000.00	\$ 1,125,600.00
Employee eligible for benefits - 559	\$ 3,689,400.00	\$ 1,006,200.00	\$ 1,677,000.00	\$ 2,347,800.00

Current quote for onboarding
 TRS to Frontline = \$1,350.00

Summary

- All returning contracts are submitted
- Attrition cost recovery in progress
- Teacher salaries exceed the SEISD goal of at least 90% market rate comparison
- Only the master's stipend sits well below the 90% market rate comparison at 60%
- There is a variance between the counselor and teacher pay scales, where teachers can begin their careers at zero years and are paid less than a teacher with zero years of experience.
- TRS rates are unknown until mid-June
- HSA/FSA research is ongoing

Board Guidance Requests

- Counselor Pay Revision
- Counselor Stipend
- Master's Degree Stipend Revision
- AP Stipend Addition
- TRS Contribution
- HSA/FSA

Fiscal Year 2026
General Operating Fund
Proposed Budget Snapshot

Revenue			
	FY 2025 Adopted	FY 2026 Proposed	Variance
5700 - Local Revenue	3,104,306	3,093,147	(11,159)
5800 - State Revenue	31,329,490	31,231,757	(97,733)
5900 - Federal Revenue	4,305,000	4,305,000	-
Total	\$ 38,738,796	\$ 38,629,904	\$ (108,892)
Expenses			
	FY 2025 Adopted	FY 2026 Proposed	Variance
11 - Instruction	18,585,540	19,685,973	1,100,433
12 - Instruction Resources and Media	94,475	67,426	(27,049)
13 - Curriculum & Instr Staff Develop	862,837	859,460	(3,377)
21 - Instructional Leadership	710,560	744,080	33,520
23 - School Leadership	2,147,429	2,102,639	(44,790)
31 - Guidance, Counseling, Evaluation	1,465,629	1,503,569	37,940
32 - Social Work Services	62,511	50,039	(12,472)
33 - Health Services	488,825	427,494	(61,331)
34 - Student Transportation	1,292,291	1,406,379	114,088
35 - Food Services	3,634,000	3,310,125	(323,875)
36 - Extracurricular Activities	1,155,128	909,279	(245,849)
41 - General Administration	1,870,744	1,680,954	(189,790)
51 - Facilities Maint and Operations	5,500,230	5,317,942	(182,288)
52 - Security and Monitoring Services	1,546,578	608,150	(938,428)
53 - Data Processing Services	1,602,299	1,170,851	(431,448)
61 - Community Services	16,171	15,030	(1,141)
71 - Debt Service	304,588	319,725	15,137
81 - Facilities Acquisition & Construction	351,175	351,175	-
99 - Other Intergovernmental Charges	52,000	51,700	(300)
Total	\$ 41,743,010	\$ 40,581,989	\$ (837,146)
Revenue Over/Under Expenses \$ (3,004,214) \$ (1,952,085) \$ 728,254			

Support Services	Item/Project	Estimated Costs
Security	Six Two Way Radios for Officers	\$ 5,000.00
Grounds	Rock for District landscaping	\$ 12,500.00
Security	District Two Way Base Radio Repeater	\$ 15,500.00
Warehouse	Conex Storage Containers (2)	\$ 18,000.00
Transportation (Budget Amendment 2026)	Traversa	\$ 21,572.00
Grounds	New Skid Steer Loader	\$ 62,000.00
Maintenance	GEMS Lift Station Revitalization	\$ 80,000.00
Transportation	Cargo truck (box Truck)	\$ 86,000.00
Grounds	New Trucks (2)	\$ 93,000.00
Transportation	One 34 Passenger Special Ed Bus	\$ 145,000.00
Transportation	One 72 Passenger Bus	\$ 148,000.00
Maintenance	HVAC Replacements-SEHS (Main Gym Boys and Girls Lockers and Coaches office areas) and CTE workshop heaters and Evap replacements	\$ 224,000.00
Transportation	Four New School Buses - Wish List	\$ 480,000.00
Maintenance	GEMS Aux Gym Roof Replacement with HVAC Replacement	\$ 543,000.00
Maintenance	Hvac Automation Replacemements-all campuses, high school Priority	\$ 1,212,000.00
	Total Request	\$ 3,145,572.00
Technology	Item/Project	Estimated Costs
Additional surveillance server	To host video insight software allowing us to keep incrementing surveillance equipment	\$ 15,000.00
Phase 3 secure door access	To provide an additional door access security	\$ 20,000.00
Digital Marquees at every campus, excel, and admin	To replace existing aging marquees with electronic digital marquees	\$ 296,000.00
Voice over IP Telephony System Upgrade	Phone handsets and voice equipment need to be replace since being used since 2012 and has since End-of-Life, End-of Support; \$264,000 one time - \$123,000 recurring yearly	\$ 387,000.00
	Total Request	\$ 718,000.00
Athletics	Item/Project	Estimated Costs
SEHS	Recoat SEHS Main Gym	\$ 3,195.00
GEMS	Blue Gym Floor Refinishing - Urgent	\$ 36,459.00
SEHS	Auxiliary Gym Floor Refinishing - Urgent	\$ 37,795.00
SEHS	Re-surface tennis courts - Urgent	\$ 81,580.00
SEHS	Tennis Court Lights - Urgent	\$ 292,424.00
SEHS	Re-surface SEHS Football field - Turf	\$ 562,905.00
	Total Request	\$ 1,014,358.00
P and I	Item/Project	Estimated Costs
District Nurse	Stop the Bleed Kits	\$ 1,797.00
TEKS, TIA Contract - TEKS Bank	TEKS (25,967.00) TIA Contract (\$2,739.00) - TEKS Bank (\$3,264.00)	\$ 31,970.00
	Total Request	\$ 33,767.00
Loya	Item/Project	Estimated Costs
Sun City Winnelson	Bottle water fillers for Loya 28	\$ 3,550.00
	Total Request	\$ 3,550.00

San Elizario Independent School District

Instructional Support Part 1



May 21, 2025



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence



May 21, 2025

Dear Board Members,

The following report includes information regarding the instructional activities for the 2024-2025 school year.

The report is organized as follows:

- Part 1 – Instructional Activities Overview
 - Local Assessment Information
 - District-Wide Systems Refinement
 - Accountability for All
 - District Support to Campuses
 - Classroom Walkthroughs (non-administrative)
 - Classroom Walkthroughs (Campus Administration)
 - Targeted Support for Campuses
 - Collaboration
 - Special Education
 - Leadership Development
 - School Improvement at San Elizario High School
- Part 2 – Principal’s Journey – Each Principal shared their journey since their arrival at their current campus.
- Part 3 – Campus Reports 2024-2025
- Part 4 – Department Reports 2024-2025
- Part 5 – Dual Language Report
- Part 6 – CTE Update

Local Assessment Information

A summary of the local assessments is included on pages 11-13.

District-Wide Systems Refinement

ARD Procedures and Roles – August 30, 2024 (pages 15-44)

PLC Refresher – January 21, 2025 (pages 45-86)

Campus administration received training on streamlining the Professional Learning Communities to transition into a teacher-led planning and data analysis model.

Lesson Plan Template Alignment with AVID strategies (pages 87-88)

Data Analysis Template - January 22, 2025 (page 89)

Elementary Principals aligned the instructional programs used in the district

Lesson internalization training – In progress (page 90)

Accountability for All

Grading deadlines were established district-wide (page 91)

UIL Academic Coaches' Expectations were developed (pages 92-93)

Campus Visits During PLCs to communicate and reiterate expectations

During March 2025, the Superintendent and the Associate Superintendent visited all campuses and held two faculty meetings, one at Loya Primary and one at Alarcon Elementary, to communicate the following expectations:

- Use of High-Quality Instructional Materials
- Bell to Bell Instruction
- Professional Development transferability into the classroom
- Growing Leaders within our Roles

District Support to Campuses

Direct Teacher Support from Instructional Officers (pages 94 -101)

- Modeling for Teachers
- Direct Student Support
- Instructional Officers working with students
- Other duties – Instructional Officers (pages 103 – 107)

Microsoft Office Walkthrough Form Implementation for P&I staff and Instructional Specialists – This form has allowed teachers to receive feedback from staff. It has increased the opportunities for

observations for individuals in non-administrative positions to support and improve instruction **(pages 108-110)**

Ticket System - The Planning and Instruction Team resolved 343 tickets submitted via the help desk **(pages 111-120)**

Classroom Walkthroughs (non-administrative)

The Planning and Instruction Team and Instructional Specialists have performed 326 non-administrative walkthroughs to date **(page 111)**.

Classroom Walkthroughs – Campus Administration

A summary of Principals and Assistant Principals is attached to this report **(page 112)**.

Coordination of Vertical Meetings (pages 113-122).

December 10, 2024 - Dual Language (Zoom)

January 29, 2025 – Dual Language (Zoom)

May 13, 2025 – Math Teams from the High School and Middle School*

Elementary and Pre-K

Targeted support for Elementary Campuses

Instructional Specialists provided support in their area of expertise to teachers on their neighboring campuses. The ISS' schedules were adjusted to serve the other campus.

Instructional Officers – Assigned to specific teachers for support and lesson modeling

Math Curriculum Selection for 2025-2026 (pages 123-126)

High-quality instructional Material has been secured for elementary and secondary schools. A training plan is being developed for the following year to support teachers in implementing the curriculum. Conversations and informational sessions have already been held with teachers to clarify and transparently communicate expectations.

Dual Language

Learning Walk Form Re-vamped 19 **(pages 127-129)**

Alignment – Posters were provided for all Dual Language Classrooms **(pages 130-133)**

- 4 + 1 Domain Icons
- Bilingual Pairs Poster
- Regionalismos Poster
- El Puente Poster
- Content and Language Objectives Poster
- T-Chart Poster
- Venn Diagram Poster

Corrective Action Plans in Progress (page 134-135)

SSP and OSSP

Special Populations (page 136)

Partnered with Region 19 to support the Migrant and Homeless Student Population – January 22, 2025. Targeted assistance is provided to students with academic and social-emotional needs.

- Migrant
- MKV

Collaboration

The new teacher project TNTP is made possible through the GEAR UP grant. The support is mainly for San Elizario High School. However, this year, we included Middle School teachers in delivering and planning reading and language arts lessons.

The Gear UP High School Needs Assessment Report can be found on **pages 137-141**. The recommendations in this report are currently being addressed:

- Develop an Instructional Framework
- Implement a Schoolwide Protocol for Lesson Internalization – Currently awaiting information from Region 19 on the TXLS Grant
- Plan Annual Campus or Content Area Instructional Priorities – Professional Development, Coaching, Etc.

Vertical Team Meetings Dates (GEAR UP): San Elizario High School – Please see details on **pages 142-144**.

- October 30, 2024
- November 20, 2024
- January 15, 2025
- February 14, 2025
- April 4, 2025

Project Vida (pages 145-147).

Project Vida provides a variety of social-emotional services to students and families. One of the focuses this year was anti-bullying awareness at Alfonso Borrego Sr. Elementary and Lorenzo Alarcon Elementary, with plans to expand district-wide next year.

Student Efforts

1. Alfonso Borrego's Sr. anti-bullying presentations

- Presented Part 1 on March 21st
Conducted presentations for 3rd - 6th graders

A total of 520 students attended these presentations. 2.

Lorenzo G. Alarcon's anti-bullying presentations

Presented Part 1 on April 2nd to 3rd-6th grade students

282 students attended

Presented Part 2 on April 8th to 5th and 6th grade students

150 students attended

Parent Efforts – Anti-Bullying

1. Presented at Alfonso Borrego Sr. Parent Night on March 25th

Approximately 55 parents

2. Presented at the Mission Progressing Together meeting on April 9th

A total of 23 parents attended

Other Events

National Adolescent Health Month (NAHM) is a national observance held each May that focuses on raising awareness about key issues related to adolescent health and well-being. Facilitators hosted tabling events at San Elizario HS, GEMS, and at Borrego throughout the month of May, as well as providing youth-serving professionals and parents with resources on how to curb bullying and body shaming.

- GEMS - May 7th and 20th
- Borrego - May 13th
- San Elizario HS - May 14th

Virtual Parent Presentation

An extensive session for parents of our community to learn more about Bullying and Cyberbullying.

May 22nd at 9 am & 6 pm, English and Spanish

Special Education

Established the collaboration between special education and CTE. CTE Administrator, Special Education Director, and Transitional Specialist met to discuss including special education students in CTE to increase their opportunities **(page 149)**.

Internship Opportunity - Food Truck **(page 150)**.

Outlook for 2025-2026– Integration of CTE students into CTE classes for certification attempts.

Lorenzo Loya Primary School Targeted Support (Special Education) (page 152).

- **May 16, 2025** - All instructional aides are scheduled to receive training on Autism and will learn how to use non-verbal cues and strategies to work with all students

- **July 16, 2025** – Teacher training - Trauma-Informed Practices for Early Childhood Educators (at Region 19)

Targeted Training for Teachers and Instructional Aides at Lorenzo Loya Primary (**page 154**)

- **Day 1, July 17, 2025** - “Pre-K with a Purpose: Strategies for Success, Support, and Smiles”
- **Day 2, October 31, 2025:** Purposeful Roles: Cultivating Student Skills and Confidence through Classroom Jobs
- **Day 3, February 13, 2026:** Autism 101: Creating Success and ‘I Love Me’ Moments in PreK

Objectives:

- To provide teachers and paraprofessionals with practical strategies to manage and understand student behavior effectively.
- To improve the learning experience for students with autism spectrum disorder (AU) by
- equipping staff with targeted instructional and behavioral strategies.
- To strengthen collaboration between teaching faculty and paraprofessionals, clarifying
- roles and improving communication for optimal student support.

Behavioral Training Specialists Training for Assistant Principals 31-33

Assistant Principals participated in specialized training to become behavior specialists. The plan is to have them train teachers and staff as needed. Teachers and instructional aides have constantly requested training on behavior strategies. The special education department sponsored the cost. Three Assistant Principals completed the course (**pages 155-157**).

Dyslexia Screeners

Conducted every year for Kinder and 1st-grade students. Ms. Georgina Diaz, Instructional Officer, leads this effort (**pages 158-159**).

The plan is to expand to 2nd grade in 2025-2026.

Positive Behavioral Interventions and Supports (PBIS) Alignment and Refinement (page 160).

The PBIS team at Alfonso Borrego Sr. has begun refining its PBIS practices to improve discipline and school culture. The Alfonso Borrego Sr. PBIS Plan will be used as an exemplar to train and align other campuses.

Gifted and Talented Program

Plan in motion is to grow the program - All 2nd graders will be tested in 2025-2026.

TIA

Added additional content areas:

- US History
- English III
- Cosmetology
- Graphic Design, Illustration II
- Business Information Management

- Special Education (Resource Math and Reading)
- Piloting the Brigance Assessment for the possible addition of the specialized units

Instructional Programs

- Summit K-12 District-Wide Implementation
- Advanced Math implementation for 6th grade
- 2025-2026 – All students will be eligible for advanced Math (6th grade and up)
- Math Curriculum Selection for 2025-2026 with a formal transition plan of support for teachers, teacher input, and parent meetings.

Leadership Development

A Coaching Model (See it, Name it, Do it) has been customized based on the district's needs for implementation in the 2025-2026 school year. A summary of the professional development plan is included below:

<i>Preview Meeting</i>	Clarifies goals, outlines support, solidifies expectations, and reviews ESF Diagnostics & Readiness Assessment-½ Day
<i>Face-to-Face</i>	2 Full Days of Base Training ½ Day for PM/PS (skill building) ½ Day for PM/PS (planning) 2 Practice Labs
<i>Implementation Support</i>	12 half days (at least one per month per individual being coached by ESC) Whole Group Walk-throughs in Teams/Practice SiNiDi Protocol
<i>One-on-One Coaching for Principal Supervisor</i>	12 half days (at least once per month over a year-long engagement)

Texas Strategic Leadership (TSL)

Texas Strategic Leadership (TSL) provides customized executive coaching and cohort experience opportunities to superintendents and their leadership teams seeking to engage deeply in the Effective District Framework (EDF) – **See pages 157-179**

Other areas

- At-Risk Folders Revamp in process (identified areas for improvement)
- LPAC Folders Revamp in process (identified areas for improvement)
- Instructional Focus of Principal Meetings
- Under review is the Assessment Schedule and the Data-Driven Professional Development Calendar for 2025-2026.
- Under review – Campus and District Improvement Plan alignment with strategic plan
- Implementation of the Library plan for House Bill 900 (**pages 175-176**)

School Improvement at San Elizario High School

In collaboration with the High School Team, Planning and Instruction Team, and Region 19, we have been engaged in the school improvement process, implementing and monitoring systems such as:

- District presence at PLCs
- Region 19 presence during PLCs
- TEA presence during PLCs
- Observations by Region 19, TEA, and district personnel
- Ensuring that Math and Reading pull-outs are taking place as per the targeted improvement plan
- Master schedule intentionality – Addition of 2 language development sections for 9th and 10th grade, as well as common planning for content and special education teachers
- Working with the High School Principal in ensuring the protection of instructional time and a focus on the administration’s presence in classrooms
- Ongoing meetings with Region 19 representatives, leadership, and TEA will continue, as will the development and monitoring of systems.
- Implementation of Graduation Review and Discussion (GRAD) meetings to review the loss of credit status for the incoming cohort of seniors (current 11th graders)
- Pending meetings with coaches to develop a system of monitoring failures during the year
- Collaboration with the parent liaison to improve attendance and parent communication
- Principal training on time management
- Effective School Framework (**pages 177-192**)
- TEA visits (**pages 193-196**)
- Targeted Improvement Plan (**pages 197-218**)
- In progress: Development of an automatic check-in/check-out system for credit recovery that will be more efficient in tracking lost credit hours.
- In progress: Development of a system to track the creation of 45-day plans for students

Plans in 2025-2026 – Continue incorporating best practices of the Effective Schools Framework district-wide.

Local Assessments

Local Assessment Results

2024-2025

Grade		Math Number of Local Assessments	Percent Score
K	Math	10	86.69%
1	Math	10	71.55%
2	Math	10	66.88%
3	Math - Alarcon	10	60.97%
3	Math -Borrego	10	54.61%
3	Math - ALL	10	56.74%
4	Math - Alarcon	10	61.36%
4	Math -Borrego	10	61.79%
4	Math - ALL	10	61.64%
5	Math - Alarcon	10	72.98%
5	Math -Borrego	10	63.05%
5	Math - ALL	10	66.94%
6	Math - Alarcon	6	68.55%
6	Math -Borrego	6	69.52%
6	Math - ALL	6	69.11%
7	Math	6	47.77%
8	8th Math	6	57.85%
8	8th Alg. 1	7	69.87%
Secondary	Alg. 1	10	56.40%
Secondary	Geometry	6	60.17%
Secondary	Alg. 2	6	67.89%

Grade		RLA Number of Local Assessments	Percent Score
K	RLA	15	76.44%
1	RLA	16	77.23%
2	RLA	16	69.34%
3	Reading/RLA - Alarcon	16	54.90%
3	Reading/RLA - Borrego	16	52.65%
3	Reading/RLA - ALL	16	52.59%
4	Reading/RLA - Alarcon	16	51.54%
4	Reading/RLA - Borrego	18	62.87%
4	Reading/RLA - ALL	18	58.77%
5	Reading/RLA - Alarcon	16	67.90%
5	Reading/RLA - Borrego	16	61.29%
5	Reading/RLA - ALL	16	63.89%
6	Reading/RLA - Alarcon	8	58.08%
6	Reading/RLA - Borrego	8	62.41%
6	Reading/RLA - ALL	8	59.96%
7	Reading/RLA	6	57.42%
8	Reading/RLA	6	50.34%
Secondary	English 1	6	55.66%
Secondary	English 2	7	50.99%
Secondary	English 3	6	57.95%
Secondary	English 4	2	65.45

Grade		Science Number of Local Assessments	Percent Score
K	Science	N/A	N/A
1	Science	N/A	N/A
2	Science	N/A	N/A
3	Science - Alarcon	11	60.09%
3	Science - Borrego	11	58.43%
3	Science - ALL	11	58.96%
4	Science - Alarcon	9	59.22%
4	Science - Borrego	9	61.60%
4	Science - ALL	9	60.81%
5	Science - Alarcon	14	69.89%
5	Science - Borrego	14	59.33%
5	Science - ALL	14	63.02%
6	Science - Alarcon	6	64.09%
6	Science - Borrego	6	65.05%
6	Science - ALL	6	64.87%
7	Science	9	65.80%
8	Science	7	55.59%
Secondary	Biology	6	70.80%
Secondary	Chemistry	5	70.97%
Secondary	Physics	5	67.17%

Note: Science tests are not administered to K-2 students.

Grade		SS Number of Local Assessments	Percent Score
K	Social Studies	N/A	
1	Social Studies	N/A	
2	Social Studies	N/A	
3	Social Studies	N/A	
3	Social Studies	N/A	
3	Social Studies	N/A	
4	Social Studies	N/A	
4	Social Studies	N/A	
4	Social Studies	N/A	
5	Social Studies	N/A	
5	Social Studies	N/A	
5	Social Studies	N/A	
6	Social Studies	N/A	
6	Social Studies	N/A	
6	Social Studies	N/A	
7	Social Studies	6	84.60%
8	Social Studies	6	71.54%
Secondary	W. Geography	3	56.09%
Secondary	W. History	5	53.11%
Secondary	US History	12	57.25%

Note: Social Studies tests are not administered to K-6 students.

Special Education Refinement Meeting Presentation



SPECIAL
EDUCATION
REFINEMENT
MEETING

SEISD Board Room

August 30, 2024

MEETING PURPOSE

- To have an open discussion on a variety of SPED-related topics that are impacting the district in terms of A-F Accountability.
- To begin looking for causes and discuss solutions.
- To take action to improve student outcomes.

GENERAL STATISTICS

Total enrollment of SPED students:

2024-2025—517 students out of 2926 (18% of population)

2023-2024—476 students out of 3019 (16% of population)

At 18% of the student population, the SPED subgroup is significant to our STAAR and A-F performance.

GENERAL STATISTICS

Do you know which of your SPED students are dual or triple coded? How are they served to take care of each need?

SPED + EL

SPED + GT

SPED + At-Risk + EL...etc.

GENERAL STATISTICS

School Year	# of SPED Teachers in SEISD	% of Total SEISD Workforce	SPED Teachers— State % of Workforce
2024-2025	29		TBD
2023-2024	27		TBD
2022-2023	29	14.9%	9.7%
2021-2022	31	15.1%	9.6%

SPED IMPACT ON ACCOUNTABILITY-DISTRICT

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	33%	20%
RLA	38%	18%
Math	64%	49%
Science	67%	50%
Social Studies	34%	18%

SPEL IMPACT ON ACCOUNTABILITY--ALARCON

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	34%	19%
RLA	41%	13%
Math	34%	25%
Science	8%	11%

SPED IMPACT ON ACCOUNTABILITY-BORREGO

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	36%	25%
RLA	41%	22%
Math	34%	29%
Science	22%	19%

SPED IMPACT ON ACCOUNTABILITY-GEMS

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	28%	16%
RLA	36%	19%
Math	30%	15%
Science	25%	19%
Social Studies	10%	13%

SPEL IMPACT ON ACCOUNTABILITY-SEHS

2024 STAAR Test (not ALT)	All Students (Meets)	Special Ed Students (Meets)
All Subjects/All Grades	34%	17%
RLA	37%	15%
Math	7%	10%
Science	35%	23%
Social Studies	53%	28%

STAAR ALTERNATE 2

- Eligibility requirements for STAAR Alternate 2 changed for 24-25.
- SEISD has over 1% identified for STAAR Alt annually, which is higher than the state cap.
 - We fluctuate between 1.1%-2.0%
- Old vs. New STAAR Alternate 2 Participation Requirements

SPED IMPACT ON ACCOUNTABILITY

Special Education Impacts our A-F in Multiple Ways:

- Domain 1, Student Achievement (Grades 3-12 and district)
- Domain 1, Graduation Rate (HS and district)
- Domain 1, CCMR (HS and district)
- Domain 2A, Academic Growth (Grades 3-12 and district)
- Domain 2B, Relative Performance (Grades 3-12 and district)
- Domain 3, Closing the Gaps (Grades 3-12 and district)

CCMR

There are currently 9 ways to earn a CCMR point.

1. Meet TSI Requirements in BOTH Reading and Math
 - a) ACT, SAT, TSIA 2
 - b) College Prep Math/RLA or Bridge Course
2. AP Test Scores
3. Level I or II Certificate
4. Dual Course Credit
5. Industry-Based Certification + Aligned Program of Study
6. Associate Degree
7. Armed Forces Enlistment
8. IEP Graduate (Workforce Readiness)
9. SPED Student under an Advanced Degree Plan

CCMR AND SPED

SPED students had a hard time earning the CCMR point in high school.

SPED-Related ways to earn a CCMR Point:

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

0 students in 2024

10 students in 2023

- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

0 students in 2024

3 students in 2023

CCMR AND SPED

SPED students had a hard time earning the CCMR point in high school.

There were 33 SPED seniors in 2024.

Of these, 20 students did not earn a CCMR point.

This was 8% of the senior class, and our CCMR percentage was 8 points lower due to this. It would have gone from 68% to 75%.

If they had earned the point, what would the impact on A-F have been?

SPEED IMPACT ON CCMR--SEHS

2024 Preliminary Accountability Report Card - High School (with CCMR)						
What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component						
Campus Name	SAN ELIZARIO H S	Campus Number	071904001			
%EcoDis (Fall 2023 Snapshot)	92.3					
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance		62	D	Best Scale Score: 69 Domain I or Domain II	69	70%
STAAR Performance (40%)	36	62	D			
CCMR (40%)	54	62	D			
Graduation Rate (20%)	90	60	D			
Domain II - School Progress (Better of Part A or Part B)		69	D			
Part A - Academic Growth	51	54	F			
Part B - Relative Performance		69	D			
STAAR Performance (50%)	36	69	D			
CCMR (50%)	54	68	D			
Domain III - Closing the Gaps	28	53	F			
					Overall Score	15.9
					Overall Letter Grade	D

2024 Preliminary Accountability Report Card - High School (with CCMR)						
What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component						
Campus Name	SAN ELIZARIO H S	Campus Number	071904001			
%EcoDis (Fall 2023 Snapshot)	92.3					
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance		64	D	Best Scale Score: 71 Domain I or Domain II	71	70%
STAAR Performance (40%)	25	62	D			
CCMR (40%)	62	68	D			
Graduation Rate (20%)	90	60	D			
Domain II - School Progress (Better of Part A or Part B)		71	C			
Part A - Academic Growth	51	54	F			
Part B - Relative Performance		71	C			
STAAR Performance (50%)	36	69	D			
CCMR (50%)	62	73	C			
Domain III - Closing the Gaps	28	53	F			
					Overall Score	15.9
					Overall Letter Grade	D

SPEd GRADUATION RATES

Graduation Rate	All Students	Special Education Students
Class of 2020	91.4%	85.7%
Class of 2021	92.2%	87.5%
Class of 2022	81.7%	*65.6% + 1 year = 74.2%
Class of 2023	89.1%	80.0%
Class of 2024	TBD	TBD

Why are graduation rates for SPED students significantly lower than “all students?”

Why does it take 5 or 6 years for many SPED students to graduate?

SPEL DROPOUT RATES

Graduation Rate	All Students	Special Education Students
Class of 2021	2.6%	*4.0% Flagged for RDA
Class of 2022	4.1%	6.3%
Class of 2023	2.2% (24 students)	3.2% (4 students)

Why are dropout rates higher for SPED students than for “all students?”

RESULTS-DRIVEN ACCOUNTABILITY

We are flagged for SPED passing rates in STAAR/EOC almost annually. We then write a Strategic Support Plan to address the issues.

Content Area	2021-2022	2022-2023
SPED 3-8 Reading	Yes	Yes
SPED 3-8 Math		
SPED Algebra I	Yes	
SPED English I	Yes	Yes
SPED English II	Yes	Yes
SPED Science 3-8, Biology	Yes	Yes
SPED Social Studies 3-8	Yes	Yes

SPED scores caused Alarcon to be flagged for Targeted Support and Improvement several years ago.

RESULTS-DRIVEN ACCOUNTABILITY-STEPS

- We get flagged for SPED performance.
- We write a “Strategic Support Plan (SSP).”
- We share the SSP with campus leadership.
- Affected campuses submit evidence of the strategies mentioned in the plan.
- Does the plan actually happen?
- Is the plan monitored?

SSP: WHAT HAVE WE SAID WE'RE DOING?

- New PLC process
- PLC preparedness
- PLC monitoring
- Monitoring fidelity of reading programs
- Heavier teacher monitoring
- Work on high teacher turnover
- Teachers will list modifications/accommodations in lesson plans.
- Teachers will execute RTI plans
- Monitoring via Instructional Rounds
- More training on TEKS RS

SSP: WHAT HAVE WE SAID WE'RE DOING?

- Small group; 1:1 instruction for SPED students
- Parent sessions for SPED families
- Backwards design training
- Backwards design lesson expectations
- Focus on first-teach
- Lessons will focus on supplemental aids
- STAAR-like questions in comprehension checks
- Time will be allocated for General-ed and SPED teachers to plan together
- More 1:1 assistance provided for HS ELAR teachers

**If we have done all these things for the
past 5+ years....**

Why are our SPED students still failing?

SPEL ATTENDANCE RATES—BY CAMPUS

Campus	All Students	SPED Students
District	94.64%	94.21%
Loya	94.11%	93.53%
Sambrano	95.00%	95.20%
Alarcon	96.66%	95.75%
Borrego	95.88%	95.21%
GEMS	95.56%	95.22%
SEHS	92.89%	91.45%

Why are attendance rates for SPED students lower than “all students?”

SPED CHRONIC ABSENTEEISM

Location	All Students	SPED Students
District Overall	12.8%	13%
Loya	14.5%	10.3%
Sambrano	11.2%	9.8%
Alarcon	8.6%	12.7%
Borrego	8.5%	9.3%
GEMS	9.2%	11.3%
SEHS	18.3%	20.5%

Why are chronic absenteeism rates for SPED higher than “all students at most campuses?”

ARD PARTICIPATION/COMMITTEE ATTENDEES

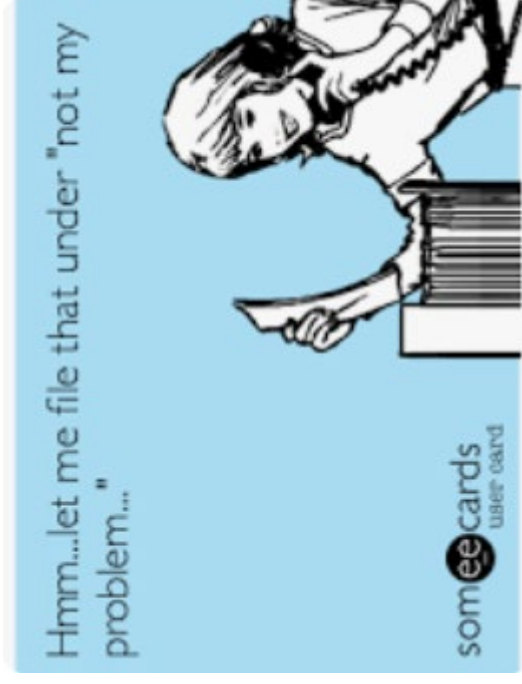
Who should participate in ARD's?

SPECIAL EDUCATION STUDENT PLACEMENT IN GENERAL-ED CLASSROOMS

In which general-ed classrooms should SPED students be placed?

ACTION STEPS

- We all have ownership over our Special Education students.



ACTION STEPS

Are we seeking and expecting excellence from
all populations?

ACTION STEPS

- Know your Students.
 - Awareness of dual/triple coded students.
- RDA/SSP—Periodic Review and Monitoring.
- What goals is each campus setting for their SPED population?
- Ask your teachers what they need.
- What are YOU going to do differently?

PLC Redesign

Enhancing PLC and Instructional Processes for Continued Growth

San Elizario ISD Leadership Team

January 22, 2025



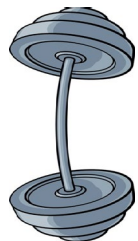
Soaring to Excellence



Bellringer 1-22-25



Soaring to Excellence



Introduction/Agenda

1. Warm Up (Bellringer)
2. Go Over the Workout Plan (Introduction/Agenda)
3. SSP
4. Examination of Past Fitness Goals (Classroom Observations)
5. Exercise Review and Current Strength (PLC Activity)
6. Current Fitness Presentation (PLC Presentation)
7. Composition Review (Data Analysis Form)
8. Future Workout Template (Lesson Plan Template 25-26 Feedback)
9. Self-Motivation Goals (Campus Administration Autonomy)



SSP SPED/OSP

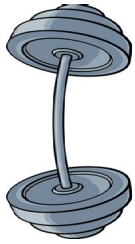


Soaring to Excellence

Objective of the Day (Framing)

By the end of the PLC today...

- Revisit the understanding of the process for establishing a guaranteed and viable curriculum.



Your Role

- ▶ Become PLC experts
- ▶ Build strong collaborative teams
- ▶ Model expectations
- ▶ Monitor and lead adjustments



Examination of Past Fitness Goals (Classroom Observations)

6. Observation

[More details](#)

- Not Observed at the time
- Not Performing Effectively
- Average/ Needs Improvement
- Effective
- Advanced

Framing the Lesson

Using Resources (HQIM) 1

Promotes a positive and safe classroom environment conducive to learning

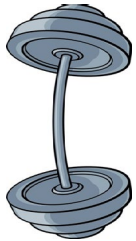
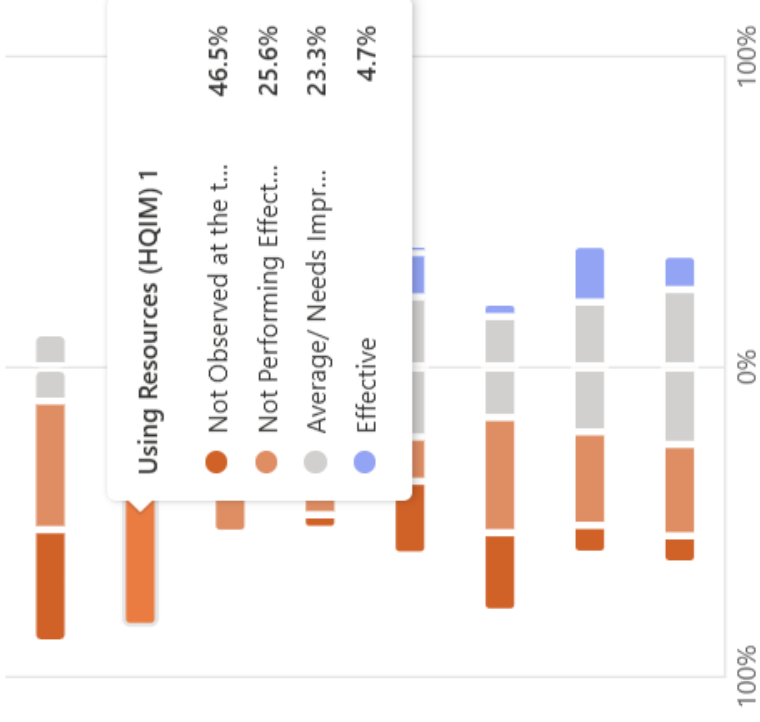
Maintains appropriate classroom discipline

Technology being utilized is relevant to the purpose and importance of the lesson

Activities are hands-on and involve learners, creating a student centered teacher facilitated learning environment (Student...

Demonstrates enthusiasm for teaching and learning

Teacher checks for understanding and adjusts based on student needs/Purposeful Questioning

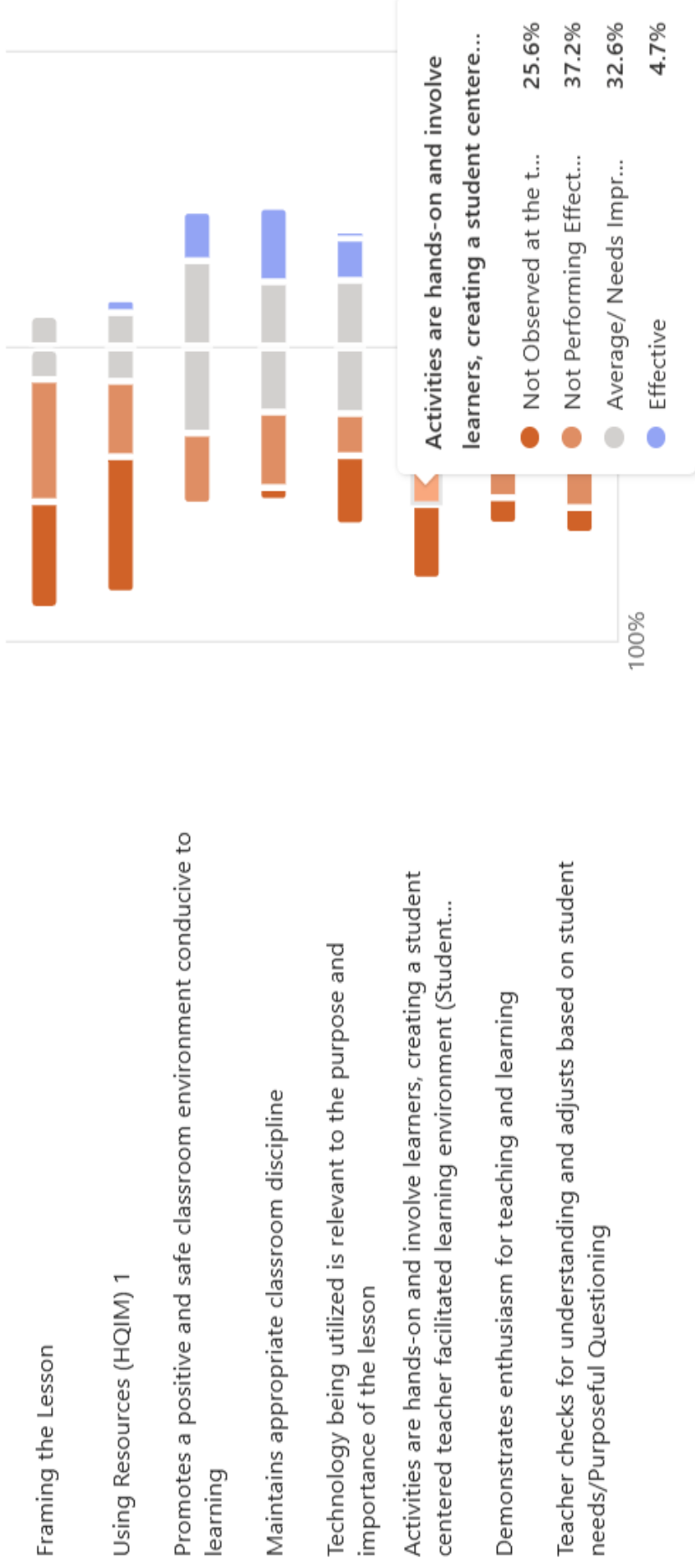


Examination of Past Fitness Goals (Classroom Observations)

6. Observation

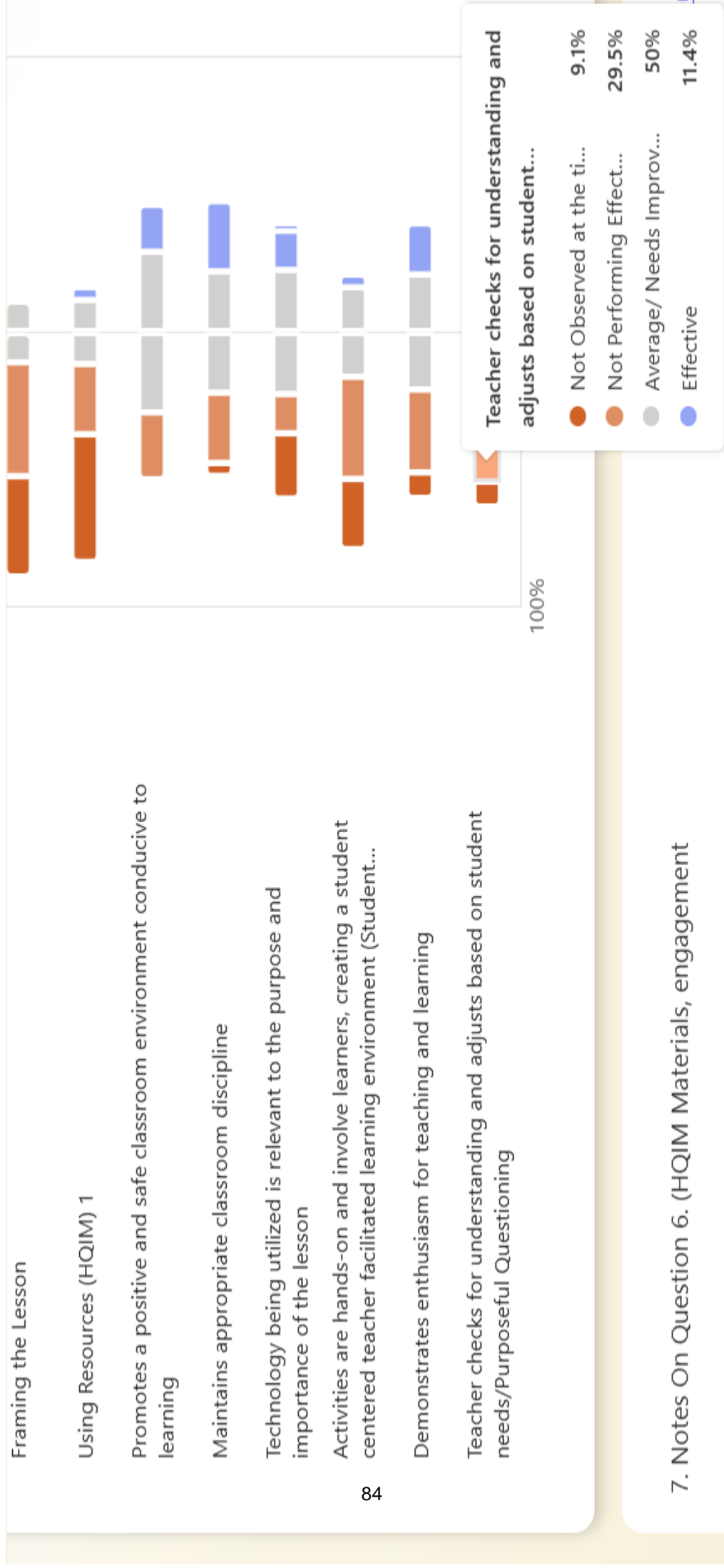
[More details](#)

● Not Observed at the time ● Not Performing Effectively ● Average/ Needs Improvement ● Effective ● Advanced





Examination of Past Fitness Goals (Classroom Observations)

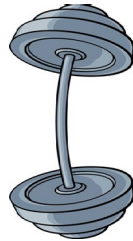


7. Notes On Question 6. (HQIM Materials, engagement



Soaring to Excellence

Bellringer Data Review



Role Play PLC

Task: Role playing a Professional Learning Community (PLC) Discussion

Objective: Groups will be given a scenario and all group members will role play the given scenario

Instructions for the role playing:

- Assign Roles (Teachers, ISS, Administrator, Note Taker, Time Keeper)
- Prepare for the meeting (10 minutes for planning, 3–5-minute role play)
- Conduct the role-playing meeting

86



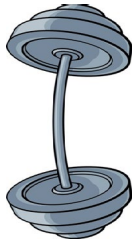
Role Play PLC "Workout"

-3 to 5 minutes "Workout"

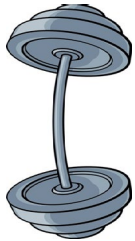
-2 minutes

Reflect:

- After role play discuss as a group the following:
 - a. What went well in the PLC
 - b. What challenges arose and how were they addressed?
 - c. How can you apply this practice to your actual PLC meetings?



1 Minute Meditation



Soaring to Excellence

5 Minutes



Soaring to Excellence

As a Professional Learning Community...

- We believe ALL students can learn at high levels.
- We take collective responsibility for student learning.

90



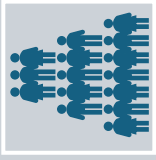
Soaring to Excellence



Soaring to Excellence



What is a PLC



It is a culture adopted by all members of the organization.



It is the way we think about adult practice and student learning.

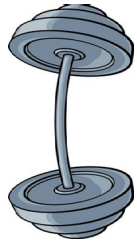
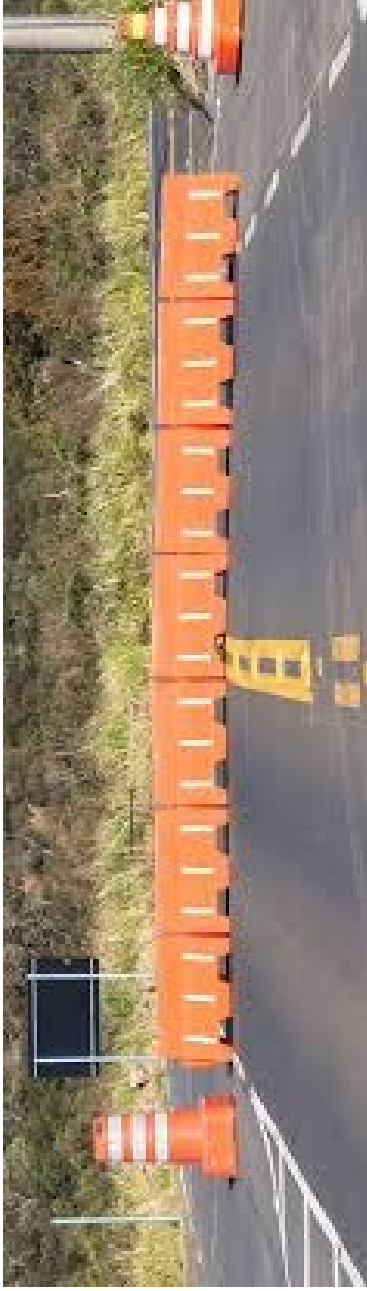


The entire school community is the PLC.





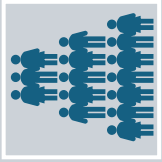
What is a PLC



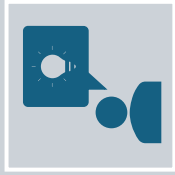
Calendars



What a PLC is NOT...



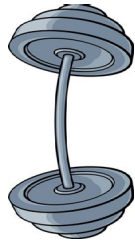
It is not a weekly meeting.



It is not a grade-level team or content team.



It is not a program to be implemented.





3 Big Ideas that Drive the PLC



Big Idea #1

Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all.

It's not our job to just teach, it's our job to ensure students learn.

Decision made in the school are made based on their impact on students learning.



Big Idea #2

Culture of Collaboration

No single person in the school building can ensure ALL students learn at high levels.

We learn together through cycles of inquiry and action research.

The students in the building are all OUR students.



Big Idea #3

Results Oriented

We measure the effectiveness of our practice using results, not intentions.

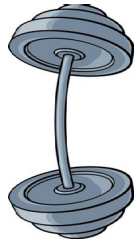
We use evidence of student learning to inform and improve practice.

We respond to students who need intervention or extension.



Big Idea #3

Results Oriented



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The PLC is Driven by 4 Critical Questions

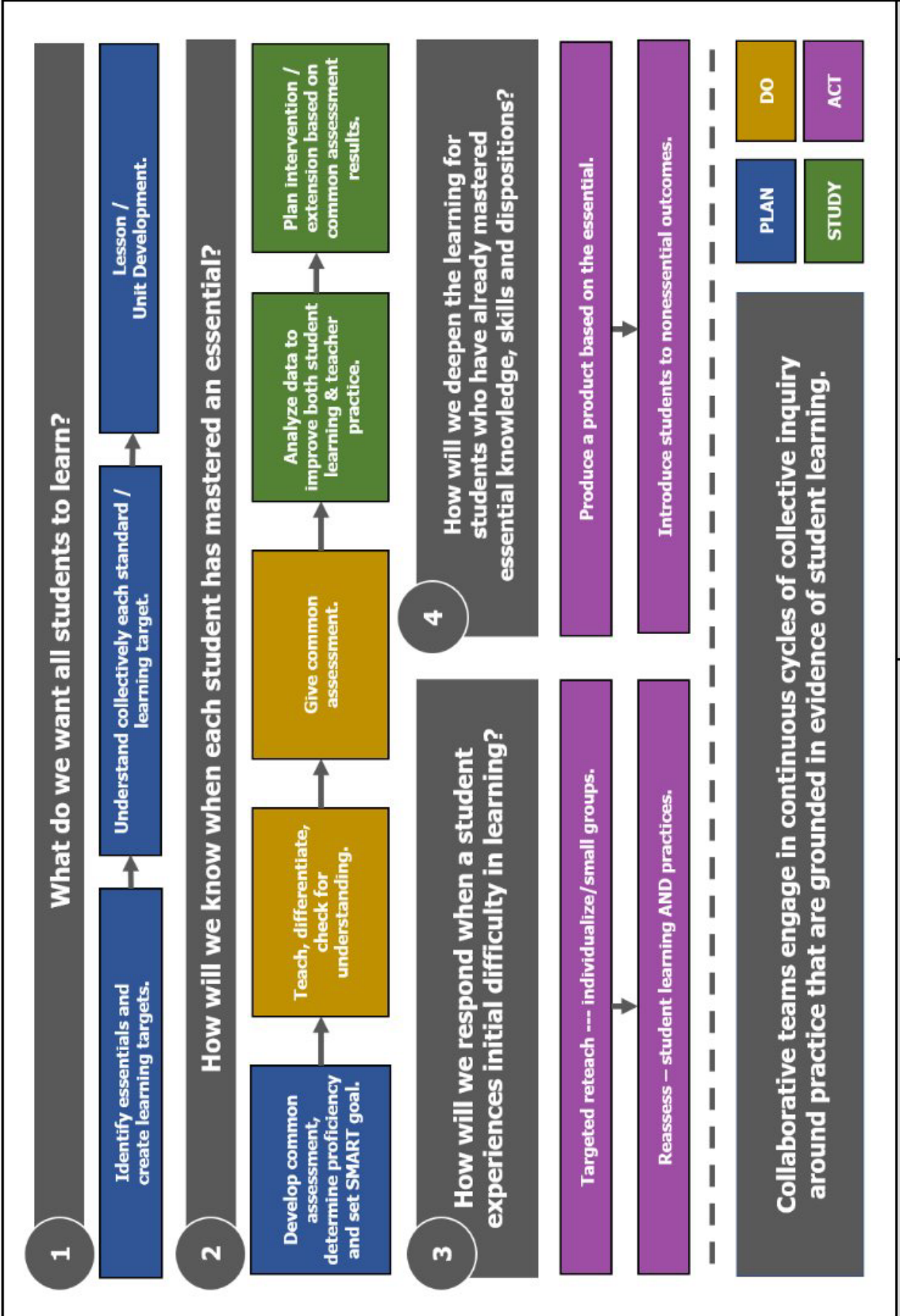
What do we want students to know and be able to do?

How will we know when they have learned it?

How will we respond when some students don't learn it?

How will we extend the learning for students who have demonstrated proficiency?





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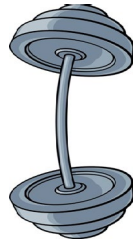
Create a Lesson

Strand 1: Understanding and Applying Food Preparation Skills

Student Expectations (SE):

The student will be able to:

- 1.1 **Follow written or oral instructions** to prepare a food product safely.
- 1.2 **Identify and use appropriate kitchen tools and equipment** for food preparation.
- 1.3 **Demonstrate measurement and portioning skills** using standard measuring tools.
- 1.4 **Describe and apply safe food handling practices** during food preparation.
- 1.5 **Sequence and execute preparation steps** to create a quesadilla.

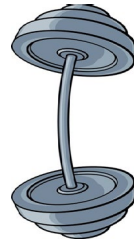


Activity: Making a Quesadilla

Objective:

Students will follow step-by-step instructions to prepare a quesadilla while practicing kitchen safety, proper measurements, and preparation skills.

You have 5 minutes to **individually** draft out how you would deliver this lesson for a 60 minute class using best practices



Strand 1: Understanding and Applying Food Preparation Skills

Student Expectations (SE):

The student will be able to:

- 1.1 Follow written or oral instructions to prepare a food product safely.
- 1.2 Identify and use appropriate kitchen tools and equipment for food preparation.
- 1.3 Demonstrate measurement and portioning skills using standard measuring tools.
- 1.4 Describe and apply safe food handling practices during food preparation.
- 1.5 Sequence and execute preparation steps to create a quesadilla.



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Create a Lesson

Activity: As a table, collaborate and develop one draft. Use the chart paper to write it out – 5 minutes



5 Minutes



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SEISD Academic Review

Results Overview

RLA

64%
of assignments are
TEKS Aligned

31%
of assignments are
aligned to the RBIS

31%
of assignments are
considered high
quality

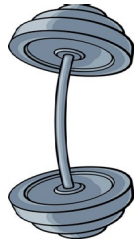
Math

74%
of assignments are
TEKS Aligned

10%
of assignments are
aligned to the RBIS

10%
of assignments are
considered high
quality

*Percentage of assignments that scored at or above the 1.6 threshold.



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PLC

- 1. Analyzing Content, Internalizing, should be done before assessments**
- 2. Discuss and collaborate, development of topics and delivery.**
- 3. Use best practices, WICOR, Engagement, checking for understanding, chunking the lesson, roles and expectations**
- 4. Data Walls**
- 5. Environment**
- 6. Self-Accountability, Arriving on Time, Prepared, Willingness to collaborate, (Our actions result in student success)**
- 7. Role assignment- Note taker, time keeper, facilitator (Rotation Schedule) Use of PLC Agenda**
- 8. Monitor**



PLC Agenda

PLC Norms:

- Collaborate
- Be Prepared
- Be on time

- Open Dialogue
- Stay on Task/Be Focused

- Time Management
- Remember our purpose:
- Student Progress

24.25 Alarcon Elementary PLC Meeting Agenda

Grade Level: _____ **Date:** _____
Content: _____ **Unit:** _____

Name	Role	Present	Absent
	Collaborator	X	
	Collaborator	X	
	Collaborator	X	
	Recorder	X	
	Facilitator		

Meeting Minutes

Purpose/Goal for the meeting:
 ___ Lesson Planning
 ___ Data
 ___ Other: _____

What do we want students to learn?

How will we know they've learned it?

What CFA will be used?	What instructional strategies will be used?	When will CFA be given?	When will the data be scored and analyzed?

Discussion Summary:

-

Action Steps:

Agenda items and date for next meeting:

-

Artifacts attached from this meeting:





PLC Data Talks

1. Have data Prepared
2. Data Talks should take place Week 5 and 9.
3. Deadline to scan or submit will be week 5 and 9 on Tuesday by the end of the day – Non-Negotiable
4. District reports will be worked on and sent on Wednesday.
5. Campus has the window but they can re-adjust and assign a content to a specific day?
6. What systems are in place during these tests, supplemental aides, using notes, reviews should be discussed and aligned. This helps ensure consistency
7. Campus led



PLC Data Talks Form



Campus Walkthrough Adjustments

08

- 1. Walkthroughs for non-administrative staff (IS's and IOs) - Report will be sent out to principals on Friday Afternoon**
- 2. Principals weekly communication with staff on coaching and observations. Identify areas of focus or if areas discussed in PLC are moving on to the classroom.**
- 3. Dates:**
 - Week of 1/28/25 (Walkthroughs, IOs support)**
 - Campus Data Talks will take place week of 2/4/25 (Local Assessment)**

11



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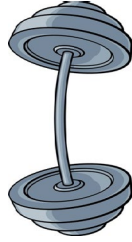
Phase 2 IS's

1. PLC – Facilitate, Organize, Roles, Agenda
2. Data Talks
3. Walkthroughs
4. Working with students
5. Teacher instructional practices support



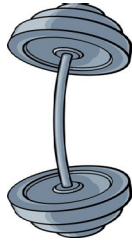
Walk Through Form

1. **Substitutes and Instructional Aides on Eduphoria**
 - **Assign Teacher Aides**
 - **Select Substitute Organization**
2. **Planning and Instruction, ISS, IOs**



Lesson Plan Template 25-26 (Review)

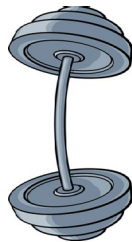
-7¹⁴ Minutes to review and make suggestions on form



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Lesson Plan Template 25-26



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Next Steps

Three adjustments based on PLC process and how will they be implemented (One answer per campus) - 2 minutes to discuss, 3 minutes to fill out form)



Closing Task

I am grateful for ... and I commit to ...



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Lesson Plan Redesign

Lesson Plan

Date Range and Subject:			
1.1 Standards and Alignment: The Teacher designs clear, well organized, sequential lessons that reflect the best practice, align with standards and are appropriate for diverse learners.			
Name(Unit, Theme, Lesson):			
TEKS/Guidelines and ELPS:			
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success			
Essential Question:	T	W	Th F
Content Objectives:			
Language Objectives:			
Essential Vocabulary:			
1.4 – Activities: The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.			
Bell Ringer			
1.3 – Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.			
2.4 – Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse students needs.			
Activity WICOR	1.I do 2.We do 3.You do	1.I do 2.We do 3.You do	1.I do 2.We do 3.You do
Planning Materials: -HQIM -Supplemental	<ul style="list-style-type: none"> <input type="radio"/> STEMscopes <input type="radio"/> SAVVAS <input type="radio"/> McGraw Hill <input type="radio"/> HMH <input type="radio"/> Scholastics <input type="radio"/> Frog Street <input type="radio"/> Estrellita <input type="radio"/> Foundations 	<ul style="list-style-type: none"> <input type="radio"/> STEMscopes <input type="radio"/> SAVVAS <input type="radio"/> McGraw Hill <input type="radio"/> HMH <input type="radio"/> Scholastics <input type="radio"/> Frog Street <input type="radio"/> Estrellita <input type="radio"/> Foundations 	<ul style="list-style-type: none"> <input type="radio"/> STEMscopes <input type="radio"/> SAVVAS <input type="radio"/> McGraw Hill <input type="radio"/> HMH <input type="radio"/> Scholastics <input type="radio"/> Frog Street <input type="radio"/> Estrellita <input type="radio"/> Foundations

	<input type="radio"/> Cengage <input type="radio"/> Certipoint <input type="radio"/> Other: _____	<input type="radio"/> Cengage <input type="radio"/> Certipoint <input type="radio"/> Other: _____	<input type="radio"/> Cengage <input type="radio"/> Certipoint <input type="radio"/> Other: _____	<input type="radio"/> Cengage <input type="radio"/> Certipoint <input type="radio"/> Other: _____
Special Populations:				
Modifications/ Accommodations (SpED/504/MTSS)				
GT				
EB				
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction				
Exit Ticket (Success Criteria)				

Data Analysis Form Implementation



Step 1: Here's What...							Step 2: So What....			Step 3: Now What (Next Steps)		
Student Learning Breakdown: Analyze SE's by Test Questions							Assessment Items			What can I do to address the gap?		
Question # < 65%	SE	Campus SE%	Teacher SE%	Teacher EB%	Teacher SPD%	Instructional Implications	Academic Language	Is this a Highly Tested SE?	Whole/Small Group	Resource/How	Time Frame To Complete The Now What Section	Follow Up Date To Discuss In PLC
122												
<p>1. Analyze assessment and fill out Data Portion. 2. Identify SE students did not perform well in and discuss why that could be. 3. For each tested SE identify the Academic Language that is/was needed to master it. 4. Identify if SE is highly tested. 5. How will the lowest SE be addressed along with what resource? 6. What is the day in which these areas should be covered and scaffolded? 7. What PLC date will we review this information?</p> <p>Additional Notes:</p>												

Lesson Internalization Training

TXLS is looking for LEAs interested in engaging in a year-long professional development that will take the leaders through:

- 6 professional development sessions
- 8 PLC supports provided to one grade level and content (i.e. 2nd grade Math)
- Gradual release of PLCs to assist districts leadership in creating sustainable systems
- Office Hours and leader check-ins

LEAs interested in joining the 2025-2026 cohort will have a financial responsibility of \$1,500 for the year. LEAs are encouraged to identify the leadership team that will be attending the sessions over the course of the year and the PLC

TXLS Monthly Coaching Training Schedule		
Date	Professional Development Topic	8 Campus PLC Supports scheduled with ESC TXLS Coach
July	Agendas, Leader Prep and module/lesson internalization*	
August	Lesson Internalization & Lesson Rehearsal Coaching	
September	Observation Tool and (other TIL related topic)	
January	SWAP & Review data and provide PD on highest area need based on the observations	
March	Reviewing the data and Preparing for the new year	
May	Celebrations and creating sustainable systems	

Training Dates	
July 30, 2026	March 25, 2026
August 27, 2025	May 27, 2026
Sep 24, 2025	
January 28, 2026	

Non- Compliance Form - Grading

Academic UIL Expectations



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
A Proud Community of Champions – Soaring to Excellence



Campus UIL Academic Coaching Duties

- Coaches may coach up to 3 UIL events. If coaching more than 3 events you must have approval from UIL campus coordinator and campus administration.
- Meet with team for regularly scheduled practices (this is a mandatory requirement). Documentation will be required. A log of hours coached with a list of student names attached must be turned in.
- Practices must occur a minimum of 1 time per week for the 5 weeks prior to the UIL event.
- Decide on materials needed and give the UIL campus coordinator a written list of supplies and orders for materials as needed.
- Sign up students for meets and give lists to campus coordinator in a timely manner in order to meet entry deadlines.
- Make students aware of rules.
- Collect from each student an emergency health card, permission slip, student contract, and parent contract. (This information will be necessary for every meet.)
- Tournaments:
 - All UIL coaches must attend the UIL meet scheduled for February 8, 2025.
 - If UIL meet is scheduled on a Saturday you will not need to clock in.
 - If coaching a UIL sports event on the day of the UIL Academic meet, you may attend the sports event. This must be communicated with the UIL campus coordinator and campus administration.
 - Each UIL coach is responsible for all students participating in the UIL events from the time they arrive on your respective campus to board the bus until they are picked up by their parents after the meet.

Initials: _____



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
A Proud Community of Champions – Soaring to Excellence



- Return all materials to UIL campus coordinator at end of coaching term.
- Follow all UIL rules.

UIL Academic Coach Agreement

I understand the duties assigned to me as a UIL academic coach. I will meet the requirements as outlined in the coaching duties. I understand that upon full completion of the assignment, I will be paid a \$500 stipend per event in June. Failure to comply with these duties will impact the compensation of the UIL stipend.

UIL Academic Coach _____

UIL Campus Coordinator _____

Principal's Signature _____

Date _____

Instructional Officers Calendars

JANUARY 2025

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
				GEMS RLA MAP TESTING WITH STUDENTS 9:34-1:02 PM		
				GEMS MATH MAP TESTING WITH STUDENTS 9:34-1:02 PM		
				MASKED READER WORK 3 PM		
26	27	28	29	30	31	
		GEAR UP LEADERSHIP PLC 8-9:30 AM FOLLOW UP SEHS TIP 2-3 PM	GEMS SCIENCE FAIR JUDGING 8:30 AM - 2 PM MENTOR ACADEMY 1-4PM		IS MEETING 12:30-4:30 PM	

FEBRUARY 2025

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 LOYA GENTRY SUPPORT WITH ELB OBSERVATION	4 TSL MTG 8:30-11:30 AM	5 MTG TO FINALIZE SEHS TIP 10AM GEAR UP MONTHLY PLANNING 1 PM PREP ELEM ROCKIN' REVIEW RLA	6	7 MASKED READER EVENT 9:00 AM LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	8
9	10	11 PREP GEMS 8WK ASSESSMENTS	12 PREP SEHS 8WK ASSESSMENTS WEBMASTER MTG 8:30-10:30 AM PREP ELEM ROCKIN' REVIEW RLA	13	14 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP ROCKIN' REVIEW ROLL OUT	15
16	17 LOYA GENTRY SUPPORT WITH ELB OBSERVATION	18 TNTP COACHING COHORT 11 AM	19	20 GUEST TEACHER ORIENTATION 1-3PM	21 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	22
23	24 LOYA GENTRY SUPPORT WITH ELB OBSERVATION	25	26	27	28 LITERARY ANTHOLOGY COMMUNITY WRITING WORKSHOP	

MARCH 2025

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
		PREP GEMS & SEHS ROCKIN' REVIEW RLA & SS PREP LITERARY ANTHOLOGY				
	INTERSESSION					
9	10	11	12	13	14	15
	INTERSESSION					
16	17	18	19	20	21	22
		ROLL OUT ROCKIN' REVIEW SEHS RLA ROLL OUT ROCKIN' REVIEW GEMS RLA	ROLL OUT ROCKIN' REVIEW SEHS RLA ROLL OUT ROCKIN' REVIEW GEMS RLA	ROLL OUT ROCKIN' REVIEW SEHS RLA ROLL OUT ROCKIN' REVIEW GEMS RLA		
23	24	25	26	27	28	29
		ROLL OUT ROCKIN' REVIEW GEMS SS	ROLL OUT ROCKIN' REVIEW GEMS SS	ROLL OUT ROCKIN' REVIEW GEMS SS		
30	31					

Cortez Schedule

1/29/25-5/25

Teacher selection is based on the combined 4 and 8-week assessment averages at the meets level.

The schedule will be adjusted for Data PLCs.

Time	Tuesday	Wednesday	Thursday	Friday
7:30-8:15 Intervention	Borrego Munoz 3rd	Borrego Munoz 3rd	Alarcon Guillen 3rd	Alarcon Guillen 3rd
8:15-9:15	Assist with Math Lesson	Assist with Math Lesson	Assist with Math Lesson C.Morales 4th	Assist with Math Lesson C. Morales 4th
9:15-10:30	Classroom Walkthroughs & Assistance as Needed			
11:00-12:00	Lunch/Emails/Tickets			
12:15-1:15	Observations at Loya or Sambrano		Alarcon: Guillen 3 Assist with Math Lesson	
1:30-5:00	Office hours: Answer emails, troubleshoot Eduphoria, McGraw Hill, Sharon Wells, STEMScopes Math issues, create 4 & 8 assessments, create PD, create interventions, prepare for IS meetings, work on STEM Tank logistics, Math Bee logistics, P & I meetings, support FYTA, etc..			

Compilation of 3rd Grade TRS District Common Assessments 2024-2025 (September 2024–January 2025)

	Percent Score	Meets Grade Level	Masters Grade Level
Beltran, Darlene	67.33%	47.83%	10.14%
Enriquez, Norma	61.52%	43.65%	8.29%
Alarcon: Guillen, Allison	57.89%	35.14%	12.16%
Loveless, Gloria	68.29%	56.25%	13.28%
Borrego: Munoz, Mariana	52.37%	27.75%	10.99%
Rodriguez, Herlinda	64.82%	42.57%	21.78%
Santiesteban, Adriana	66.02%	49.49%	19.19%

*Please note the following dates when I will be attending professional development sessions or training and will not be in the classrooms:

- **January 28:** Attending Rockin' Review Math in SISD (All day)
- **February 4:** Attending the Texas Strategic Leadership Framework at Region 19 (AM only)
- **February 5:** Attending/Facilitating Sharon Wells session and Data PLCs
- **February 12:** Webmaster PD
- **February 14:** Facilitating the Science Rockin' Review session (AM)
- **Week of February 24th:** Data PLCs

**Diaz Schedule
Beginning 01/29/2025**

*Teacher selection is based on the combined 4 and 8-week assessment averages at the meets level.
The schedule will be adjusted for Data PLCs.*

Time	Tuesday	Wednesday	Thursday	Friday
7:30-8:15 Intervention	Borrego Rocha 3rd	Borrego Rocha 3rd	Alarcon Navarro 4th	Alarcon Navarro 4th
8:15-9:15	Borrego - Sandoval 6th	Borrego - Sandoval 6th	Alarcon - Michael 6th	Alarcon - Michael 6th
9:15-11:30	Borrego Classroom Walkthroughs & Assistance as Needed			
11:45-12:15	Lunch			
12:30-1:30	Observations at Loya			
1:45-5:00	Office Hours			
	Observations at Sambrano			

Compilation of TRS District Common Assessments English/Spanish

Grade 3 Reading/ELA 2025 TRS District Common Assessments (ENG/SPAN)				
	Total Students	Percent Score	Meets Grade Level	Masters Grade Level
Beltran, Darlene	16	55.55%	29.31%	3.45%
Guillen, Allison	16	59.95%	27.12%	3.39%
Macias, Yvette	40	50%	33.33%	6.80%
Moreira-Puentes, Elená	55	58.01%	28.64%	6.03%
Rocha, Maria	41	57.52%	27.04%	8.18%
Rodriguez, Herlinda	23	57.19%	29.27%	8.54%
Santiesteban, Adriana	21	50.90%	16.22% (Palomino)	2.70%
Testing Instructor: N/A	25	0%	0%	0%
Grade 4 Reading/ELA 2025 TRS District Common Assessments (ENG/SPAN)				
	Total Students	Percent Score	Meets Grade Level	Masters Grade Level
De Leon, Lourdes	41	75.20%	56%	24.67%
Navarro Orona, Cinthia	42	50.49%	21.38%	6.92%
Quinones, Rachel	28	60.41%	39.05%	9.52%
Sandoval, Zulema	55	61.87%	41.29%	7.46%
Santiesteban, Enrique	41	63.63%	44.44%	12.50%
Grade 6 Reading/ELA 2025 TRS District Common Assessments				
	Total Students	Percent Score	Meets Grade Level	Masters Grade Level
Michael, Deborah	44	57.49%	30.99%	5.85%
Mireles, Bertha	38	67.57%	46.10%	12.06%
Sanchez, Claudia	1	78.92%	50%	50%
Sandoval, Lisandra	62	54.93%	25.32%	4.29%
Testing Instructor: N/A	14	0%	0%	0%
Tinajero Betancourt, Sa	49	72.39%	61.70%	16.49%

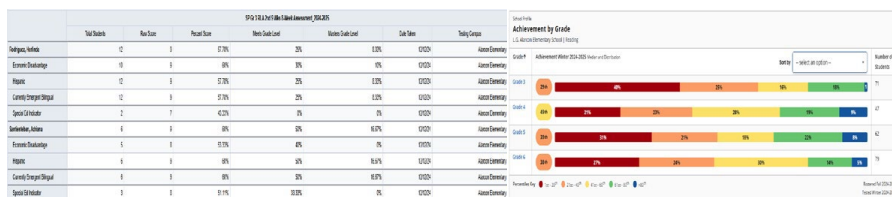
Galaviz Schedule

Time	Tuesday (SEHS)	Wednesday (GEMS)	Thursday (SEHS)	Friday (GEMS)
730-930am	-Office hours	-Office hours	-Office hours	-Office hours
930-1115am	-HS math -PLC/intervention -Learning walks	-Learning walks -Work with individual teachers	-HS math -PLC/intervention -Learning walks	-Learning walks -Work with individual teachers
1115-1230pm	-HS science -PLC/learning walks -Work with individual teachers	-MS science -PLC/learning walks -Work with individual teachers	-HS science -PLC/learning walks -Work with individual teachers	-MS science -PLC/learning walks -Work with individual teachers
1230-1pm	Lunch			
1-330pm	-Work with biology team -Learning walks	-MS math PLC -Learning walks	-Work with biology team -Learning walks	-MS math PLC -Learning walks
330-5pm	-Office hours	-Office hours	-Office hours	-Office hours

Time	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 Intervention	Providing intervention support, working with students at Borrego 3rd Grade Dual Language – Ms. Enriquez (Math).	Providing intervention support, working with students at Alarcon 3rd Grade Dual Language – Mrs. Santiesteban (Reading).	Providing intervention support, working with students at Borrego 3rd Grade Dual Language – Ms. Enriquez (Math).	Providing intervention support, working with students at Alarcon 3rd Grade Dual Language – Mrs. Santiesteban (Reading).
8:30-9:30	Conducting Learning Walks @ Borrego (Dual Classrooms)	Conducting Learning Walks @ Alarcon (Dual Classrooms)	Conducting Learning Walks / Supporting HS Teachers / Monitoring our ESL Program / Support ESL HS Teachers with Strategies to support our EB Students. / Co-Teach in ESL Class / Model Strategies / Supporting Teachers with EBs / Supporting Students at High School	Conducting Learning Walks @ Sambrano (Dual Classrooms)
9:30-11:30	Supporting and Mentoring Ms. Meza & Ms. Galache (5th Grade Dual) / Monitoring our Dual Language Program @ Borrego	Supporting and Mentoring Ms. Zuniga & Ms. Corral (5th Grade Dual) / Monitoring our Dual Language Program @ Alarcon		Supporting and Mentoring Ms. Garcia & Ms. Castaneda / Monitoring our Dual Language Program @ Sambrano
11:30-12:00	Lunch	Lunch	Lunch	Lunch
12:15 – 12:45 / Thursdays 12:49-1:46 (GEMS Interventions)	Providing intervention support, working with 8th-grade students during Golden Hour at GEMS – Mrs. Franco.	Supporting Dual Language Teachers / Support LPAC audits /Strategies /Prepare for Interventions Support in our Dual Language classrooms at	Support Spanish Teacher/ Providing intervention support, working with 7th-grade students during Golden Hour at GEMS – Mrs. Franco.	Providing intervention support, working with 8th-grade students during Golden Hour at GEMS – Mrs. Franco.

12:15 – 12:45 / Thursdays 12:49- 1:46 (GEMS Interventions) (1:20 Student Intervention at Loya)	Providing intervention support, working with 8th-grade students during Golden Hour at GEMS – Mrs. Castruita. / Support Spanish Teacher	Loya, Meeting with Teachers and IS and recognizing best practices. Intervention Support	Support Spanish Teacher/ Providing intervention support, working with 7th-grade students during Golden Hour at GEMS – Mrs. Castruita.	Providing intervention support, working with 8th-grade students during Golden Hour at GEMS – Mrs. Castruita. / Support Spanish Teacher
2:00-3:30	Supporting EBs throughout the District / Review Data / Plan for Interventions / IS support for Dual Language / Plan for Dual Language Resources / Plan for Co-Support / Create Resources/ Plan with IOs / Monitor Data	Providing intervention support, working with students at Loya (EB students from Ms. Ballesteros, Ms. Berumen & Ms. Montoya)	Supporting EBs throughout the District / Review Data / Plan for Interventions / IS support for Dual Language / Plan for Dual Language Resources / Plan for Co-Support / Create Resources/ Plan with IOs / Monitor Data	Supporting EBs throughout the District / Review Data / Plan for Interventions / IS support for Dual Language / Plan for Dual Language Resources / Plan for Co-Support / Create Resources/ Plan with IOs / Monitor Data
3:30-5:00		Vertical Alinement Meetings / Planning Time / Office Time		

Teacher selection is based on the combined 4 and 8 -week assessment averages at the meets level.



Reading 3rd Grade Dual

	Total Students	Percent Score	Mathematics	
			Meets Grade Level	Masters Grade Level
Western District	120	41.7%	41.7%	10.0%
Brownsville Elementary	119	40.3%	40.3%	11.7%
Brownsville Middle	104	42.3%	42.3%	11.6%
Wichita	23	43.5%	43.5%	0%
Community Elementary	13	46.2%	46.2%	0%
Loyola	13	46.2%	46.2%	0%
Northwest District	413	41.2%	41.2%	8.2%
Brownsville Elementary	392	41.1%	41.1%	8.2%
Loyola	21	41.4%	41.4%	0%
Central District	389	40.9%	40.9%	8.2%
Loyola	17	47.1%	47.1%	0%
Southwest District	124	41.1%	41.1%	11.3%
Brownsville Elementary	119	41.2%	41.2%	11.3%
Loyola	5	40.0%	40.0%	0%
East District	114	41.2%	41.2%	11.3%
Brownsville Elementary	113	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
South District	144	41.0%	41.0%	11.3%
Brownsville Elementary	143	41.2%	41.2%	11.3%
Loyola	1	0%	0%	0%
North District	103	41.7%	41.7%	11.3%
Brownsville Elementary	102	41.2%	41.2%	11.3%
Loyola	1	0%	0%	0%
West District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
Southwest District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
Northwest District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
Southwest District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
Southwest District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%
Southwest District	102	41.2%	41.2%	11.3%
Brownsville Elementary	101	41.6%	41.6%	11.3%
Loyola	1	0%	0%	0%

Math 3rd Grade Dual

Office hours: Answer emails, data, online meetings with TEA/ Title III/ Bilingual / Region 19 Meetings, Dual Language Program planning, resources, lessons, LPAC, LAS testing, Latino Literacy, ESL, teacher support, create interventions, prepare for IS meetings, work on Spanish Spelling Bee logistics, P & I meetings, support FYTA, PLC / PD planning, etc..

***Please note the following dates when I will be attending professional development sessions or training and will not be in the classrooms:**

- January 28: Planning with Sambrano ISs for Dual
- January 29: Science and Engineering Fair
- January 30: IS Meeting
- February 7: Transition Visit
- February 13: Facilitating Dual Language PLC
- February 19-21: Attend NABE
- February 27: IS Meeting
- February (Fridays) Latino Literacy
- First Thursday of every Month (TEA / Bilingual Meetings at Region 19)
- Leadership Meetings
- FYTA
- Sembrando El Futuro Committee Meetings

Other Areas of Support - Instructional Officers

Planning and Instruction Additional Areas of Support

Anna Alvarez, Secondary RLA and Social Studies

- Literary Anthology
- Masked Reader
- GEAR UP Grant:
 - Monthly Coaching Cohort Meeting
 - Monthly Literacy PD Meeting
 - Monthly Leadership PLCs Meeting
 - Monthly TEA/TNTP Meeting
 - Two Vertical Team Meetings
 - Ensuring SEHS meets GEAR UP Instructional Objectives
- Support District Literacy Nights
- Mentor Academy: Planning, Creating & Facilitating 4 Sessions
- Instructional Specialist Meetings: Planning, Creating & Facilitating 7 Sessions
- Campus Instructional Specialists Support
- Guest Teacher Training(s)
- Librarian Point of Contact
- District Eduphoria Tech Support & Troubleshooting
- SEHS Weekly Strategy Meetings with Leadership
- Artificial Intelligence Deployment Team with H. Hernandez & E. Batson
- Webmaster for Planning & Instruction RLA Page
- Monthly Newsela Check-In
- Creation of Pacing Calendars (15)
- Vet Instructional Resources & meet with vendors
- Work with Technology to ensure district-adopted resources are rostered correctly for teachers

Direct Student Support

- GEMS RLA Weekly Student Interventions- Students Who ‘Did Not Meet Low’
- GEMS Small Group Administration for MAP/STAAR
- GEMS/SEHS RLA Student Writing Conferences
- SEHS 4 & 8 week Student Data Coaching Conversations
- SEHS Administration of MAP, EOC, TSIA2

Ulises Galaviz, Secondary Math and Science

- Assist in facilitating campus science fairs
- Provide STAAR 2.0 redesign PD
- Provide technology instructional support
- Participate in district instructional rounds
- Participate in campus learning walks and feedback
- Co-design, plan and implement professional development for guest teacher training
- Co-design, plan and implement professional development for district instructional specialist academy
- Assist teachers with the new science SAVVAS platform

Direct Student Support

- GEMS Math intervention
- Model instructional strategies in the math/science classrooms
- SEHS Alg.1 intervention
- Assist with science lab planning
- Assist with small group testing administration
- Assist with STAAR proctoring
- Assist with MAP and TSI proctoring

Debbie Cortez, Elementary Math and Science

- Create STEM Tank year competition
- Facilitate Math Bee competitions at the elementary campuses
- Assist instructional specialists with PLCs, creating professional development, and data sessions
- Conduct learning walks
- Troubleshoot issues with the following platforms: Eduphoria, STEMscopes, Sharon Wells Edcite, and McGraw Hill Science
- Instructional Specialist Meetings: Planning, Creating & Facilitating Sessions
- Co-create Guest Teacher sessions
- Assist campuses with Math Night
- Create the 6th grade Advanced Mathematics Class
- Facilitate VEX Robotics initiative for GT students
- Create LEGO robotics sessions for GEMS STEAM Academy
- Monthly Leadership Meetings
- 5th grade Science Check in sessions
- Create mathematics content document to assist principals with walk throughs on specific TEKS
- Science Lab Aides point of contact
- Train and assist Science Lab Aides with new science platform, weekly set up, and instruction

Direct Student Support

- Co-teach with teachers to include small group instruction
- Work with small groups for STAAR Review
- 6th grade Advanced Math course
- VEX Robotics for elementary students

Georgina Diaz, Elementary RLA and Social Studies

- K-2 ERI Early Reading Data District Contact utilizing Amplify - mCLASS Dibels and Lectura
- PK Circle District Support
- Dyslexia Screening 1st Grade MOY; scheduling screenings and debriefs; compiling report for TEA reporting
- Dyslexia Screening Kinder EOY; scheduling screenings and debriefs; compiling report for TEA reporting
- Literary Anthology
- Masked Reader
- Support District Literacy Nights
- Mentor Academy: Planning, Creating & Facilitating Sessions
- Instructional Specialist Meetings: Planning, Creating & Facilitating Sessions
- Campus Instructional Specialists Support
- Guest Teacher Training(s)
- District Eduphoria Tech Support & Troubleshooting
- Webmaster for Planning & Instruction RLA Page
- Creation of Elementary Pacing Calendars K-6 RLA & SS
- Work with Technology to ensure district-adopted resources are rostered correctly for teachers

Direct Student Support

- This year, I have not directly supported students, however, I work on enhancing student outcomes through teacher-focused initiatives
- Students benefit from improved instructional quality and support in the classroom through my work in equipping teachers with tools and strategies needed

Josue Palomino, Bilingual/Dual Language/ESL

- Spanish Bee
- Facilitate **Professional Learning Communities (PLCs)** to foster collaboration and consistency across dual language programs
- Plan **Professional Development (Dr. Medina, Seidlitz) logistics**, including organizing locations, materials, schedules, and communication to ensure seamless sessions
- Work with **Dr. Medina on planning and coordinating professional development**, aligning sessions with program goals and district standards
- Coordinate **family engagement activities** to educate families on bilingual program objectives and how to support learning at home
- Serve as a **district representative at bilingual conferences** (e.g., Sembrando El Futuro), returning with resources and insights to share with colleagues
- Develop and maintain **documentation for E3 and Dual Language Professional Development**, providing clear records for district reporting and accountability
- Oversee **data collection and analysis** for program evaluations, presenting findings to improve instruction and support student outcomes
- Lead **cross-campus vertical alignment meetings** to establish consistent language instruction practices across grade levels
- Plan **end-of-year summits** for dual language teachers to reflect on the year, celebrate successes, and set future goals
- Support **community outreach initiatives** that increase awareness and support for dual language education in the district
- Guide teachers on **acquiring bilingual resources** such as books, visual aids, and digital tools to enhance instruction
- Organize **collaborative planning days** for dual language teachers to align curricula, share insights, and address program challenges
- Facilitate **feedback and reflection sessions** after professional development to gauge effectiveness and gather teacher input
- Engage in **professional collaboration** with other districts, exchanging strategies and insights to strengthen dual language programs district-wide
- Webmaster for Planning & Instruction Bilingual & Dual Page
- Campus Instructional Specialists Support
- Monthly Leadership PLCs Meeting

Direct Student Support

- Lead **small group interventions** for high school newcomers, focusing on academic language and vocabulary development
- Conduct **student-centered bilingual activities** such as 'The Island: What Matters Most?' to promote language skills and collaboration
- Develop **individualized goal-setting** and check-ins for students, helping them track progress in bilingual or biliteracy goals

Instructional Walkthrough Form Implementation

SEISD Instructional Walkthroughs 2025

Hi, Edgar. When you submit this form, the owner will see your name and email address.

1. Teacher Name

Enter your answer

2. Date

14

Please input date (M/d/yyyy)



3. Time

Enter your answer

4. Campus

Select your answer



5. Content

Math

ELA/Reading

Science

Social Studies

PE

CTE

Fine Arts

6. Grade Level

PK3

PK4

Kinder

1

2

3

4

5

6

7

8

9

10

11

12

7. Learning Standard (1.1)

Enter your answer

8. Learning Objective (1.1)

Enter your answer

9. Attachments (Non-anonymous question)

File number limit: 3 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

10. Lesson Activities

Select your answer

11. Language of Instruction

English

Spanish

12. Notes or comments on Observed Lesson Activities

Enter your answer

13. High Yield Strategies - Writing - (writing to learn) (2, 3 column notes, one pagers, quick writes, sentence frames) (2.2, 2.3, 2.4)

Enter your answer

14. High Yield Strategies - Inquiry - (EQs, Levels of questioning, Academic Language) (2.2, 2.3, 2.4)

Enter your answer

15. High Yield Strategies - Collaboration - (collaborative structures used to organize students for purposeful work/ discussions) (2.3, 2.4, 2.5, 2.1)

Enter your answer

16. High Yield Strategies - Organization - (expectations of organized materials, organized environment, time management) (3.3, 3.1)

Enter your answer

17. High Yield Strategies - Reading - (reading to learn strategies-key reading strategies/ comprehension strategies) (2.2, 2.3, 2.4, 2.5)

Enter your answer

18. Providing recognition or reinforcing effort (3.3)

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19. Suggestion/Feedback/Reflection

Enter your answer

Send me an email receipt of my responses



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Planning and Instruction - Ticket System

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
1	4423 Re: ① Personal Financial Literacy and Economics Materials	Resolved	Anna Alvarez	SEHS	7/23/2024 8:40	7/23/2024 8:41	Alvarez, Anna
2	4427 Meeting to Discuss Student Support and Language Development Strategies	Resolved	Josue Palomino	Borrego	7/23/2024 9:17	7/24/2024 13:52	Cynthia Meza
3	4435 Alg.2 Curriculum Assistance	Resolved	Ulises Neira Galaviz	SEHS	7/23/2024 10:47	7/23/2024 10:47	Ulises Neira Galaviz
4	4436 Physics Curriculum and HQMI	Resolved	Ulises Neira Galaviz	SEHS	7/23/2024 10:49	7/23/2024 10:50	Ulises Neira Galaviz
5	4438 SEHS_Creative Writing Materials & Sawas Access	Resolved	Anna Alvarez	SEHS	7/23/2024 10:59	7/31/2024 19:29	xarmendariz
6	4456 Teacher Support	Resolved	Josue Palomino	P&I	7/23/2024 14:13	7/24/2024 13:52	Rogelio Segovia
7	4457 New Dual Teacher Support	Resolved	Josue Palomino	P&I	7/23/2024 14:17	7/24/2024 13:52	Rogelio Segovia
8	4458 Eduhero Assistance	Resolved	Deborah Cortez	P&I	7/23/2024 14:18	7/24/2024 9:50	Ofelia Torres
9	4466 Fw: Roman 7th Pd Data	Resolved	Anna Alvarez	GEMS	7/23/2024 16:04	7/23/2024 16:05	Quezada, Eva
10	4473 RLA Resource	Resolved	Georgina Diaz	P&I	7/24/2024 6:52	7/24/2024 9:28	Michael, Deborah
11	4491 GEMS SpEd Clarifiers & Co-Teach Status	Resolved	Anna Alvarez	GEMS	7/24/2024 9:51	7/26/2024 11:56	Ernesto Villalobos
12	4510 'Professional Learning - Access'	Resolved	Josue Palomino	P&I	7/24/2024 13:51	7/26/2024 8:59	Rogelio Segovia
13	4531 Safety Test	Resolved	Ulises Neira Galaviz	GEMS	7/25/2024 7:58	7/25/2024 15:09	Ulises Neira Galaviz
14	4532 SAVVAS Science Access for Students	Resolved	Ulises Neira Galaviz	SEHS	7/25/2024 8:00	7/30/2024 7:10	Ulises Neira Galaviz
15	4533 SAVVAS Science Access	Resolved	Ulises Neira Galaviz	GEMS	7/25/2024 8:01	8/16/2024 12:33	Ulises Neira Galaviz
16	4536 Dual Language Teacher Support	Resolved	Josue Palomino	P&I	7/25/2024 8:09	7/25/2024 12:24	Figuerola, Patricia
17	4558 Assistance with Science Materials	Resolved	Deborah Cortez	P&I	7/25/2024 10:44	7/25/2024 10:56	Norma Bustillos
18	4562 Science Materials and set up	Resolved	Deborah Cortez	P&I	7/25/2024 11:00	7/25/2024 11:58	Yvette Macias
19	4567 Assist teacher with lab setup	Resolved	Ulises Neira Galaviz	SEHS	7/25/2024 11:52	7/25/2024 11:55	Ulises Neira Galaviz
20	4569 4+1 Strategy	Resolved	Josue Palomino	P&I	7/25/2024 12:08	7/26/2024 8:59	Rogelio Segovia
21	4573 Dual Language Planning	Resolved	Josue Palomino	P&I	7/25/2024 12:23	7/26/2024 8:59	Rogelio Segovia
22	4577 Fw: Newsela BTS meeting follow up	Resolved	Anna Alvarez	Administration	7/25/2024 12:40	7/26/2024 6:29	Rogelio Segovia
23	4581 Support with Collating Files for State Testing for 2023-2024	Resolved	Lisa Renegar	P&I	7/25/2024 14:29	7/26/2024 14:45	Renegar, Lisa
24	4582 District-Level Setup for Texas College Bridge Program	Resolved	Lisa Renegar	SEHS	7/25/2024 14:30	8/6/2024 15:30	Troy Enriquez
25	June EOC Re-test Scores/Files + Information on Students						
26	4583 Close to Passing	Resolved	Lisa Renegar	SEHS	7/25/2024 14:32	7/26/2024 11:49	Troy Enriquez
27	4584 DAT Determination/Voting for 24-25 DAT Team	Resolved	Lisa Renegar	P&I	7/25/2024 14:33	7/26/2024 8:04	Rogelio Segovia
28	4586 SEHS Library/Textbooks/Technology	Resolved	Anna Alvarez	SEHS	7/26/2024 6:42	7/26/2024 12:26	JACQUEZ, NANCY
29	4602 Sharon Wells Curriculum/Edcite Platform	Resolved	Deborah Cortez	P&I	7/26/2024 8:41	7/26/2024 8:41	JESSICA MALDONADO
30	4606 Eduphoria Strive	Resolved	Deborah Cortez	P&I	7/26/2024 8:51	7/26/2024 8:51	Alexander Corona
31	Meeting with Principal Esquivel on LPAC Support						
32	4614 Following Mrs. Esquivel's Email	Resolved	Josue Palomino	P&I	7/26/2024 9:31	7/31/2024 8:54	Rogelio Segovia
33	4623 HMH Upload & 1st 9 Weeks 4 Week Assessment	Resolved	Georgina Diaz	Borrego	7/26/2024 11:51	7/26/2024 12:24	Whitney Surratt
34	4625 RTAP Assistance	Resolved	Deborah Cortez	P&I	7/26/2024 12:27	7/26/2024 12:27	Rogelio Segovia
35	4626 McGraw Hill Science Spanish Book	Resolved	Deborah Cortez	P&I	7/26/2024 12:29	12/11/2024 14:30	CARRILLO, MARIA
36	4630 SEHS Strive Teacher Information Blank	Resolved	Anna Alvarez	SEHS	7/26/2024 13:21	7/26/2024 14:11	Melissa Nunn
37	4632 SEHS_Grading & Multiple Sections	Resolved	Anna Alvarez	SEHS	7/26/2024 14:11	7/31/2024 19:19	Carmen Frances Harding
38	4637 SEHS 7 Classroom Learning Walks_7.26.24	Resolved	Anna Alvarez	SEHS	7/26/2024 14:46	7/26/2024 14:48	Troy Enriquez
39	4639 Laboratory Setup Support	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 7:12	8/1/2024 7:32	Ulises Neira Galaviz
40	4642 Dual Language support and lesson planning	Resolved	Josue Palomino	P&I	7/30/2024 7:51	7/31/2024 8:54	Rogelio Segovia

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
39	Dual Language Planning and Resource	Resolved	Josue Palomino	P&I	7/30/2024 7:53	7/31/2024 8:54	Rogelio Segovia
40	Math/Science Assessments	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 7:55	8/16/2024 12:33	Ulises Neira Galaviz
41	Emergent Bilingual Support	Resolved	Josue Palomino	P&I	7/30/2024 7:58	7/31/2024 8:54	Rogelio Segovia
42	Additional EOC Files Provided for Spring 2024 Testing--GE	Resolved	Lisa Renegar	SEHS	7/30/2024 9:11	7/30/2024 9:11	Renegar, Lisa
43	Librarian TexQuest & Updates	Resolved	Anna Alvarez	Administration	7/30/2024 10:14	8/1/2024 10:49	JACQUEZ, NANCY
44	Notifications of Enrolled GT Students	Resolved	Lisa Renegar	P&I	7/30/2024 10:35	7/30/2024 10:35	Renegar, Lisa
45	Assistance with McGraw Hill Science	Resolved	Deborah Cortez	P&I	7/30/2024 10:39	8/13/2024 15:06	Figueroa, Patricia
46	Feedback on Science Roadmap	Resolved	Deborah Cortez	P&I	7/30/2024 10:50	7/30/2024 14:56	Whitney Surratt
47	Assist with 2025 Targets and Projected Scores	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 10:57	7/30/2024 11:03	Ulises Neira Galaviz
48	Science Data PLC	Resolved	Ulises Neira Galaviz	GEMS	7/30/2024 11:02	7/30/2024 11:03	Ulises Neira Galaviz
49	GT Support-- GT Pullout Instructions and Resources	Resolved	Lisa Renegar	P&I	7/30/2024 11:27	7/30/2024 11:27	Renegar, Lisa
50	Materials for ESOL	Resolved	Anna Alvarez	SEHS	7/30/2024 12:41	8/2/2024 12:28	Melissa Nunn
51	"DAT--Schedule, Establish Team, Agenda/Planning for Me	Resolved	Lisa Renegar	P&I	7/30/2024 13:40	7/30/2024 13:40	Rogelio Segovia
52	Science Support for Aides	Resolved	Deborah Cortez	P&I	7/30/2024 14:56	7/30/2024 15:19	Rogelio Segovia
53	GEMS 2 Learning Walks_7.30.24	Resolved	Anna Alvarez	GEMS	7/30/2024 21:42	7/30/2024 21:42	Richard Salcido
54	LAS test	Resolved	Josue Palomino	P&I	7/31/2024 9:00	8/2/2024 11:56	Melissa Nunn
55	Texas Performance Standards Projects--GT Grade-Level C	Resolved	Lisa Renegar	P&I	7/31/2024 9:58	7/31/2024 9:59	Renegar, Lisa
56	Determination of MAP Contract/Purchasing for 24-25	Resolved	Lisa Renegar	P&I	7/31/2024 10:02	8/2/2024 14:35	Rogelio Segovia
57	San Elizario ISD Proposals - 2024-2025 Dual Language PD	Resolved	Josue Palomino	P&I	7/31/2024 10:07	7/31/2024 10:09	Rogelio Segovia
58	PK4 Scholastic On My Way	Resolved	Georgina Diaz	P&I	7/31/2024 10:40	8/9/2024 14:59	Rogelio Segovia
59	Re: Eduphoria	Resolved	Anna Alvarez	GEMS	7/31/2024 19:08	7/31/2024 19:10	Claudia Andrea Alvarez
60	Re: Autentico Choices	Resolved	Anna Alvarez	SEHS	7/31/2024 19:41	8/2/2024 12:28	Villarreal, Cynthia
61	SS Standards Uploaded to Eduphoria	Resolved	Anna Alvarez	Administration	8/1/2024 12:38	8/1/2024 13:28	Batson, Ernest
62	Thank you	Resolved	Josue Palomino	P&I	8/1/2024 13:18	8/1/2024 13:22	Melissa Nunn
63	Assistance with SBITA Purchase Form	Resolved	Deborah Cortez	P&I	8/1/2024 13:20	8/1/2024 15:07	Susana Frescas
64	Borrego: Eduphoria Access SPED Co-Teach Sections	Resolved	Georgina Diaz		8/1/2024 13:31	8/9/2024 14:58	Diaz, Georgina
65	McGraw Hill Product Assignment for Teachers and Studer	Resolved	Deborah Cortez	P&I	8/1/2024 15:15	8/1/2024 15:32	Rogelio Segovia
66	Troubleshooting Rostering Issues/McGraw Hill Elementary	Resolved	Deborah Cortez	P&I	8/1/2024 15:17	8/1/2024 15:32	Rogelio Segovia
67	Re: McGraw Hill Accounts	Resolved	Deborah Cortez		8/1/2024 15:19	8/1/2024 15:32	Claudia Murphy
68	Resources	Resolved	Deborah Cortez		8/2/2024 9:10	8/13/2024 15:06	Daniel De La Rosa
69	Dictado	Resolved			8/2/2024 11:57	8/2/2024 12:01	Melissa Leyva
70	Planning Meeting Confirmation	Resolved	Josue Palomino	P&I	8/2/2024 12:00	8/9/2024 10:12	Melissa Leyva
71	"Revised SS TEKS ""such as"" to ""including""	Resolved	Anna Alvarez	SEHS	8/2/2024 12:40	8/2/2024 12:42	Lori Estrada
72	Fw: ilit ELL for Newcomers: Demo and Quote	Resolved	Anna Alvarez	SEHS	8/2/2024 13:24	8/23/2024 15:43	Melissa Leyva
73	GT Coordinator Informational Meeting	Resolved	Lisa Renegar	Alarcon	8/2/2024 14:33	8/2/2024 14:35	JESSICA MALDONADO
74	Creation of GT Awareness Videos for District Faculty and F	Resolved	Lisa Renegar	P&I	8/2/2024 14:35	8/22/2024 8:58	Renegar, Lisa
75	Management/editing of Gifted and Talented District Website and Smore Newsletter	Resolved	Lisa Renegar	P&I	8/2/2024 14:36	8/22/2024 8:58	Renegar, Lisa
76	Determination of GT 30-hour Training Needs for 2024-202	Resolved	Lisa Renegar	P&I	8/2/2024 14:38	8/9/2024 10:12	Renegar, Lisa
77	Region 19 Strategic Plan Project-- Locating/Creating/Uploading Required Artifacts	Resolved	Lisa Renegar	P&I	8/2/2024 14:40	8/14/2024 15:03	Renegar, Lisa

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	Migrant Education Report--STAAR Data Request for Migrant Students	Resolved	Lisa Renegar	Finance	8/2/2024 14:41	8/2/2024 15:03	Edgar Ponce
78	Migrant Students	Resolved	Anna Alvarez	SEHS	8/2/2024 15:46	8/2/2024 15:47	Veronika Pulido
79	Re: Transgender Presentation	Resolved	Anna Alvarez	GEMS	8/6/2024 7:51	8/14/2024 9:59	HERNANDEZ, BRENDA
80	GEMS RLA STAAR Genre Posters	Resolved	Anna Alvarez	GEMS	8/6/2024 13:07	8/6/2024 13:16	HERNANDEZ, BRENDA
81	Revised 7th TX History Pacing to Support USH	Resolved	Anna Alvarez		8/6/2024 13:15	8/6/2024 13:16	Josue Palomino
82	Re: Newsela Access	Resolved	Deborah Cortez	P&I	8/6/2024 13:30	8/6/2024 14:23	Martha Santana-garcia
83	Assistance with Math and SPED	Resolved	Deborah Cortez	P&I	8/6/2024 14:23	8/7/2024 8:10	Nataly Ruiz
84	Guidance for Mathematics	Resolved	Deborah Cortez		8/7/2024 8:04	8/7/2024 9:28	Ortiz, Pablo
85	Science Padlet	Resolved	Deborah Cortez	Alarcon	8/7/2024 9:57	8/13/2024 15:06	Morales, Claudia
86	Math-Sharon Wells	Resolved	Lisa Renegar	SEHS	8/7/2024 13:54	8/7/2024 14:49	Sappenfield Max
87	Data Request--9th graders who 8th grade reading						
	Data Request--10th graders who failed English I and are in World History	Resolved	Lisa Renegar	SEHS	8/7/2024 13:55	8/7/2024 15:53	Sappenfield Max
88	Bridge Program--Rosters/Training Support	Resolved	Lisa Renegar	SEHS	8/7/2024 13:56	8/7/2024 13:56	Garcia, Alejandra
89	"Start, Stay, and Soar Initiative--Initial Planning w/Team"	Resolved	Lisa Renegar	Sambrano	8/7/2024 13:59	8/9/2024 12:46	Susana Frescas
90	Sharon Wells - Alarcon	Resolved	Deborah Cortez		8/7/2024 15:27	8/9/2024 15:29	TALAMANTES, CONCEPCION
91	Canutillo ISD Findings in Science & SS	Resolved	Anna Alvarez	GEMS	8/7/2024 15:33	8/7/2024 15:39	Richard Salcido
92	Science Alarcon	Resolved	Deborah Cortez		8/7/2024 18:48	8/14/2024 12:49	TALAMANTES, CONCEPCION
93	Dual Language Professional Development with Dr. Medina	Resolved	Josue Palomino	P&I	8/8/2024 6:32	8/9/2024 10:12	Josue Palomino
94	LPAC BOY Training (LPAC Teams) District Wide	Resolved	Josue Palomino	P&I	8/8/2024 6:38	8/9/2024 10:12	Josue Palomino
95	US History Data	Resolved	Anna Alvarez	SEHS	8/8/2024 7:25	8/8/2024 7:27	Gloria Lerma
96	SEHS PLC BOY Overview	Resolved	Anna Alvarez	SEHS	8/8/2024 7:33	8/8/2024 12:20	Erika Morales
97	ECR Work with RLA Teachers	Resolved	Anna Alvarez	SEHS	8/8/2024 7:35	8/13/2024 14:17	Erika Morales
98	Re: SAVVAS access	In Progress	Anna Alvarez	GEMS	8/9/2024 10:05		nmitchell
99	TELPAS Scores	Resolved	Lisa Renegar		8/9/2024 10:10	8/9/2024 10:12	Melissa Nunn
100	Uploads of MAP Growth Files into Student Analytics Portal						
101	Pacing Calendars	Resolved	Lisa Renegar	Technology Depart	8/9/2024 11:36	8/9/2024 11:36	Renegar, Lisa
102	Sambrano - Access to HMH for C. Garcia	Resolved	Georgina Diaz	P&I	8/9/2024 12:32	8/9/2024 12:33	Mariana Munoz
103	Alarcon - Access to HMH Ed for Veliz	Resolved	Georgina Diaz	P&I	8/9/2024 15:04	8/9/2024 15:05	Diaz, Georgina
104	Alarcon - Access to Support Center in Clever	Resolved	Georgina Diaz	P&I	8/9/2024 15:08	8/9/2024 15:09	Angela Veliz
105	Assistance with NWEA Login Issue	Resolved	Lisa Renegar	Alarcon	8/9/2024 15:13	8/9/2024 15:14	Talia Reyes
106	Alarcon - new teacher support logging into laptops	Resolved	Georgina Diaz	P&I	8/9/2024 15:16	8/9/2024 15:16	Daisy Baeza
107	Alarcon - 3rd Hard Copy of 1st 9 Weeks 4-Week Assessment	Resolved	Georgina Diaz	P&I	8/9/2024 15:17	8/9/2024 15:18	Diaz, Georgina
108	Teachers access to TEKSRS and iTRS	Resolved	Georgina Diaz	P&I	8/9/2024 15:23	8/9/2024 15:23	TALAMANTES, CONCEPCION
109	Request for 2nd Year Teacher Academy/ Guest Teacher	Resolved	Deborah Cortez	P&I	8/9/2024 15:27	8/9/2024 15:29	Diaz, Georgina
110	Funds	Resolved	Deborah Cortez	P&I	8/9/2024 15:30	8/21/2024 12:18	Rogelio Segovia
111	Sharon Wells Information	Resolved	Deborah Cortez	P&I	8/9/2024 15:32	8/9/2024 15:33	Rogelio Segovia
112	Sambrano - Clever Badges	Resolved	Georgina Diaz	P&I	8/9/2024 15:33	8/9/2024 15:34	Cesar Duran
113	Adjustment to 4-Week Math Assessment	Resolved	Deborah Cortez	P&I	8/9/2024 15:36	8/9/2024 15:43	OLIVAS, JOHN

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
114	5077 Planning	Resolved	Josue Patomino	P&I	8/9/2024 15:51	8/9/2024 15:54	Melissa Leywa
115	5078 LPAC	Resolved	Josue Patomino	P&I	8/9/2024 15:54	8/9/2024 15:54	Sandate, Lydia
116	5079 LPAC Support	Resolved	Josue Patomino	P&I	8/9/2024 15:58	8/9/2024 16:03	Zurisaday Mendoza
117	5080 LPAC Support	Resolved	Josue Patomino	P&I	8/9/2024 15:59	8/9/2024 16:03	Sylvia Paloma Samayoa
118	5081 LPAC Support	Resolved	Josue Patomino	P&I	8/9/2024 16:00	8/9/2024 16:03	PAYAN, PATRICIA
119	5082 LPAC Support	Resolved	Josue Patomino	P&I	8/9/2024 16:03	8/9/2024 16:03	Abigail Salcedo
120	5083 SEHS 4 Learning Walks_8.9.24	Resolved	Anna Alvarez	SEHS	8/11/2024 7:54	8/11/2024 7:54	Troy Enriquez
121	5084 SEHS RLA PLC Facilitation 8.9.24	Resolved	Anna Alvarez	SEHS	8/11/2024 8:13	8/11/2024 8:13	Troy Enriquez
122	5086 SEHS Strive Assistance	Resolved	Anna Alvarez	SEHS	8/11/2024 9:21	8/13/2024 7:22	Melissa Nunn
123	5091 Alarcon: Sharon Wells	Resolved	Deborah Cortez		8/13/2024 6:46	8/13/2024 15:07	TALAMANTES, CONCEPCION
124	5092 RBIS 1 Overview Meeting	Resolved	Ulises Neira Galaviz	SEHS	8/13/2024 6:49	8/13/2024 6:49	Ulises Neira Galaviz
125	5093 PLC Support Topics	Resolved	Deborah Cortez	P&I	8/13/2024 6:57	8/13/2024 6:57	Martha Santana-garcia
126	5123 Re: Pacing Calendars	Resolved	Deborah Cortez		8/13/2024 9:53	8/13/2024 15:07	Mariana Munoz
127	5125 Re: McGraw Hill Science- Accounts and Rosters	Resolved	Deborah Cortez		8/13/2024 10:05	8/21/2024 12:14	Ortiz, Pablo
128	5128 "Learning Walks-Bio, Alg 1, Chem"	Resolved	Lisa Renegar	SEHS	8/13/2024 10:50	8/13/2024 10:50	Ulises Neira Galaviz
129	5133 Re: DRC Credentials	Resolved	Josue Patomino	SEHS	8/13/2024 13:20	8/16/2024 9:59	Melissa Nunn
130	5137 Science Lab Materials	Resolved	Ulises Neira Galaviz	GEMS	8/13/2024 14:24	8/13/2024 14:24	Ulises Neira Galaviz
131	5145 Overview of the Sharon Wells Curriculum	Resolved	Deborah Cortez	P&I	8/13/2024 15:04	8/13/2024 15:04	Allison Monie Guillen
132	5147 Feedback on Math Walkthrough	Resolved	Deborah Cortez	P&I	8/13/2024 15:09	8/13/2024 15:10	Christian Romero
133	5166 Location	Resolved	Josue Patomino		8/14/2024 8:48	8/14/2024 14:09	Josue Patomino
134	5167 Math Spanish Glossary	Resolved	Deborah Cortez	P&I	8/14/2024 8:50	8/14/2024 8:50	Daniel De La Rosa
135	5168 Re: Location	Resolved	Deborah Cortez	P&I	8/14/2024 8:51	8/20/2024 15:27	CORTEZ, DEBORAH
136	5169 Fw: 8th grade SS- need to try something new?	Resolved	Anna Alvarez	GEMS	8/14/2024 8:59	8/15/2024 15:59	HERNANDEZ, BRENDA
137	5174 Access to McGraw Hill	Resolved	Deborah Cortez	P&I	8/14/2024 10:16	8/21/2024 12:17	Norma Enriquez
138	5176 GEMS 7th Grade Vocabulary Flashcards	Resolved	Anna Alvarez	GEMS	8/14/2024 10:21	8/14/2024 12:09	Adriana Castruita
139	5183 TSIA Proctors / Compliance Information for 24-25	Resolved	Lisa Renegar	SEHS	8/14/2024 11:08	8/14/2024 11:12	Garcia, Alejandra
140	5191 4 Weeks exam	Resolved	Anna Alvarez		8/14/2024 12:27	8/14/2024 12:29	Gloria Lerma
141	5198 LAS Testing	Resolved	Josue Patomino		8/14/2024 14:03	8/16/2024 9:59	Melissa Nunn
142	5204 GEMS RLA PLC_Administering Assessments in New Aware_8.14.24	Resolved	Anna Alvarez	GEMS	8/14/2024 15:17	8/14/2024 15:18	HERNANDEZ, BRENDA
143	5205 Request to revise Default Parent Volunteers LPAC members on ESPED	Resolved	Josue Patomino		8/14/2024 15:26	8/14/2024 16:02	Alexander Corona
144	5207 Regional Science/Engineering Fair Training Session	Resolved	Ulises Neira Galaviz	P&I	8/14/2024 15:55	8/14/2024 15:59	Ulises Neira Galaviz
145	5208 Visit from Science/Engineering fair director	Resolved	Ulises Neira Galaviz	P&I	8/14/2024 15:59	8/14/2024 15:59	Ulises Neira Galaviz
146	5231 Texas College Bridge Diagnostic Testing Issue	Resolved	Lisa Renegar	SEHS	8/15/2024 7:49	8/15/2024 7:49	Elia Rosales

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
147	Compilation of 2024 A-F Files and Data Tables for Campuses with Analysis	Resolved	Lisa Renegar	P&I	8/15/2024 8:40	8/22/2024 8:58	Renegar, Lisa
148	Access to assessments on the Pacing Calendar	Resolved	Deborah Cortez	P&I	8/15/2024 11:03	8/15/2024 11:04	OLIVAS, JOHN
149	GEMS 3 Learning Walks with Teachers_8.15.24	Resolved	Anna Alvarez	GEMS	8/15/2024 11:06	8/15/2024 11:06	Richard Salcido
150	World History Text book	Resolved	Anna Alvarez	GEMS	8/15/2024 11:13	8/27/2024 13:27	Quezada, Eva
151	HB900_Library Question Assistance	Resolved	Anna Alvarez		8/15/2024 12:15	8/27/2024 13:28	Alvarez, Anna
152	RE: GearUp	Resolved	Anna Alvarez		8/15/2024 12:19	8/15/2024 15:58	Josh Sanchez
153	Science Support	Resolved	Deborah Cortez	P&I	8/15/2024 12:50	8/15/2024 12:50	Claudia Carrillo
154	GEMS Step by Step Guide for Starting an Assessment	Resolved	Anna Alvarez	GEMS	8/15/2024 12:51	8/15/2024 12:52	HERNANDEZ, BRENDA
155	SEHS Step by Step Guide for Starting an Assessment	Resolved	Anna Alvarez	SEHS	8/15/2024 12:53	8/15/2024 12:54	Erika Morales
156	GEMS Vocabulary Assistance	Resolved	Anna Alvarez	GEMS	8/15/2024 13:23	8/15/2024 13:24	Quezada, Eva
157	Teacher Access to HMH	Resolved	Georgina Diaz		8/15/2024 15:02	8/15/2024 15:03	CADENA, ALYSSA
158	Access to HMH via Clever	Resolved	Georgina Diaz	Sambrano	8/15/2024 15:22	8/15/2024 15:23	Perez, Jennifer
159	Removed Waggle and iRead	Resolved	Georgina Diaz	P&I	8/15/2024 15:45	8/15/2024 15:45	Diaz, Georgina
160	Access to Sharon Wells Spanish Version	Resolved	Deborah Cortez	P&I	8/15/2024 15:57	8/15/2024 15:58	Mariana Munoz
161	Req for Quote KWOT	Resolved	Georgina Diaz	Technology Depart	8/15/2024 16:08	8/15/2024 16:08	Mayra Pena
162	Re: Request for Team Support with LAS Testing at High School	Resolved	Josue Palomino		8/16/2024 9:46	8/16/2024 12:27	Mendoza, Maryjane
163	AP Stipend Question	Resolved	Anna Alvarez	SEHS	8/16/2024 9:47	8/16/2024 10:01	Villarreal, Cynthia
164	Immigrant 263	Resolved	Josue Palomino		8/16/2024 9:50	8/16/2024 12:27	Edgar Ponce
165	SEHS_SS Back Up Plan 4wk Assessments	Resolved	Anna Alvarez	SEHS	8/16/2024 9:52	8/16/2024 10:50	Erika Morales
166	4th Grade 4th Week Assessment	Resolved	Georgina Diaz		8/16/2024 10:36	8/16/2024 10:38	Cinthia Navarro
167	GT 30-hour core and GT 6-hour update training records	Resolved	Lisa Renegar	P&I	8/16/2024 10:40	8/16/2024 10:40	Renegar, Lisa
168	Math and science	Resolved	Deborah Cortez	Alarcon	8/16/2024 12:19	8/27/2024 15:07	Claudia J Sanchez
169	3rd Period - Incomplete Roster	Resolved	Anna Alvarez	GEMS	8/19/2024 22:25	8/21/2024 15:28	nmittchell
170	RLA - 4 Week Assessment Support	Resolved	Georgina Diaz	Borrego	8/20/2024 10:54	8/20/2024 10:55	Zulema Sandoval
171	RLA 1st 9 Weeks 4-week assessment not visible	Resolved	Georgina Diaz	Borrego	8/20/2024 10:58	8/20/2024 10:58	OUTRAM, ELENA
172	RLA unable to view assessment (English)	Resolved	Georgina Diaz	Borrego	8/20/2024 11:01	8/20/2024 11:01	Enrique Santiesteban
173	GEMS_Re: Euphoria Roster - 3rd Period	Resolved	Anna Alvarez	GEMS	8/20/2024 13:54	8/20/2024 13:56	nmittchell
174	GEMS_Re: Text To Speech	Resolved	Anna Alvarez	GEMS	8/20/2024 13:57	8/20/2024 15:25	HERNANDEZ, BRENDA
175	GEMS_Re: ASC Social Studies 6th period	Resolved	Anna Alvarez	GEMS	8/20/2024 14:07	8/20/2024 15:31	Ernesto Villalobos
176	4th week reading test	Resolved	Georgina Diaz	Alarcon	8/20/2024 15:21	8/21/2024 9:03	Michael, Deborah
177	Science Planning with McGraw Hill Platform/	Resolved	Deborah Cortez	P&I	8/20/2024 15:33	8/20/2024 15:33	Herlinda Rodriguez
178	Math/Science learning walks	Resolved	Ulises Neira Galaviz	SEHS	8/20/2024 15:38	8/20/2024 15:38	Troy Enriquez
179	ESL Support	Resolved	Josue Palomino	P&I	8/20/2024 15:47	8/23/2024 13:04	Melissa Leyva
180	PLC Strategy Meeting	Resolved	Ulises Neira Galaviz	SEHS	8/20/2024 15:50	8/20/2024 15:50	Troy Enriquez
181	SEHS 4 Learning Walks_8.20.24	Resolved	Anna Alvarez	SEHS	8/20/2024 15:51	8/20/2024 15:52	Troy Enriquez
182	Feedback	Resolved	Josue Palomino	P&I	8/20/2024 15:52	8/30/2024 7:37	Adriana Ramirez
183	GEMS Re: 1st Unit Assessment	Resolved	Anna Alvarez	GEMS	8/20/2024 15:55	8/27/2024 9:31	Kimmel, Genoveva

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
184	"Re: ? Questions on Renewals, Licenses, and ESL Certification Policy"	Resolved	Anna Alvarez	Administration Bui	8/21/2024 10:25	8/21/2024 10:27	Alfredo Cardona Jr.
185	Alarcon Sharon Wells	In Progress	Deborah Cortez		8/21/2024 12:32		TALAMANTES, CONCEPCION
186	MAP BOY Instructions and Resources for Campuses	Resolved	Lisa Renegar	P&I	8/21/2024 14:05	8/21/2024 14:05	Renegar, Lisa
187	Calculations related to repeated school absences	Resolved	Lisa Renegar	P&I	8/21/2024 14:17	8/21/2024 14:17	Renegar, Lisa
188	Dual Language Support	Resolved	Josue Palomino	P&I	8/21/2024 14:18	8/30/2024 7:37	Enrique Santiesteban
189	Dual Language Support	Resolved	Josue Palomino	P&I	8/21/2024 14:25	11/12/2024 7:40	Cynthia Meza
190	Dual Language Program	Resolved	Josue Palomino	P&I	8/21/2024 14:37	8/30/2024 7:37	Mariana Munoz
191	"SEHS GEAR UP_Fw: PD on September 27, 2024"	Resolved	Anna Alvarez	SEHS	8/21/2024 15:38	8/21/2024 15:41	Troy Enriquez
192	GEMS 4 & 8 wk Assessment Targets	Resolved	Anna Alvarez	GEMS	8/21/2024 15:44	8/23/2024 12:42	GONZALEZ, SOLEDAD
193	Unit Assessment Scoring	Resolved	Georgina Diaz	Borrego	8/21/2024 17:05	8/21/2024 17:05	OUTRAM, ELENA
194	Request for Co-Teacher access in Clever	Resolved	Georgina Diaz	Alarcon	8/21/2024 17:09	8/21/2024 17:10	TALAMANTES, CONCEPCION
195	RE: Learning Without Tears Delayed Billing Option	Resolved	Georgina Diaz		8/21/2024 17:19	8/21/2024 17:21	Mayra Pena
196	SBITA Form needed for Social Studies books	Resolved	Georgina Diaz		8/21/2024 17:20	8/21/2024 17:21	Alfredo Cardona Jr.
197	"Cannot log into clever, teams "	Resolved	Deborah Cortez		8/22/2024 8:06	8/23/2024 15:17	Claudia Carrillo
198	EduHero Login Assistance	Resolved	Lisa Renegar	P&I	8/22/2024 9:31	8/22/2024 9:31	Jose Cardona
199	Alarcon Science	Resolved	Deborah Cortez		8/22/2024 9:52	8/22/2024 13:07	TALAMANTES, CONCEPCION
200	Access to Amplify mCLASS Rosters	Resolved	Georgina Diaz	Sambrano	8/22/2024 11:55	8/22/2024 11:55	Cesar Duran
201	Request update on Amplify	Resolved	Georgina Diaz	Sambrano	8/22/2024 12:02	8/22/2024 12:03	Sandate, Lydia
202	Darleen Perez #103117628	Resolved	Georgina Diaz		8/22/2024 14:25	8/22/2024 14:25	Herlinda Rodriguez
203		Resolved	Deborah Cortez		8/22/2024 14:58	10/22/2024 8:21	Claudia J Sanchez
204	Student in McGraw Hill	Resolved	Deborah Cortez		8/22/2024 15:00	9/5/2024 10:47	Guillen, Sarah
205	GEMS_RE: i Station for 7th Grade Screening Requirements	Resolved	Anna Alvarez	GEMS	8/23/2024 6:57	8/27/2024 9:57	HERNANDEZ, BRENDA
206	Alarcon Science	Resolved	Deborah Cortez		8/23/2024 7:13	8/23/2024 8:27	Adriana Santiesteban
207	Re: LAS Training Help DRC-237475	Resolved	Josue Palomino		8/23/2024 7:23	8/23/2024 13:04	Veronika Pulido
208	Re: GEAR UP & CoPilot Question	In Progress	Anna Alvarez		8/23/2024 7:28		Sanchez, Sandra
209	edcite	Resolved	Deborah Cortez		8/23/2024 7:40	10/22/2024 8:21	Mariana Munoz
210	Unit 02 test (8wk)	Resolved	Anna Alvarez	SEHS	8/23/2024 11:10	8/23/2024 14:57	Federico Contreras
211	EIDictado	Resolved	Josue Palomino	P&I	8/23/2024 12:57	12/6/2024 11:34	Melissa Leyva
212	Planning	Resolved	Josue Palomino	P&I	8/23/2024 13:03	8/23/2024 14:11	Blanca Jara
213	GEMS_Cross Reference with Current Enrollment_Incoming 7th Graders-Reading Instrument	Resolved	Anna Alvarez	GEMS	8/23/2024 13:24	8/27/2024 9:35	HERNANDEZ, BRENDA
214	"GEMS Espinoza, M_ Unable to see Student Data"	Resolved	Anna Alvarez	GEMS	8/23/2024 13:32	8/23/2024 13:33	Mario Espinoza
215	Availability for Planning Meeting	Resolved	Josue Palomino	P&I	8/23/2024 14:14	11/12/2024 7:40	HERNANDEZ, BRENDA
216	SEHS_Fw: Eduphoria aware Access	Resolved	Anna Alvarez	GEMS	8/23/2024 14:53	8/27/2024 9:54	Melissa Nunn
217	mClass Romero	Resolved	Georgina Diaz		8/23/2024 15:34	8/27/2024 14:22	Cesar Duran
218	HMH Access	Resolved	Georgina Diaz	Borrego	8/23/2024 15:51	8/23/2024 15:51	Yvonne Sandoval
219	Another Issue with Eduphoria Scores	Resolved	Anna Alvarez	GEMS	8/27/2024 6:36	8/27/2024 9:35	Mario Espinoza
220	RLA First Grade	Resolved	Georgina Diaz		8/27/2024 14:02	8/27/2024 14:03	Cesar Duran
221	Social Studies Support	Resolved	Georgina Diaz	Borrego	8/27/2024 14:06	8/27/2024 14:08	Claudia Carrillo
222	CLI Engage Data Upload	Resolved	Georgina Diaz	Loya	8/27/2024 14:10	8/27/2024 14:10	Maribel Vallejo

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
223	5609 SEHS Librarian	Resolved	Deborah Cortez		8/27/2024 14:58	8/27/2024 15:00	JACQUEZ, NANCY
224	5612 Assistance with Eduphoria Aware and Frontline	Resolved	Deborah Cortez	P&I	8/27/2024 15:13	9/12/2024 11:52	Claudia Carrillo
225	5613 GEMS SS Summary Salad Vocabulary Activity	Resolved	Anna Alvarez		8/27/2024 15:35	8/27/2024 15:39	HERNANDEZ, BRENDA
226	5614 Provide copy of District Improvement Plan for 23-24	Resolved	Lisa Renegar	GEMS	8/27/2024 15:39	8/27/2024 15:39	Ulises Neira Galaviz
227	5618 GEMS Sentence Stems for Comparing	Resolved	Anna Alvarez	GEMS	8/28/2024 6:49	8/28/2024 6:49	Stephanie Zaragoza
228	5635 Re: CLI Engage	Resolved	Georgina Diaz		8/28/2024 11:19	8/30/2024 7:45	Ivonne Ballesteros
229	5637 4th Week Assessment Two-Digit Subtraction	Resolved	Deborah Cortez		8/28/2024 12:18	9/10/2024 12:36	Gloria Loveless
230	5649 Intervention 4.3B	Resolved	Georgina Diaz		8/28/2024 15:10	8/28/2024 15:11	Diaz, Georgina
231	5678 Reopen 4 week exam	Resolved	Anna Alvarez	SEHS	8/29/2024 11:33	8/29/2024 11:35	Manuel Reveles
232	5695 Password for mClass	Resolved	Georgina Diaz		8/30/2024 7:24	9/3/2024 6:33	Marta Velasco
233	Fw: LEP exits missing parental consent - ** Immediate Action Requested **	Resolved	Josue Palomino		8/30/2024 7:36	11/12/2024 7:40	De Santos, Leticia
234	5713 Learning Walks	Resolved	Josue Palomino	P&I	8/30/2024 13:05	11/12/2024 7:40	Cesar Duran
235	5755 Re: GEMS Scores_Current Freshmen	Resolved	Anna Alvarez	SEHS	9/3/2024 11:28	9/3/2024 11:30	Melissa Nunn
236	5772 7th Science Lab Assistance	Resolved	Ulises Neira Galaviz	GEMS	9/3/2024 15:51	9/3/2024 15:51	Ulises Neira Galaviz
237	5773 GEMS ECR	Resolved	Anna Alvarez	GEMS	9/3/2024 15:55	9/3/2024 15:59	HERNANDEZ, BRENDA
238	5800 FW: CLI engage monitoring	Resolved	Georgina Diaz		9/4/2024 14:11	9/6/2024 6:25	Susana Frescas
239	5801 Re: Spanish Resources	Resolved	Anna Alvarez	SEHS	9/4/2024 14:37	9/5/2024 15:46	Villarreal, Cynthia
240	5824 Re: Employee Online Training Requirements for the 2024-2025 School Year	Resolved	Deborah Cortez		9/5/2024 10:44	9/5/2024 10:46	Andrew Munoz
241	5861 Help	Resolved	Georgina Diaz		9/10/2024 6:34	9/10/2024 6:38	Lourde DeLeon
242	5885 "GEMS_Reading Selection, ""Grandfather's Legacy""	Resolved	Anna Alvarez	GEMS	9/10/2024 12:00	9/10/2024 12:01	Stephanie Zaragoza
243	5886 McGraw Hill/ Automatic Rostering	Resolved	Deborah Cortez	P&I	9/10/2024 12:38	9/11/2024 8:35	Claudia Carrillo
244	5888 Materials for lab	Resolved	Deborah Cortez		9/10/2024 12:52	9/12/2024 13:03	Daniel Hidalgo
245	5938 SEHS_Revise W. History Pacing Calendar	Resolved	Anna Alvarez	SEHS	9/11/2024 14:26	9/11/2024 14:29	Manuel Reveles
246	5965 SEHS_Genre Album Cover	Resolved	Anna Alvarez	SEHS	9/12/2024 9:52	9/12/2024 10:17	Patricia Gonzalez
247	5973 Lorena Lopez- Issues with Eduphoria	Resolved	Deborah Cortez	Technology Depar	9/12/2024 11:46	10/22/2024 8:20	Hernandez, Horacio
248	5975 Eduphoria issues	Resolved	Deborah Cortez		9/12/2024 11:52	10/22/2024 8:21	Lorena Lopez
249	6016 SEHS_Anotojos & The Crucible Resources	Resolved	Anna Alvarez	SEHS	9/13/2024 14:01	9/18/2024 7:57	Melissa Leyva
250	6070 Fw: Materials for lab	Resolved	Deborah Cortez		9/18/2024 7:48	10/22/2024 8:20	CORTEZ, DEBORAH
251	6071 Fw: Eduphoria	Resolved	Anna Alvarez		9/18/2024 7:52	9/18/2024 7:57	Susana Frescas
252	6089 McGraw Hill Platform Support	Resolved	Deborah Cortez	P&I	9/18/2024 12:21	10/22/2024 8:21	Talia Reyes
253	6093 RLA Alarcon	Resolved	Georgina Diaz		9/18/2024 12:38	9/20/2024 8:10	TALAMANTES, CONCEPCION
254	6094 Fw: Paper Exam	Resolved	Anna Alvarez	SEHS	9/18/2024 12:53	9/18/2024 12:57	Manuel Reveles
255	6111 Co-Support Assistance	In Progress	Ulises Neira Galaviz	GEMS	9/19/2024 6:44		Richard Salcido
256	6159 Eduphoria - unable to see course data	Resolved	Georgina Diaz	Borrego	9/20/2024 8:04	9/20/2024 8:05	OUTRAM, ELENA
257	6208 Fw: Online Sharon Wells	Resolved	Deborah Cortez		9/25/2024 6:53	10/22/2024 8:20	CORTEZ, DEBORAH
258	6229 Guided Planning for EB Strategies for Science and Math	Resolved	Josue Palomino		9/25/2024 13:28	9/25/2024 14:05	Quezada, Eva
259	6274 RE: Math Support and Co-Teaching	Resolved	Deborah Cortez		9/26/2024 12:46	10/31/2024 9:50	Allison Monie Guillen
260	6287 8 Wk Assessment/SCR Grading	Resolved	Anna Alvarez	SEHS	9/27/2024 6:49	9/27/2024 6:53	nmitchell

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261	6288 Re: Learning Walk	Resolved	Josue Palomino		9/27/2024 6:56	11/12/2024 7:40	Yvette Macias
262	6289 Re: Learning Walk	Resolved	Josue Palomino		9/27/2024 7:04	11/12/2024 7:40	CARRILLO, MARIA
263	6290 Re: Learning Walk	Resolved	Josue Palomino		9/27/2024 7:07	11/12/2024 7:40	Lourde DeLeon
264	6291 Re: Agradecimiento y apoyo para seguir avanzando juntos	Resolved	Josue Palomino		9/27/2024 7:08	12/6/2024 11:34	Norma Enriquez
265	6353 RE: Eduphoria Questions	Resolved	Anna Alvarez	Sambrano	10/4/2024 12:41	10/4/2024 12:42	Susana Frescas
266	6354 Eduphoria Lesson Planner	Resolved	Georgina Diaz	P&I	10/4/2024 13:11	10/4/2024 13:12	Susana Frescas
267	6372 SEHS MAP RLA Data_BOY	Resolved	Anna Alvarez	SEHS	10/8/2024 16:07	10/8/2024 16:07	Troy Enriquez
268	6427 Access to Eduphoria Aware	Resolved	Anna Alvarez	SEHS	10/15/2024 9:43	10/15/2024 9:46	Laura Isabel Silva
269	6434 Spanish workbooks	Resolved	Anna Alvarez	SEHS	10/15/2024 10:43	10/18/2024 9:53	Villarreal, Cynthia
270	6511 SEISD SS Resources	Resolved	Anna Alvarez		10/18/2024 7:24	10/23/2024 15:25	Alvarez, Anna
271	6517 SEHS Released EOC Assessments	Resolved	Anna Alvarez	SEHS	10/18/2024 9:53	10/21/2024 19:37	Veronika Pulido
272	6541 Science Materials and McGraw Hill Account	Resolved	Deborah Cortez	P&I	10/22/2024 8:23	10/22/2024 9:21	Perla Rubi Ortega
273	6545 Fw: Amplify - mCLASS website	Resolved	Georgina Diaz		10/22/2024 8:54	10/22/2024 10:29	Diaz, Georgina
274	6546 MAP access to data	Resolved	Georgina Diaz	Borrego	10/22/2024 9:07	10/22/2024 9:08	Vienna Gomez-Springer
275	6577 Model Classroom Management/Cooperative Learning Structure	Resolved	Deborah Cortez	P&I	10/23/2024 13:46	10/31/2024 9:51	Allison Monie Guillen
276	6583 SEHS_If Then Statement Support	Resolved	Anna Alvarez	SEHS	10/24/2024 6:55	10/24/2024 6:56	Sappenfield Max
277	6584 Rosario Follow Up	Resolved	Anna Alvarez		10/24/2024 7:08	10/24/2024 7:13	Nora Gutierrez
278	6595 GEMS Eduphoria Question	Resolved	Anna Alvarez	GEMS	10/24/2024 10:05	10/24/2024 10:08	GONZALEZ, SOLEDAD
279	6602 SEHS Key Entry on STAAR 2.0	Resolved	Anna Alvarez	SEHS	10/24/2024 11:23	10/24/2024 11:27	Veronika Pulido
280	6609 GEMS Released STAAR 6th Grade Reading	Resolved	Anna Alvarez	GEMS	10/24/2024 14:03	10/24/2024 14:16	Claudia Andrea Alvarez
281	6634 SEHS_Fw: 2.4 - 2.9 reading check APHG	Resolved	Anna Alvarez	SEHS	10/28/2024 18:48	10/28/2024 18:51	Sappenfield Max
282	6676 Re: West Texas Social Studies Congress January 23rd	Resolved	Anna Alvarez	SEHS	10/29/2024 14:44	10/29/2024 14:45	Laura Isabel Silva
283	6730 Science investigation supplies needed	Resolved	Deborah Cortez	P&I	10/31/2024 9:52	10/31/2024 9:53	Perla Rubi Ortega
284	6731 Alarcon 3rd Sharon Wells	Resolved	Deborah Cortez	Alarcon	10/31/2024 9:54	1/16/2025 14:18	TALAMANTES, CONCEPCION
285	6752 Responsive Learning	Resolved	Deborah Cortez	P&I	11/1/2024 9:37	11/1/2024 9:42	JESSICA MALDONADO
286	6764 GT	Resolved	Deborah Cortez	P&I	11/2/2024 11:48	11/6/2024 12:14	Figueroa, Patricia
287	6765 EduHero Training	Resolved	Deborah Cortez	P&I	11/2/2024 12:02	11/22/2024 12:31	Sandra Martinez
288	6834 SEHS_Spanish Translation in Eduphoria	Resolved	Anna Alvarez	SEHS	11/8/2024 11:03	11/8/2024 11:04	Hugo Carrizales
289	6836 Re: Multi-test analysis for RLA	Resolved	Anna Alvarez	SEHS	11/8/2024 11:21	11/8/2024 11:23	Nora Gutierrez
290	6858 Re: Solution for Helping Students Read Scanned Document in Google Classroom	Resolved	Josue Palomino	P&I	11/12/2024 7:38	11/12/2024 7:50	Lourde DeLeon
291	7128 Amplify MOY Dyslexia Data	Resolved	Georgina Diaz	Sambrano	12/3/2024 15:12	12/3/2024 15:13	Cesar Duran
292	7133 Conference or training	Resolved	Josue Palomino		12/3/2024 16:15	12/6/2024 11:32	Martha Santana-garcia
293	7153 Re: Update on Brisk Chrome Extension	Resolved	Anna Alvarez	GEMS	12/4/2024 11:02	12/4/2024 11:06	Stephanie Zaragoza
294	7165 Fw: SEHS Creating a Teacher Test_Video	Resolved	Anna Alvarez	SEHS	12/5/2024 8:07	12/5/2024 8:08	Sappenfield Max
295	7167 SEHS Hero's Journey_Informational	Resolved	Anna Alvarez	SEHS	12/5/2024 8:59	12/10/2024 10:17	Nora Gutierrez
296	7186 🌟 GEMS Examples of Summary Questions on STAAR	Resolved	Anna Alvarez	GEMS	12/6/2024 8:14	12/10/2024 10:17	Vitela, Julieta

Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
297	7212 GEMS 8 Week Assessment Access	Resolved	Anna Alvarez	GEMS	12/16/2024 17:00	12/10/2024 10:17	nmitchell
298	7258 RE: Eduhero Courses	Resolved	Deborah Cortez	P&I	12/11/2024 14:06	1/16/2025 14:17	Susana Frescas
299	7261 Issues with assigning on Edcite	Resolved	Deborah Cortez	P&I	12/11/2024 14:33	2/21/2025 13:21	Talia Reyes
300	7274 GEMS RLA 8 week assessment	Resolved	Anna Alvarez	GEMS	12/12/2024 9:36	12/13/2024 16:45	nmitchell
301	7276 Assistance with Eduhero Access	Resolved	Deborah Cortez	P&I	12/12/2024 10:16	1/16/2025 14:17	Peter Salazar
302	7307 GEMS 8th Grade PDF Assessments	Resolved	Anna Alvarez	GEMS	12/13/2024 10:13	12/13/2024 16:45	HERNANDEZ, BRENDA
303	7376 2nd 9 weeks 8 week Assessment	Resolved	Georgina Diaz		1/7/2025 9:54	1/16/2025 12:06	Yvette Macias
304	7401 Explore Lab 6.9B from McGraw Hill Curriculum	Resolved	Deborah Cortez	P&I	1/7/2025 16:24	1/16/2025 14:17	Thalia Nevarez
305	7436 DRC	In Progress	Josue Palomino		1/9/2025 13:53		Esperanza Lopez
306	7519 Fw: McGraw Science	Resolved	Deborah Cortez		1/15/2025 7:44	2/21/2025 13:21	CORTEZ, DEBORAH
307	7562 ECRs STAAR 2024	Resolved	Georgina Diaz		1/16/2025 12:02	1/16/2025 12:05	Diaz, Georgina
308	7561 Re: Writing samples	Resolved	Georgina Diaz		1/16/2025 12:02	1/16/2025 12:05	Claudia Murphy
309	7563 Guided Reading PD	Resolved	Georgina Diaz	Sambrano	1/16/2025 12:08	1/16/2025 12:09	Susana Frescas
310	7571 Access to Science Assessment in Eduphoria	Resolved	Deborah Cortez	P&I	1/16/2025 14:19	1/16/2025 14:19	Mariana Munoz
311	7573 Math Classroom Observation	In Progress	Deborah Cortez	P&I	1/16/2025 14:25		Mariana Munoz
312	7574 Re: Science Presentation	Resolved	Deborah Cortez		1/16/2025 14:28	2/21/2025 13:21	Corral, Marisela
313	7649 Linking Creative Writing to RLA	Resolved	Anna Alvarez	SEHS	1/22/2025 10:59	1/24/2025 16:12	Patricia Gonzalez
314	7703 GEMS STAAR Genres & Cross- Curricular Content	Resolved	Anna Alvarez	GEMS	1/24/2025 16:12	1/24/2025 16:17	nmitchell
315	7724 Re: Eduphoria Strive_Guest Teachers	Resolved	Anna Alvarez	Sambrano	1/28/2025 14:42	1/28/2025 14:44	Susana Frescas
316	7725 2024 ECR Spanish	Resolved	Georgina Diaz	Borrego	1/28/2025 14:45	1/28/2025 14:46	Lourde DeLeon
317	7726 Access to CLI Engage	Resolved	Georgina Diaz	P&I	1/28/2025 14:56	1/28/2025 14:57	Edgar Ponce
318	7747 Re: assessment	Resolved	Anna Alvarez	GEMS	1/29/2025 10:48	1/29/2025 10:58	HERNANDEZ, BRENDA
319	7748 Re: English II & III Unit Assessment_Data View	Resolved	Anna Alvarez	SEHS	1/29/2025 10:58	1/29/2025 11:01	Christina Martinez
320	7758 Fw: Re:	Resolved	Deborah Cortez		1/29/2025 14:49	1/29/2025 14:57	CORTEZ, DEBORAH
321	7760 Fw: ! Eureka Session is Back On!	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57	CORTEZ, DEBORAH
322	7759 Re: Math Benchmark	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57	CARRILLO, MARIA
323	7761 Re: Sharon Wells Workshop Copies	Resolved	Deborah Cortez		1/29/2025 14:50	1/29/2025 14:57	CADENA, ALYSSA
324	7762 Re: McGraw Hill	Resolved	Deborah Cortez		1/29/2025 14:51	1/29/2025 14:57	Daniel De La Rosa
325	7763 access Science digital	Resolved	Deborah Cortez		1/29/2025 14:52	1/29/2025 14:57	MALDONADO, ISELA
326	7764 3rd 9Wks-4Wk Assessment	Resolved	Deborah Cortez		1/29/2025 14:53	1/29/2025 14:57	joselyn Zuniga
327	7765 5th 6 Weeks Sharon Wells Workshop Attachment	Resolved	Deborah Cortez		1/29/2025 14:54	1/29/2025 14:57	dbeltran
328	7766 Sharon Wells 5th Six Weeks Training	Resolved	Deborah Cortez		1/29/2025 14:55	1/29/2025 14:57	dbeltran
329	7767 Re: Math Frequency Distribution Report	Resolved	Deborah Cortez		1/29/2025 14:56	1/29/2025 14:57	Morales, Claudia
330	7847 GEMS_Scoring Other Section in Eduphoria	Resolved	Anna Alvarez	GEMS	2/4/2025 16:59	2/4/2025 17:01	GONZALEZ, SOLEDAD
331	7848 Re: Monday_ELB Classroom Visit	Resolved	Anna Alvarez	Loya	2/4/2025 17:02	2/18/2025 9:19	Xylina Gentry
332	7903 Fw: SEHS_TELPAS 5 Year Data	Resolved	Anna Alvarez	SEHS	2/6/2025 14:32	2/6/2025 14:36	Erika Morales
333	7949 GEMS 7th Grade Released 2024	Resolved	Anna Alvarez	GEMS	2/11/2025 9:45	2/11/2025 9:47	Kimmel, Genoveva
334	7950 GEMS 8th Grade Released STAAR Tests	Resolved	Anna Alvarez	GEMS	2/11/2025 9:49	2/11/2025 9:52	Amanda Franco
335	7960 Re: SEHS BOY AVID Presentation	Resolved	Anna Alvarez	SEHS	2/11/2025 13:10	2/11/2025 13:12	Richard Salcido
336	7968 Conferencing	Resolved	Anna Alvarez	GEMS	2/11/2025 17:13	2/11/2025 17:15	Idania Soto Rodarte
337	7976 Fw: TexQuest	Resolved	Anna Alvarez	SEHS	2/12/2025 11:33	2/14/2025 7:46	JACQUEZ, NANCY

	Ticket #	Subject	Status	Assign To	Campus	Created Time	Resolved Time	Contact Name
338	8032	3rd 9th wks./8wk assessment	Resolved	Anna Alvarez	GEMS	2/18/2025 10:15	2/18/2025 10:17	HERNANDEZ, BRENDA
339	8041	Missing Bin	In Progress	Deborah Cortez		2/18/2025 11:24		Nallely Catalina Dominguez
340	8075	Access on Aware for Data	Resolved	Deborah Cortez		2/19/2025 15:28	2/21/2025 15:35	Daisy Baeza
341	8095	Fw: GEMS ECR_ Information Request	Resolved	Anna Alvarez	GEMS	2/20/2025 11:20	2/21/2025 8:25	insullivan
342	8118	Eduphoria Assessment	Resolved	Deborah Cortez		2/21/2025 13:05	2/21/2025 13:15	Gloria Loveless
343	8359	ECR Question Stems	Resolved	Anna Alvarez	GEMS	3/19/2025 18:58	3/19/2025 19:01	Idania Soto Rodarte

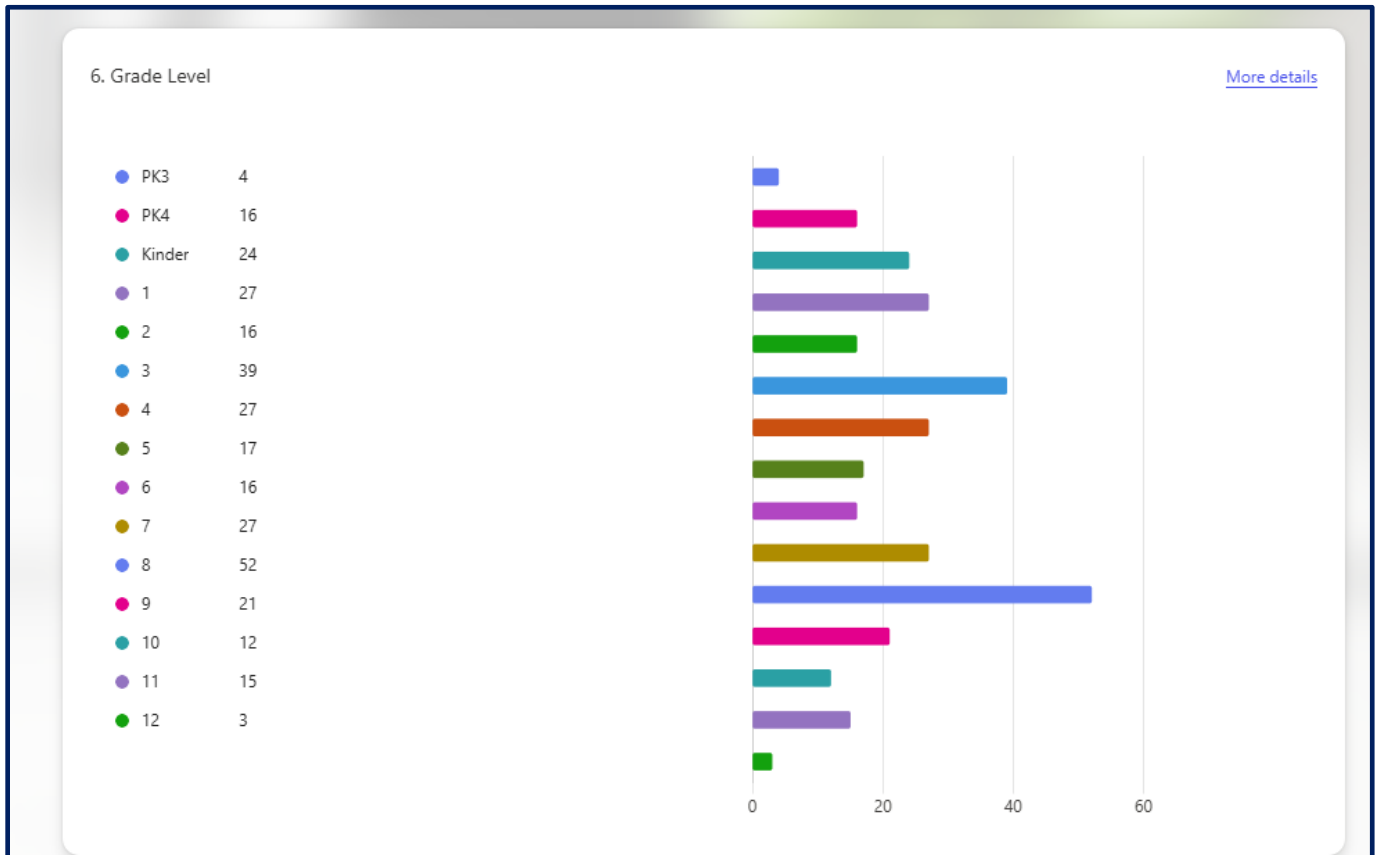
Non-Administrative Walkthroughs

Instructional Walkthrough Details (Non- Administrative)

The instructional teams conducted a total of **306** walkthroughs since the implementation of the non-administrator walkthrough forms on 1/28/25.

The detail by grade level is provided below.

Feedback was provided to Principals accordingly as well as individual support to teachers.



Campus Administration - Walkthroughs

Principal and Assistant Principal Walkthroughs

As of April 18, 2025

Goal: 8 per week or 286 by May 30, 2025

Cumulative Total as of April 18, 2025 – **2,657**

Start Date: 7/23/2024				
End Date: 4/18/2025				
Report Date: 4/22/2025 1:26 PM				
Administrator	WT	Obs.	Sum.	Eval
Chavez, Valerie (First one 9/27/24)	185	7	0	0
Corona, Alexander	279	15	0	0
Enriquez, Troy	80	1	2	0
Esquivel, Julissa	224	15	0	0
Frescas, Susana	287	15	2	0
Nunn, Melissa	270	16	0	0
Robles, Lorena	188	17	0	0
Ruiz, Monika (First one 10/26/24)	74	11	0	0
Salcido, Richard	216	17	0	0
Sandate, Lydia	238	16	0	0
Santana-garcia, Martha	208	16	0	0
Silva, Laura (First one 10/18/24)	168	19	0	0
Talamantes, Concepcion (First one 11/19/24)	71	0	0	0

Vertical Alignment

Vertical Alignment Meeting – High School and Middle School Math Teams

Meeting Notes - May 13, 2025

Transition: Check Point 1

BETA What is the status of...

Share UG EQ BC +6 L D JP J L

Notes Transcript Deep Dive Coaching

Read Score 77 OKAY Engagement 84 GOOD Sentiment 70 OKAY

Summary

The discussion centered on the challenges faced by students in mastering foundational math skills as they transition from elementary to middle and high school. Eva Quezada highlighted significant gaps in students' understanding of key concepts such as plotting points and algebraic principles, which hinder their progress. The team, including Troy Mitchell Enriquez and Jorge Maese, emphasized the necessity of consistent practice and targeted teaching strategies to address these gaps. They also noted the misconceptions students have regarding graphing, particularly the confusion between X and Y coordinates, and the need for effective instruction to help students overcome these challenges.

The conversation further explored the integration of calculators in math classes, with Quezada advocating for limited use in seventh grade while Enriquez suggested early calculator use to support problem-solving. The group acknowledged the importance of balancing calculator proficiency with foundational arithmetic skills. Additionally, Quezada discussed the difficulties faced by Algebra 1 students, particularly those with low academic performance, and the urgent need for effective strategies to support their learning. The team identified key TEKS to prioritize for the remainder of the school year and agreed to reconvene after test results to analyze performance and plan future meetings.

[View less](#)

Chapters & Topics

Descriptions

0:00 Transition: Check Point 1

Eva Quezada shared insights from her dual teaching of seventh and eighth graders, noting that many students struggled with foundational math skills, particularly in areas like graphing and algebra. She pointed out that despite having high expectations, the students often lacked the necessary retention and practice. The discussion also touched on the importance of collaboration among teachers to address these gaps effectively.

- Importance of foundational skills in mathematics, such as plotting points and understanding slope.

12:58 Addressing Math Skill Development

Eva Quezada highlighted the struggle students encounter in maintaining math skills as they progress through their education. She noted that many students come from an elementary background with limited math exposure and that the transition to middle and high school often lacks sufficient math practice. Quezada advocated for reinstating two hours of math instruction to enhance skill retention and development.

14:37 Understanding Graphing Misconceptions

Eva Quezada and Carmen Frances Harding addressed the challenges students face in understanding graphing, specifically the differentiation between X and Y coordinates. Carmen noted that students often perceive these as separate points rather than a single coordinate pair. They also highlighted issues with students misapplying concepts like scale factor.

17:07 Understanding Student Challenges in Math Instruction

Eva Quezada highlighted the difficulties students encounter with graphing, noting that many shut down when the topic is introduced. She stressed the importance of consistent modeling and practice in teaching math concepts, arguing that a lack of thorough instruction leads to student resistance and misunderstanding.

21:40 Discussion on Calculator Use in Mathematics Classes

The conversation centered on the role of calculators in math education, with Eva Quezada explaining that 7th graders use basic calculators primarily for accommodations and spend time learning their functions. Troy Mitchell Enriquez highlighted the benefits of introducing calculators early in the school year to help students succeed in arithmetic and problem-solving. Carmen Frances Harding added that many students struggle with using calculators effectively, particularly with inputting equations and generating graphs.

- The role of calculator use in teaching mathematics.
- Transition challenges from 7th to 8th grade mathematics.

26:36 Transition Challenges in Algebra 1

Eva Quezada emphasized the struggles of students currently enrolled in Algebra 1, particularly those with low grades. She pointed out that many students lack retention of basic math skills, which complicates their ability to advance to Geometry and Algebra 2. Despite receiving tutoring from multiple teachers, the students still face significant challenges in understanding and applying mathematical concepts.

30:24 TEKS Focus and Next Steps

In a collaborative discussion, Eva Quezada and Troy Mitchell Enriquez prompted teams to identify key TEKS to focus on in the last month of the school year. Seventh grade selected TEKS 7.7A and 7.3B, while eighth grade emphasized solving equations and understanding linear concepts. Carmen Frances Harding added that modeling linear relationships is also crucial for eighth grade.

- Planning for the next meeting and aligning schedules for effective collaboration.

**Elementary/Middle School Transition Visits
2024-2025**

PreK 4 to Kindergarten				
Loya Teachers	Sambrano Kindergarten Teachers		Observation Date & Time Friday, October 25, 2024	IS & IO
Benavidez & Mendoza	M. Rodriguez	Rm 208	8:15 AM - 9:00 AM	Vallejo & G. Diaz
Montoya & Gentry (SPED)	D. Loya	Rm 203		C. Duran & D. Cortez
Ballesteros & Samayoa (SPED)	M. Loya	Rm 202		A. Padilla & J. Palomino
Ortega & Berumen	E. Castaneda	Rm 206		Letty DeSantos
Transition Meeting (All Pre-k and Kinder Teachers will attend)				
Date	Time	Location	IOs Present	ISs present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Camino Real Conference Room	Josue Palomino	C. Lara A. Padilla

2nd Grade to 3rd Grade				
Sambrano Teachers	Alarcon & Borrego Teachers		Observation Date & Time Tuesday, October 22, 2024	IO
C. Romero , D. Mendoza, P. Santisteban	H. Rodriguez (Math/PM)	Rm 407	1:15 PM - 2:00 PM	D. Cortez
P. Figueroa, A. Ramirez, J. Perez (SPED)	H. Rodriguez (RLA/AM)	Rm 407	8:15 AM - 9:00 AM	G. Diaz
S. Delgado, V. Martinez, I. Maldonado, N. Villasenor	E. Moreira	Rm 203	8:15 AM - 9:00 AM	J. Palomino
Transition Meeting (All Second and Third Grade Teachers will attend)				

**Elementary/Middle School Transition Visits
2024-2025**

Date	Time	Location	IOs Present	ISs present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Mission Trail Boardroom	Georgina	C. Duran C. Nakay

7th Grade to 6th Grade Math

GEMS	Alarcon & Borrego		Observation Date & Time	IO & IS
R. Gonzalez & G. Olvera	S. Cardenas (Borrego)	Rm 308	Thursday, October 24, 2024 2:45 PM - 3:30 PM	D. Cortez E. Quezada
E. Villalobos & L. Aguilar (SPED)	R. Garcia (Alarcon)	Rm 300	Thursday, October 24, 2024 8:50 AM - 9:35 AM	D. Cortez E. Quezada

6th Grade to 7th Grade Math

Alarcon & Borrego	GEMS		Observation Date & Time	IO & IS
R. Garcia & P. Ortiz	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 9:05 AM - 10:13 AM	D. Cortez E. Quezada
S. Cardenas & J. Olivas	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 2:49 PM - 3:50 PM	D. Cortez E. Quezada

**Math Transition Meeting
(All 6th Grade and 7th Grade Math Teachers will Attend)
[Presentation Link](#)**

Date	Time	Location	IOs Present	ISs Present
Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Mission Trail Boardroom	D. Cortez	E. Quezada C. Talamantes

**RLA Transition Meeting (no observations)
(All 6th Grade and 7th Grade RLA Teachers will Attend)**

Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Camino Real Conf Rm	A. Alvarez G. Diaz	C. Nakay B. Jara
------------------------	-------------------	---------------------	-----------------------	---------------------

6th - B. Mireles, D. Michael, S. Tinajero, L. Sandoval
7th - N. Mitchell, S. Tragoza, G. Kimmel

**Kinder/PreK 4 Transition Visits
2024-2025**

Kindergarten to PreK4				
Sambrano Kindergarten Teachers	Loya Teachers		Observation Date & Time Friday, February 7, 2025	IS & IO
T. Rinka, M. Velasco & M. Rodriguez	B. Mendoza		8:15 AM- 9:00AM	Vallejo & J. Palomino
Sambrano Kindergarten Teachers	Loya Teachers		Observation Date & Time Wednesday, February 12, 2025	IS & IO
G. Villa, M. Loya	J. Ortega		8:15 AM- 9:00AM	Vallejo & J. Palomino
Sambrano Kindergarten Teachers	Loya Teachers		Observation Date & Time Wednesday February 12, 2025	IS & IO
S. Guerrero, E. Castaneda D. Loya	D. Berumen		9:15 AM- 10:00 AM	Vallejo & J. Palomino
Transition Meeting (All Pre-k and Kinder Teachers will attend)				
Date	Time	Location	IOs Present	ISs present
Wednesday, Feb. 26, 2025	4:00-4:30 p.m	Loya	Josue Palomino	Vallejo A.Padilla

Blanca Ivonne Cruz

Subject: Transition: Check Point 1
Location: Microsoft Teams Meeting

Start: Tue 5/13/2025 1:55 PM
End: Tue 5/13/2025 2:45 PM
Show Time As: Tentative

Recurrence: (none)

Organizer: Troy Mitchell Enriquez
Required Attendees: Richard Salcido; Ulises G Neira Galaviz; Veronica Pulido
Optional Attendees: Blanca Ivonne Cruz

Mr. Salcido,

Can you forward to your 8th grade Math team, this will be a TEAMS call. Below is the agenda, I will facilitate. Please let me know if any additional topics are needed. I will provide coverage for my team to attend; the next one will be slated during our PLC time.

Agenda:

1. Initial skill gap reflections- MS to present first based on reflections of
2. Second Meeting Time following TEA returns
3. Instructional Approach Topics:
 - Approach to slope and Y intercept
 - Approach to graphing points
 - Time allocated to graphing and transformations
 - Approach to solving equations
 - Functions that are taught on the calculator
 - Time allocated to calculator use in class and calculator
4. Next Steps and Meeting Date

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 261 664 040 924 7

Passcode: fG7dU2D2

Blanca Ivonne Cruz

From: Anna Christina Alvarez
Sent: Tuesday, February 11, 2025 4:27 PM
To: Troy Mitchell Enriquez; Blanca Ivonne Cruz; Ranmali DeSilva
Cc: Leticia De Santos; Ulises G Neira Galaviz
Subject: Re: GEAR UP - Vertical Teams Requirement

Good afternoon team,

You are correct Mr. Enriquez; the RLA team is on track to meet the Vertical Team requirement.

The two upcoming vertical teams we have are scheduled for:

- February 14th
- April 4th

Past vertical team meetings include:

- Wednesday, October 30th (In-District)
- Wednesday, November 20th (Vertical Meeting from TNTP)
- Wednesday, January 15th (Vertical Meeting from TNTP)

Please let me know what additional information you may need besides the required documentation.

In Service,

Anna Alvarez

Secondary Instructional Officer - RLA & SS
Department of Planning & Instruction
San Elizario ISD
(915) 872-3939 Ext. 3577
analvarez@seisd.net



 Alvarez_SEISD

From: Troy Mitchell Enriquez <TEnriquez@seisd.net>
Sent: Tuesday, February 11, 2025 4:24 PM
To: Blanca Ivonne Cruz <bcruz@seisd.net>; Ranmali DeSilva <ranmali.desilva@tntp.org>
Cc: Leticia De Santos <ldeasantos@seisd.net>; Anna Christina Alvarez <analvarez@seisd.net>; Ulises G Neira Galaviz <UNeiraGalaviz@seisd.net>
Subject: Re: GEAR UP - Vertical Teams Requirement

Hello,

RLA is the only required content and we have 2 additional scheduled, can you confirm Ms Alvarez?

We met at 1:00 that afternoon and solidified; I believe we've already completed 3.

-TE

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From: Blanca Ivonne Cruz <bacruz@seisd.net>
Sent: Tuesday, February 11, 2025 4:12:51 PM
To: Ranmali DeSilva <ranmali.desilva@tntp.org>
Cc: Leticia De Santos <lidesantos@seisd.net>; Troy Mitchell Enriquez <TEnriquez@seisd.net>; Anna Christina Alvarez <analvarez@seisd.net>; Ulises G Neira Galaviz <UNeiraGalaviz@seisd.net>
Subject: RE: GEAR UP - Vertical Teams Requirement

Hello Ranmali,

I am awaiting information from the Principals so that we can organize the vertical meetings. Is this requirement only for RLA?

Thank you,
Blanca

From: Ranmali DeSilva <ranmali.desilva@tntp.org>
Sent: Wednesday, February 5, 2025 8:47 AM
To: Blanca Ivonne Cruz <bacruz@seisd.net>
Subject: GEAR UP - Vertical Teams Requirement

CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Morning!

Mr. Enriquez asked me to reach out to you about tracking the GEAR UP Vertical Teams requirement. Here is the language of the grant:

Objective 3.2 Each year, teams of educators and administrators (middle school, high school and institutions of higher education) will complete at least **five days of vertical teaming in order to align curriculum** and reduce the need for remediation at the postsecondary level.

Are you able to provide me with some dates that San Elizario ISD has met in this fashion that would meet this objective? We need five for this school year. Let me know what you think! I can also help support you in tracking this, if needed.

Thank you so much!

173

2

130

-Ranmali

Ranmali DeSilva, M.Ed.

Senior Manager — Academics

[TNTF](#)

(504) 948-5619 | ranmali.desilva@tntp.org | tntp.org

What can 4,000 students teach us about school? Read [The Opportunity Myth](#).

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BlackLivesMatter

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Math Curriculum Selection



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

Timeline for Adoption of New Math Curriculum – Elementary

- **December 2024:**
 - Vendors were contacted and scheduled for teacher presentations in January and February 2025.
 - The selected vendors are on the high-quality instructional materials list from the State Board of Education (SBOE).
 - Rubrics were created for teachers to follow during the presentations.
 - Math committees were selected. Please see below for a list of committee members by campus.
- **January 2025:**
 - **January 16, 2025:** iReady Mathematics presentation for elementary teachers.
 - **January 22, 2025:** Stemscoopes presentation for elementary teachers.
 - **January 28, 2025:** Eureka/Bluebonnet Learning presentation for elementary teachers.
- **February 2025:**
 - Elementary Instructional Specialists and the Elementary Instructional Officer vetted the top math curriculums and planned lessons using them. The components analyzed included concept development and rigor, progress monitoring, mathematical fluency, problem-solving, productive struggle, and implementation.
 - The vetting process, which lasted 3 hours, was well-organized and comprehensive.
- **March 2025:**
 - Math comparison findings were presented to elementary teachers for review and feedback.
 - Teachers were told that the new curriculum for the 2025-2026 school year is Eureka/Bluebonnet Learning. They were presented with the materials they will be receiving, along with implementation and year-long support.
- **April 2025:**
 - Parent informational meetings

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

A Proud Community of Champions – Soaring to Excellence!



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

Timeline for Adoption of New Math Curriculum – Secondary

- **December 2024:**
 - Vendors were contacted and scheduled for teacher presentations in January and February 2025.
 - The selected vendors are on the high-quality instructional materials list from the State Board of Education (SBOE).
 - Rubrics were created for teachers to follow during the presentations.
 - Math committees were selected.
- **January 2025:**
 - **January 21, 2025:** iReady Mathematics presentation for secondary teachers.
 - **January 22, 2025:** Stemsscopes presentation for secondary teachers.
- **February 2025:**
 - **February 4, 2025:** Bluebonnet/Carnegie math presentation for secondary teachers.
 - **February 5, 2025:** Agile Mind math presentation to secondary teachers.
 - **February 12, 2025:** Stemsscopes math presentation to secondary teachers.
 - **February 18, 2025:** Kiddom math presentation to secondary teachers.
 - Secondary Instructional Specialists and Instructional Officer vetted the top math curriculums. The components that were analyzed consisted of concept development and rigor, progress monitoring, mathematical fluency, problem solving, productive struggle, and implementation.
 - Vetting also took place during the secondary math PLC.
- **March 2025:**
 - Decision was made to adopt Bluebonnet/Carnegie Learning and Agile Mind as curriculum for next year. Teachers were presented with the materials they will be receiving along with implementation and year long support.
- **April 2025:**
 - Teacher presentations will continue
 - Parent informational meetings will take place
 - Plan of transition begins

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



EXCITING MATH CHANGES COMING OUR WAY

Dear SEISD Families,

We're excited to share important updates about the upcoming changes to our math curriculum at SEISD! Starting with the 2025-2026 school year, we will be adopting **Bluebonnet Instructional Materials** across **all grade levels**, ensuring our students receive the best resources to support their math education. These new materials are aligned with state standards and designed to engage students in deeper learning and mathematical thinking.



What's Changing?

- **Elementary & Secondary Math:** New instructional materials will be implemented, which will enrich classroom experiences and enhance our students' mathematical understanding.
- **Bluebonnet Materials:** These materials are tailored for each grade level, providing comprehensive support for both teachers and students.
- **Alignment with TEA:** The adoption follows the Texas Education Agency's (TEA) guidelines to ensure consistency across the state.



the new curriculum, how it will benefit your child, and answering any questions you may have.

Meeting Dates & Times:

- **Date:** April 25, 2025
- **Times:** 9:00 AM & 5:00 PM
- **Location:** SEISD Mission Trail Board Room

To learn more about the Bluebonnet instructional materials, visit the official TEA website below for detailed information.

<https://tea.texas.gov/academics/instructional-materials/bluebonnet-learning>



Bluebonnet Learning

Bluebonnet Learning are state-developed instructional materials that provide teachers with the tools to foster student success. Developed using the latest cognitive science, Bluebonnet Learning instructional materials cover 100% of the Texas Essential Knowledge and Skills (TEKS) and provide a full suite of resources including scope and sequence, daily lesson plans, and student materials.

tea.texas.gov

We're Here To Support You!

Your involvement is key to your child's success. Please make plans to join us, and feel free to reach out with any questions.

Thank you for being a valued part of our SEISD community!

Warm regards,

San Elizario ISD Math & Science Instructional Officers

Deborah Cortez- dcortez@seisd.net

Ulises Galaviz - uneiragalaviz@seisd.net

Dual Language Walkthrough Form

<p>1. Classroom Environment</p> <ul style="list-style-type: none"> ○ Language Environment: Are both languages visibly represented (posters, labels, anchor charts)? ○ Student Work: Is student work displayed in both languages? ○ Resources: Are there bilingual resources available (books, dictionaries, word walls)? ○ Anchor Charts: Are anchor charts present and used effectively in both languages to support key concepts, strategies, and vocabulary? Are they co-created with students and easily accessible for reference? <ul style="list-style-type: none"> ○ Seating Arrangement: Is the seating arrangement conducive to collaborative learning?
<p>2. Language Use and Interaction</p> <ul style="list-style-type: none"> ○ Teacher Language Use: Is the teacher consistently using the designated language of instruction? ○ Student Language Use: Are students encouraged to use the target language in their interactions? ○ Language Support Strategies: Are strategies like sentence frames, graphic organizers, or visuals used to support language development?
<p>3. Instructional Strategies</p> <ul style="list-style-type: none"> ○ Dual Language Strategies: Are specific dual language instructional strategies (e.g., Bridging, Translanguaging) evident? ○ El Puente: Is the El Puente strategy being used to explicitly connect and transfer knowledge between both languages? ○ Preview-View-Review: Is the Preview-View-Review strategy implemented to build background knowledge, engage in content, and review in both languages? ○ Differentiated Instruction: Is instruction differentiated to meet the diverse language proficiency levels of students? ○ Interactive Activities: Are there opportunities for students to engage in interactive, language-rich activities (e.g., think-pair-share, cooperative learning groups)?

4. Student Engagement
<ul style="list-style-type: none"> ○ Active Participation: Are students actively engaged and participating in the lesson? ○ Collaborative Work: Are students working collaboratively in groups or pairs? ○ Cultural Relevance: Are lessons culturally relevant and inclusive of students' backgrounds?
5. Assessment and Feedback
<ul style="list-style-type: none"> ○ Formative Assessment: Are formative assessments used to monitor student understanding in both languages? ○ Feedback: Is feedback provided in both languages, and does it support language development?
6. Classroom Management
<ul style="list-style-type: none"> ○ Clear Expectations: Are classroom rules and expectations clear and enforced consistently? ○ Positive Reinforcement: Are positive behaviors and language use reinforced?
7. Professional Development Implementation
<ul style="list-style-type: none"> ○ Dr. Jose Medina's Strategies: Are strategies from Dr. Jose Medina's training being implemented effectively in the classroom? ○ Teacher Reflection: Are teachers reflecting on their practices and adjusting based on student needs?

<p>8. Sidletz Education Strategies</p> <ul style="list-style-type: none"> ○ Total Physical Response (TPR): Are TPR strategies being used to reinforce vocabulary and concepts? ○ Visuals and Gestures: Are visuals and gestures being used to support understanding and language acquisition? ○ Think-Alouds: Are think-aloud strategies being used to model thinking processes in both languages? ○ Scaffolding: Is scaffolding provided to support students at different language proficiency levels? ○ Structured Academic Talk: Are structured academic talk opportunities (e.g., dialogue protocols, discussion frames) provided?
<p>9. Content-Based Language Instruction (CBLI)</p> <ul style="list-style-type: none"> ○ Content Integration: Are language objectives integrated with content objectives in lesson plans? ○ Real-Life Application: Are lessons designed to apply language skills to real-life or content-specific contexts? ○ Language Functions: Are specific language functions (e.g., describing, comparing, summarizing) being targeted through content instruction? ○ CBLI Resources: Are there resources specifically designed for CBLI, such as thematic units, content-specific vocabulary lists, and bilingual content materials?
<p>10. English Language Proficiency Standards (ELPS)</p> <ul style="list-style-type: none"> ○ Alignment with ELPS: Are lesson objectives aligned with the ELPS standards? ○ Language Domains: Are all language domains (listening, speaking, reading, writing) addressed in the lesson? ○ Accommodations and Supports: Are appropriate accommodations and supports provided to English learners based on their proficiency levels?

Blanca Ivonne Cruz

From: Josue I Palomino
Sent: Thursday, October 17, 2024 9:22 AM
To: Monika Seelig Ruiz; Julissa C Esquivel; Susana Frescas; Martha Elva Santana-Garcia
Cc: Leticia De Santos
Subject: Dual Language Classroom Updates and New Resources
Attachments: P1.png; P2.png; 24-25BilingualLearningwalkCheckList.docx

Dear Principals,

I hope you're doing well. I'd like to share some important updates on how we are continuing to support our Dual Language teachers and ensure alignment across all classrooms.

1. Learning Walks Implementation

We are systematically supporting our teachers through the implementation of Learning Walks. This process ensures that we all grow together while aligning our practices across Dual Language Classrooms. I've attached the **Dual Language Learning Walk checklist** for your reference.

We are implementing this tool by focusing on one section at a time. I personally visit classrooms, focusing on the first section of the checklist, and provide feedback to teachers. I then follow up with each teacher in person or via Zoom to discuss the visit and offer support. This method helps us ensure that all Dual Language Classrooms are aligned in instructional practice.

2. New Posters for Dual Language Classrooms

We are excited to deliver eight new posters to your Dual Language teachers at no cost. These posters will be valuable resources for guiding instructional practices in both languages. Below is a summary of each poster:

- **4 + 1 Domain Icons:** These domains guide teachers in implementing instructional practices that empower students in both languages. Sentence stems for students are included.
- **Bilingual Pairs Poster:** This poster highlights this essential instructional strategy, which fosters academic, linguistic, and social development in dual-language students.
- **Regionalismos Poster:** This poster showcases the richness and diversity of the Spanish language and prepares students to navigate regional language variations.
- **El Puente Poster:** Focuses on connecting both Spanish and English, bridging languages for academic and cognitive growth.
- **Content and Language Objectives Poster:** Guides teachers in setting clear objectives in both languages to help students meet academic and language goals.
- **T-Chart Poster:** A simple graphic organizer that helps students compare and contrast concepts in both languages.
- **Venn Diagram Poster:** Another excellent graphic organizer to support students in comparing and contrasting concepts in both Spanish and English.

These posters will be delivered to your teachers shortly, and they are intended to further support their work in creating an engaging bilingual learning environment.

Please don't hesitate to reach out if you have any questions or need additional information. I'm here to support you and your teachers in any way possible.

Josué F. Palomino

Instructional Officer - Bilingual
Department of Planning & Instruction
San Elizario ISD
(915) 872-3900 ext. 3594
jpalomino@seisd.net



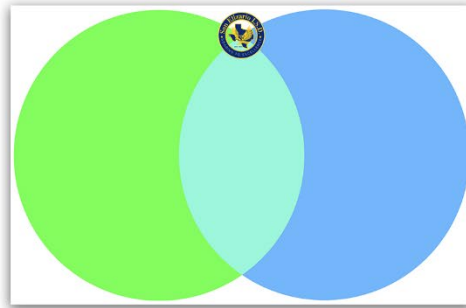
@MrJosuePalomino



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Dual Language Posters

Dual Language Posters



HOY VOY A _____
EL OBJETIVO DEL CONTENIDO:

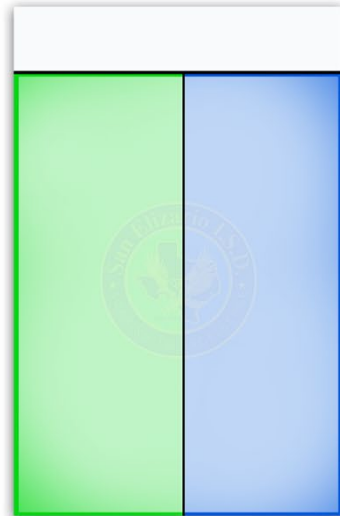
EL OBJETIVO DEL LENGUAJE:

EL OBJETIVO DE LA CULTURA:

TODAY I WILL _____
CONTENT OBJECTIVE:

LANGUAGE OBJECTIVE:

CULTURE OBJECTIVE:





The image shows the cover of a book titled "REGIONALISMOS REGIONALISMS". The title is written in green and blue letters at the top. Below the title, there is a table with three columns. The first column is labeled "PALABRA O FRASE" and "WORD / PHRASE". The second column is labeled "TRADUCCIONES POR PAIS O REGION" and "TRANSLATIONS BY COUNTRY / REGION". The third column is labeled "COMENTARIOS" and "COMMENTS". The table is currently empty.

PALABRA O FRASE WORD / PHRASE	TRADUCCIONES POR PAIS O REGION TRANSLATIONS BY COUNTRY / REGION	COMENTARIOS COMMENTS

Corrective Action Plan - Structure

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

For Alarcon, Borrego, & GEMS: Math/Science, Reading, & Social Studies (3-8) By Campus

- Copy of At-a-Glance Campus PLC Schedules

All items will be included in the same order for each subject – that is, everything for reading; then everything for science; then everything for social studies... etc.

- Two PLC Agendas – showing one or more of the following items for discussion:
 - Data Driven Lesson Plans
 - Collaboration between SPED and GenEd teachers
 - Review of Data for Co-Teaching, Resource, or ASC students
 - Specific accommodations or differentiation for SPED students
- 2 Copies of lesson plans showing reading strategies embedded into the daily lesson
- 1 copy of feedback on lesson plans for co-teachers (General & SPED)
- 3 copies of feedback on classroom visits – one each (this can be an email or Eduphoria)
 - Co-Teaching Science or Reading
 - Resource Social Studies
 - ASC Math or Reading
- Intervention Documentation – one each for math; then one each for reading; then one each for social studies
 - Sign In Sheet for after-school tutoring including SPED students
 - Sign In Sheet for Saturday tutoring including SPED students
 - Pull-Out Schedule by Interventionist (including SPED students)
- Agenda & Sign-In for Professional Development on effective strategies for SPED students

English 1 & 2 (SEHS Only)

- Copy of At-a-Glance Campus PLC Schedule(s)
- 1 copy of administrator feedback on lesson plans for co-teachers (General & SPED)
- 3 copies of administrator feedback on classroom visits – one each for either Eng. 1 or 2
 - Co-Teaching
 - Resource
 - ASC
- Intervention Documentation – All English 1 docs; then all English 2 docs
 - Sign In Sheet for before-school English tutoring including SPED students
 - Sign In Sheet for Saturday EOC tutoring including SPED students
 - Pull-Out Schedule by Interventionist (including SPED students)
- SEHS: Agenda and Sign-In sheets for Literacy Professional Development via TNTP

Cover Sheets:

Campus Logo & Title on Cover Sheet is the underlined and italicized shown in outline.

One for Each bullet Elementary/Middle School= 7 High School = 5

High School Only English Department

Other Special Populations (OSP) Domain I - Academic Achievement; OSP STAAR EOC Passing Rate:

English I and II: Homeless

Due February 21 for Semester 1 and May 1st for Semester 2

Collected	Date Completed	Strategy/Artifact
		Copy of At-a-Glance <u>Campus PLC Schedule(s)</u>
		3 copies of <u>PLC Agenda Meetings</u> -1 should include data talk with a focus on Student groups (Homeless)
		2 Copies of <u>lesson plans</u> showing reading strategies and academic Language embedded into the daily lesson
		3 copies of <u>feedback on classroom visits from administration</u> -Focusing on bell to bell, high quality instructional materials, student engagement and checking for understanding
		3 copies of <u>feedback on classroom visits from other instructional support staff</u> -Focusing on bell to bell, high quality instructional materials, student engagement and checking for understanding
		1 Copy of a sign in sheet for <u>interventions</u> to include OSP students
		1 Copy of an <u>Professional Development Agenda</u> focusing on best practices to help student with their writing and reading

High School and Middle School Only

Other Special Populations (OSP) Domain I – Academic Achievement: OSP Annual Drop Rate (Grades

7-12); Homeless

Due February 21 for Semester 1 and May 1st for Semester 2

Collected	Date Completed	Strategy/Artifact
		Copy of Student <u>Dropout Process Plan</u> Diagram
		3 copies/ <u>Examples of the paperwork</u> when a student drops out of campus
		1 <u>Agenda of a parent meeting</u> showing the discussion of attendance and staying in school
		2 copies of <u>PBIS activities</u> discussing the importance of staying in school
		3 copies of documentation of students when they dropout and enroll in another campus focusing on our homeless students (TRES)
		1 copy of a <u>community outreach</u> newsletter or information educating the community on the importance of staying in school

Cover Sheets:

Strategy, Campus Logo, Title on Cover Sheet is the underlined and italicized shown in outline.

**SEISD – ESC Region 19 MEP-MKV Initial Meeting
1.22.25**

Migrant Education Program Actions	McKinney-Vento Project Actions
<ul style="list-style-type: none"> ● Residency Verification and Certificates of Eligibility (COEs): Ms. Sonia Ornelas auditing files <ul style="list-style-type: none"> ○ Any data revisions will be made by the ESC Region 19 NGS Specialist ● Parent Advisory Meeting Dates: <ul style="list-style-type: none"> ○ September 13th (First Meeting) ○ September 27th (Elections; Ms. Rubi Gordillo nominated as PAC President) ○ Next Meeting: February 21, 2025 ● Student Activities <ul style="list-style-type: none"> ○ January 29th: College, Career, and Military Readiness Fair (Seniors will attend; ESC Boeing; transportation has been set) ○ 3-Session Martha Nino Book Study (Seniors) <ul style="list-style-type: none"> ▪ February 10th ▪ March 25th ▪ April 30th ▪ Sessions will be at Boeing; transportation required) ○ Intersession Camps <ul style="list-style-type: none"> ▪ March 4-6th ▪ Summer 2025 ▪ UTEP/EPCC Campus Visits ○ 2025 MEP-MKV Commencement <ul style="list-style-type: none"> ▪ May 10th at Starlight Event Center ● Supplemental Instruction and Progress-Monitoring (grades; attendance; behavior) <ul style="list-style-type: none"> ○ Seniors will be focus ○ Ensure SEISD’s Priority-for-Students (assigned by TEA) ○ Create timeframes for campus rounds 	<ul style="list-style-type: none"> ● TEA MKV Toolkit training <ul style="list-style-type: none"> ○ Work closely with PBIS TEAM Leads to ensure all state mandates regarding Chapter 37 are met for students experiencing homelessness ● MKV Seniors <ul style="list-style-type: none"> ○ 4 students set to graduate ○ Ensure graduation requirements are met ○ Connection to post-secondary ● 2025 MEP-MKV Commencement <ul style="list-style-type: none"> ○ May 10th at Starlight Event Center ● Supplemental Instruction and Progress-Monitoring (grades; attendance; behavior) <ul style="list-style-type: none"> ○ Students will be tiered to see student needs and address students accordingly ● Intersession camps: <ul style="list-style-type: none"> ○ March 4-6th ○ Summer 2025 ○ UTEP/EPCC Campus Visits
<p>Questions:</p> <ul style="list-style-type: none"> ○ For PAC meeting, do we have a presenter on immigration? ○ Spanish Copies of Martha Nino 	<p>Questions:</p> <ul style="list-style-type: none"> ○ Behavioral Toolkit Presentation needed? ○ List of MKV students: have any been placed in ISS, OSS and/or DAEP?

GEAR UP Needs Assessment - High School

GEAR UP NEEDS ASSESSMENT



San Elizario Independent School District, Spring 2025

WHAT'S IN YOUR NEEDS ASSESSMENT REPORT?

As a Texas GEAR UP district, your district has received TNTP support to leverage strong professional development, instructional coaching, and vertical teaming to increase rigor in secondary instruction. To determine students' access to rigorous academics, each spring, we conduct a Needs Assessment to understand students' access to four key resources at the heart of high-quality academic experiences – **grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations**. This data is captured annually and provides a picture of the current state of instruction on your high school campus as well as year over year growth.

Significant increases were measured in students' access to grade-appropriate assignments, deep engagement, and high expectations in 2025 compared to 2024, with the largest gain in students' access to grade-appropriate assignments. Access to strong instruction remains an area for growth.

Grade-Appropriate Assignments	Assignments Rated Grade Appropriate	
Content that reflects college- and career-ready academic standards	Spring 2024	Spring 2025
	13%	69%
Strong Instruction	Lessons Offering Students Strong Instruction	
Teaching that integrates high quality instructional practices	Spring 2024	Spring 2025
	5%	22%
Deep Engagement	Lessons with Deeply Engaged Students	
Lessons where all students are engaged in the lesson from start to finish	Spring 2024	Spring 2025
	58%	72%
High Expectations	Teachers with High Expectations for Students	
Adults who believe students can meet the demands of rigorous standards	Spring 2024	Spring 2025
	65%	83%

RECOMMENDATIONS

Based on findings from the 2025 Needs Assessment, the GEAR UP team at TNTP recommends that San Elizario High School take the following action steps. The data and these recommendations will be discussed in detail at our Data Walk meeting on April 2, 2025.

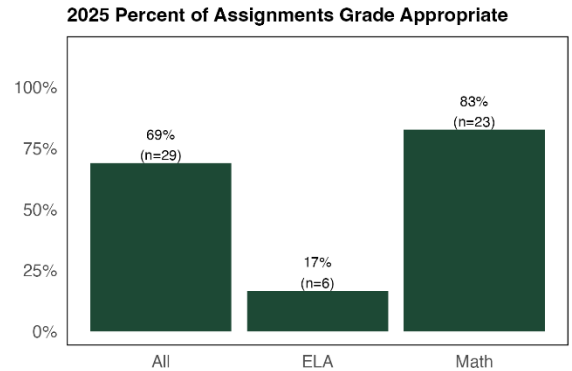
1. **Develop an instructional framework**, grounded in research-based instructional strategies, that explicitly names the district's vision of excellent instruction. **Train instructional leaders on highly effective implementation of these strategies** so they easily identify strengths and gaps in instruction on their campuses.
2. **Implement a schoolwide protocol for lesson preparation and internalization using adopted HQIM**. This should include clear expectations for what strong lesson preparation looks like in each content area, along with an emphasis on teachers' utilization of the district-adopted HQIM.
3. **Plan annual campus or content area instructional priorities** that bring campus practices into alignment with the San Elizario ISD instructional framework over time. Align all professional learning, including PD, coaching, and feedback to the prioritized instructional practice(s).

- Develop of a culture of learning and accountability for teachers at San Elizario High School through the execution of **routine, weekly walkthrough and feedback cycles for instructional leaders.**

OPPORTUNITY TO ACCESS GRADE-APPROPRIATE ASSIGNMENTS

TNTP evaluated **29 assignments** from core content areas that students recently completed in class. Consistent access to grade-appropriate assignments across grades ensures that students build knowledge and skills necessary for college readiness by completion of twelfth grade.

Each assignment was rated using the TNTP [Assignment Review Protocols](#). All assignments were rated on how well they centered **grade-level content**, provided meaningful content **practice** opportunities, and gave students a **relevant** opportunity to connect the content to real-world issues or contexts. Each of these three domains was rated on a scale of 0-2; adding these three domain ratings together, assignments with a total rating of at least a 4 (out of 6) were considered grade appropriate. Sixty-nine percent of assignments evaluated met the criteria for grade appropriateness, while math assignments stood out as most likely to present grade-appropriate tasks to students. Despite heavy support in ELA this year, ELA assignments continued to focus on below-grade level texts and tasks with students.



According to the 479 students who completed the TNTP student survey, 70 percent believe that if they do well on the assignments their teachers give them, they will perform well on the End of Course assessment.¹ Sixty percent believe that they will perform well on the SAT/ACT/TSI, and 74 percent believe that they will be prepared to do college level work. According to the teacher survey, 89 percent of teachers believe that at least half of students who attend college will find the work to be substantially more challenging than what they received in high school.

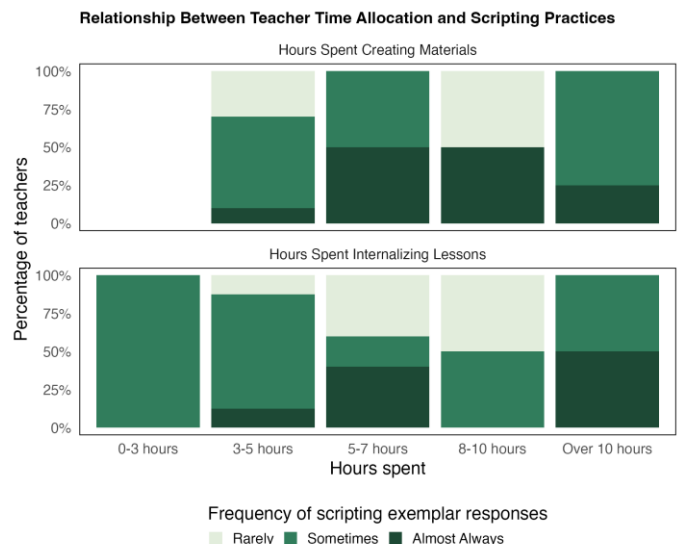
Students have inconsistent access to grade-appropriate assignments across ELA and math classes, though they are more likely to receive grade-appropriate assignments in math. Most teachers believe that students will struggle with college-level academic assignments compared to the rigor of their high school work.

Curriculum and Instructional Materials

TNTP looked at the assignment source to determine the proportion of assignments that provided students **opportunities to interact with curricula materials that have been approved** by the district or school and analyze **how teachers invest their lesson planning and preparation time**. None of the assignments evaluated were from an approved curriculum source; 100 percent were selected or created by teachers. Only 69 percent of these assignments were rated grade appropriate.

None of teachers surveyed indicated that they always or almost always use district-approved curricula. Fifty-six percent of teachers report sometimes using district-approved curricula.² All of these teachers report spending more than three hours each week finding or creating lesson materials, and 80 percent report spending three to eight hours each week internalizing the lesson materials prior to teaching them.

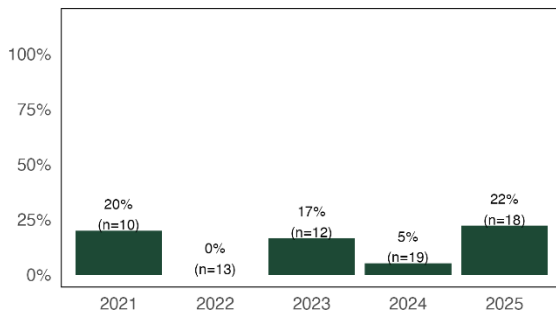
Forty-four percent of teachers report rarely or never using a district-approved curriculum.³ Of these teachers, all report spending three or more hours a week finding or designing materials, and 38 percent spend more than five hours a week. These teachers are most likely to spend 3-5 hours per week internalizing lesson materials, less time than their colleagues who more frequently rely on district curricula.



San Elizario HS teachers report infrequent and inconsistent use of district-adopted curricula. Teachers who report less frequent use of approved HQIM spend more time finding or creating instructional materials and less time internalizing how to use them.

OPPORTUNITY TO ACCESS STRONG INSTRUCTION

Percent of Classrooms with Strong Instruction By Year

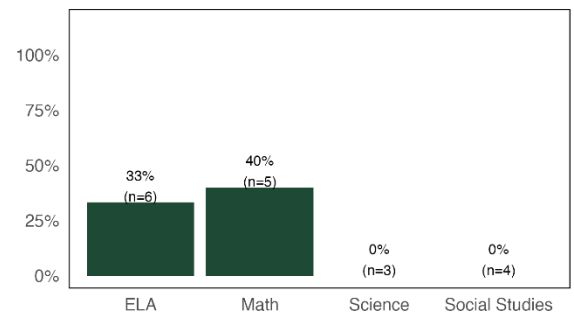


Eighteen classrooms were observed to rate the quality of classroom instruction using the TNTP [Observation Protocols](#). Consistent access to strong instruction supports students to master the content taught in each lesson and strengthen speaking, listening, reading, and writing skills that will be essential for postsecondary success. Each observation assessed the extent to which the lesson demonstrated a strong **culture of learning**, used grade-level **content**, employed appropriate **instructional practices** that led to student mastery, and promoted **student ownership** over the thinking of the lesson. Each of these four domains was rated on a scale of 0-3; lessons with an average rating across domains of at least a two were deemed to have offered strong instruction. Twenty-two percent of classroom observations in 2025 demonstrated strong instruction, which is an increase of 17 percentage points from observed classrooms in 2024.

In 2025, TNTP provided professional development for teachers and instructional leaders across the English department related to strong instructional practices, including centering grade-appropriate texts, incorporating structures for speaking, listening, and writing, and providing students with feedback on their work in class to address misconceptions in real time. While TNTP’s support targeted the English department, these strong instructional practices should be employed across all content areas to ensure students have sufficient opportunity to practice and apply reading, writing, speaking, and listening skills in a variety of academic contexts. In 2025, 33 percent of observed ELA classrooms demonstrated strong instruction, compared to 40 percent of Math classrooms. No observed science and social studies classrooms demonstrated strong instruction.

English teachers were more likely than their colleagues in other content areas to report using some strong instructional practices targeted in TNTP trainings. Sixty-seven percent of ELA teachers reported that they almost always center appropriately challenging texts in their lessons, compared with 33 percent of math, science, and social studies. Sixty-seven percent of ELA teachers report regularly teaching writing skills, compared to 13 percent of non-ELA teachers. However, ELA teachers were less likely to report regularly using other strong instructional practices than their non-ELA colleagues. Fifty-three percent of math, science, and social studies teachers report almost always providing students with opportunities to discuss their learning, compared to 33 percent of ELA teachers. Forty-seven percent report giving students academic feedback on their work during the lesson to address misconceptions, compared to 33 percent of ELA teachers.

Percent of Classroom with Strong Instruction in 2025 By Subject

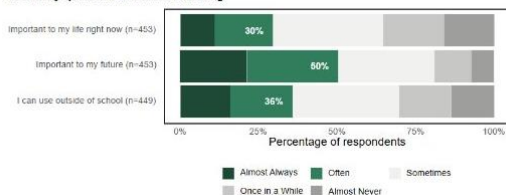


Across all content classes, students report having an opportunity to do the following every day: read challenging texts and think about questions that help to deepen understanding of the text (74 percent); discuss content they are learning with classmates (69 percent); write about learning in class (62 percent) and attend to writing mechanics such as capitalization and punctuation (89 percent). Eighty-three percent of students report receiving academic feedback during class every day to address misconceptions.

Despite growth in strong instruction campus-wide, San Elizario High School teachers inconsistently use strong instructional practices, even within the English department, which received targeted support to in SY 2024-25 to develop and implement these teaching practices.

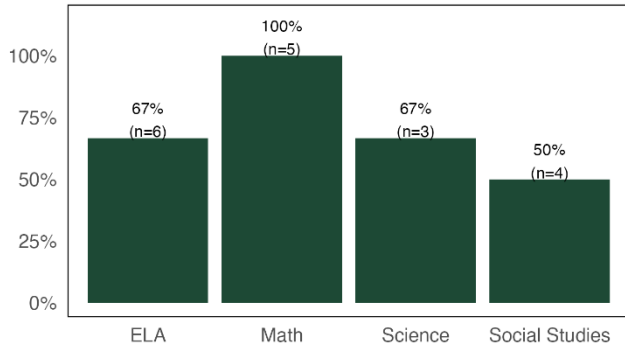
OPPORTUNITY FOR DEEP ENGAGEMENT

We usually spend time in class on something:

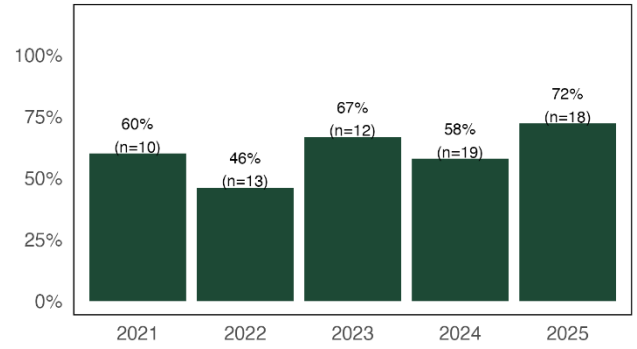


TNTP collected and analyzed **479 survey responses** from students in grades 9-12 about their daily classroom experience. Several questions asked about the extent to which they find deep engagement in the content of lessons due to interest in the content and relevance to their lives. Approximately **65 percent** of students reported that at least sometimes their class time is spent on content that is valuable to their lives. **Sixty-seven percent** of students reported that they are at least sometimes so engaged in their class that they do not think about anything else, and **56 percent** of students reported that they are at least sometimes so engaged in what they are learning that they lose track of time while in class.

**Percent of Classroom with Deep Engagement in 2025
By Subject**



**Percent of Classroom with Deep Engagement
By Year**



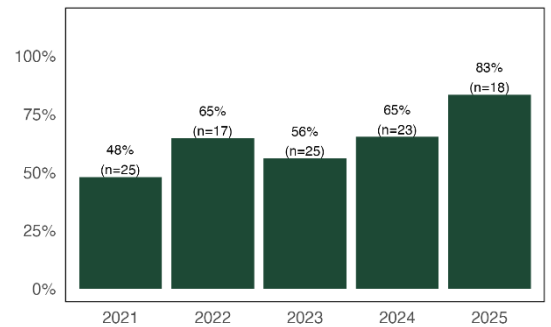
TNTP also observed **18 classrooms** to measure the extent to which students were engaged throughout instructional time. In 72 percent of classrooms, students were at least mostly engaged in instructional tasks, an increase of 14 percentage points from 2024. Students were at least mostly engaged in 67 percent of ELA classes, 100 percent of math classes, 67 percent of science classes, and 50 percent of social studies classes.

In 2025, there was an increase in observed student engagement, with math classes demonstrating the highest engagement levels on campus.

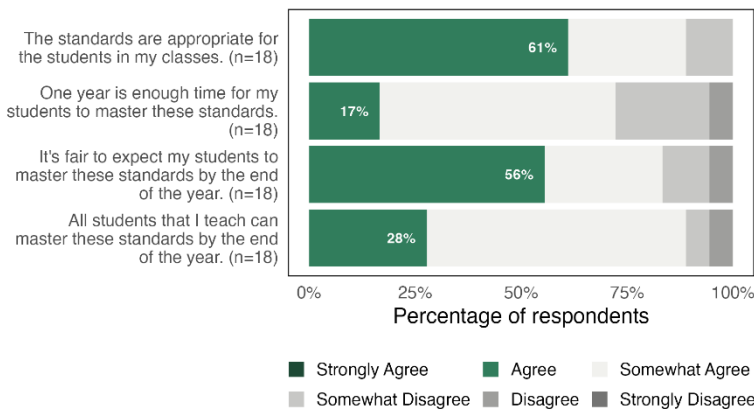
OPPORTUNITY FOR TEACHERS WITH HIGH EXPECTATIONS

TNTP collected and analyzed survey responses from **18 teachers**. Teachers who had high expectations were those who believed their **students could be successful** against rigorous, grade-level standards. Teachers' responses to four questions were combined into a single Expectations Score ranging from 0-5. A combined rating score of a three or above defines a teacher as having **high expectations** for students. In 2025, 83 percent of responding teachers indicated having high expectations for their students, an increase of 18 percentage points from 2024.

Percent of Teachers with High Expectations



Please indicate your level of agreement with the following statements about the TEKS in the primary subject you teach.



TNTP's student survey also collected data on how students experience high expectations in their classes. Eighty-four percent of students believe that their teachers at least sometimes give them challenging assignments that make them think hard, and 76 percent believe that their teachers at least sometimes make them keep trying when they feel like giving up. Sixty-four percent report that their teachers at least sometimes expect them to deepen learning by practicing class content through homework assignments outside of class.

Teachers at San Elizario High School increasingly hold high expectations for their students, continuing a trend of year over year growth in this area.

SHARING YOUR DATA

The GEAR UP team at TNTP recommends that San Elizario High School take the following action steps to share the findings of the 2025 Needs Assessment with stakeholders.

1. Share the outcome from this analysis with staff and help them develop an understanding of the status of campus instruction in comparison to your vision of excellent instruction.
2. Take time to celebrate with the staff the improvement in grade-appropriate assignments data. Develop a plan for how to train new staff and continue the development of current teachers on leveraging grade-appropriate assignments from your HQIM.
3. Revisit the findings from *The Opportunity Myth* with your staff to deepen understanding of the importance of giving students consistent access to the four resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.
4. Consider partnering with TNTP to build staff knowledge of TNTP's newest reports, [Paths of Opportunity](#) and [The Opportunity Makers](#) to develop understanding of strategic shifts in campus-wide practices that will increase students' college-readiness and postsecondary success.

Vertical Alignment Meetings - High School

District ELA Assignment Evaluation

Welcome to your second Vertical Team meeting in this five-part series! At this point, your team has received training on the TNTP ELA Assignment Evaluation Protocol ([session 1](#)), and you are ready to conduct your first district ELA assignment evaluation. Use the steps below to guide your completion of this work.

Preparation

Complete the following steps to prepare for your Vertical Team meeting.

- ❑ **Schedule a half-day meeting time and space** to assemble your Vertical Team in December. Your Vertical Team should include at one stakeholder in each of the following areas:
 1. middle school ELA curriculum
 2. high school ELA curriculum
 3. postsecondary curriculum (AP/Dual Credit or representative from an IHE)
- ❑ **Collect ELA assignment samples** from each ELA classroom grades 6-12, including AP/Dual Credit classes. The samples should be blank with no student work. The assignment should represent what students spend the majority of a class period completing. It is not necessary to observe the entire class period, but be sure that you are in the classroom when you collect the sample so you can see which part(s) of the assignment students are to complete that day. It should take no more than three to five minutes to collect the assignment sample from each class. Assignments can be collected by taking a hard copy from the classroom or taking a picture of the assignment. For each assignment, record:
 1. Date assignment was collected
 2. Teacher name
 3. Grade or course name
- ❑ **Gather a master calendar from each campus** that will enable you to check which classes are accelerated, ICC, multilingual support, etc.
- ❑ **Print copies of the [TNTP ELA Assignment Review Protocol](#)** to ensure that each team member can have a copy in front of them when evaluating assignments during the meeting.

Evaluation Procedure

When your Vertical Team assembles for the half-day meeting, complete the following steps:

- ❑ **Work in pairs** to evaluate assignments with a colleague. Discuss any discrepancies in ratings for each domain to norm and come to consensus on each assignment rating.
- ❑ **Divide the assignments among working pairs** for evaluation. Each collected assignment should receive a rating; however, the whole team does not need to rate every assignment. Plan to spend approximately 15-20 minutes rating each assignment as you are building your skill with using this protocol.
- ❑ **Enter your ratings for each assignment** in the form assigned to your district. If you notice any problems with your link, please contact ellie.cook@tntp.org.

ASSIGNMENT RATINGS ENTRY FORMS					
CCAISD	Cleveland	Mathis	San Elizario	Sheldon	Sinton
Form link	Form link	Form link	Form link	Form link	Form link

Next Steps

Ensure all your assignment ratings are entered into your district Google Form and join the next virtual meeting on January 15 for guided analysis of your data. If you would like to review your data before the meeting, email ellie.cook@tntp.org.

San Elizario ISD Vertical Team Meeting Dates

Date	Link	Objectives	Next Steps
<p>October 30, 2024 <i>Virtual</i></p>	<p>https://esc19.zoom.us/j/9653484913550043?pwd=R480v7IRcCCK3lcVafaYkbHCBWkiha.1</p>	<p>Identify gaps in ELA assignment rigor and gather insight on postsecondary skill expectations to align instruction from middle to high school and better prepare SEISD students for college success.</p>	<p>Evaluate cognitive demand and alignment to college and career readiness expectations.</p>
<p>November 20, 2024 <i>Virtual with TNTP</i></p>	<p>https://zoom.us/j/96534841651?pwd=dp4AMFnZeR9Y8qg94H09EKfUPc5g91.1&from=addon</p>	<p>Introduction to the TNTP ELA Assignment Review Protocol</p>	<p>Collect one ELA assignment from each 6-12 classroom</p> <ul style="list-style-type: none"> • Evaluate Assignments in Pairs • Enter Ratings Data into Google Form
<p>January 15, 2025 <i>Virtual with TNTP</i></p>	<p>https://zoom.us/j/94474246011?pwd=RZ4ExfNKZaazl2PTU1E0bAgHxmDewv.1&from=addon</p>	<p>Analyze ELA assignment data using guiding questions to identify strengths and gaps in rigor across the district.</p> <p>Determine a high-leverage action step to improve vertical alignment and rigor in grades 6–12.</p>	<p>Communicate the expectation to SPED & Emergent Bilingual teachers that they must use the adopted HQIM in all lessons.</p>

February 14, 2025	In-person	Data Analysis & Progress Monitoring	Analyze the rigor of teacher-created lessons using student work and data, then support alignment by modeling or selecting high-rigor lessons from the textbook as needed. (ongoing)
April 4, 2025	In- Person	Data Analysis & 25-26 Goal Setting	<p>Implement Lesson Internalization in Core Content</p> <p>Continue District Adopted Resources in Newcomer & Self-Contained SpEd Classes</p> <p>Evaluate Resources for Intervention</p>

AntiBullying Efforts - Project Vida

AntiBullying Efforts in San Elizario ISD

Student Efforts

Project Vida FuturGen team delivered a two-part presentation on Bullying and Cyberbullying to students at Borrego and Alarcón. The first session focused on defining bullying, identifying the different types of bullying, introducing the 30-second rule, and discussing appropriate actions to take if a student is experiencing bullying. The second session included relevant statistics, an overview of David's Law, opportunities for self-reflection, and a review of the steps students should take to report bullying. Both presentations were conducted in person.

1. Borrego presentations
 - a. Presented Part 1 on March 21st
 - b. Conducted presentations for 3rd - 6th graders
 - c. Total of 520 students attended these presentations
2. Alarcon presentations
 - a. Presented Part 1 on April 2nd to 3rd-6th grade students
 - i. 282 students attended
 - b. Presented Part 2 on April 8th to 5th and 6th grade students
 - i. 150 students attended

Parent Efforts

Project Vida Parent Mentors delivered an educational presentation to parents focused on bullying awareness and prevention. Parent Mentors provided presentations to parents to review the types of bullying, warning signs, what to do as a parent, and how to prevent it from happening.

1. Presented at Borrego Parent Night on March 25th
 - a. Approximately 55 parents
2. Presented at the Mission Progressing Together meeting on April 9th
 - a. A total of 23 parents attended

Future Efforts

1. National Adolescent Health Month
 - a. National Adolescent Health Month (NAHM) is a national observance held each May that focuses on raising awareness about key issues related to adolescent health and well-being. Project Vida FuturGen program developed a campaign to raise awareness about body image and bullying. To encourage universal acceptance of everyone's uniqueness and background the campaign is focused on "Respect the Difference." Our team of Outreach Wellness Facilitators will be hosting tabling events at San Elizario HS, GEMS, and at Borrego throughout the month of May as well as providing youth serving professional and parents resources on how to curb bullying and body shaming. The events at the school

will be very interactive to ensure youth engagement such as basketball true and false activity and a kindness jar to share positive messages with their peers.

- i. GEMS - May 7th and 20th
 - ii. Borrego - May 13th
 - iii. San Elizario HS - May 14th
2. Virtual Parent Presentation
- a. An extensive session for parents of our community to learn more about Bullying and Cyberbullying.
 - i. May 22nd at 9am & 6pm, English and Spanish

Blanca Ivonne Cruz

From: Alejandra Martinez <a.martinez@pvida.net>
Sent: Tuesday, May 13, 2025 4:22 PM
To: Troy Mitchell Enriquez; Blanca Ivonne Cruz
Cc: Sandra Garcia; Sandra Sanchez; Reyna Janneth Castillo; Claudia Lizzette Borunda; Adolfo Jonathon Gallardo
Subject: PATH Program implementation location

Follow Up Flag: Follow up
Flag Status: Flagged

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Good afternoon San Elizario team,

Hope you are doing great

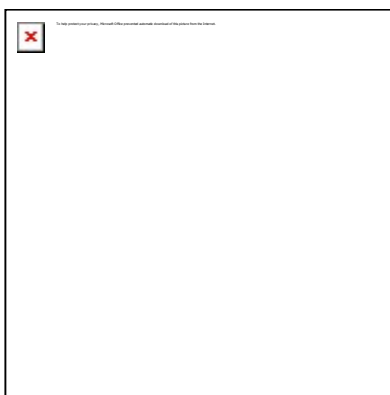
I am reaching out to bring you up to speed on the activities for the PATH program.

Yesterday we collected paperwork from the 10 selected students, we have pending paperwork from some of the students but it will be collected this week.

Upon meeting with parents, they were asking the location of the implementation of the program. Do you know the room where the implementation will take place for the PATH program during the summer ?

Have a great day

Best Regards,



Alejandra Martinez, MPH, CCHWI

Training and Development Manager

Project Vida Health Center

www.pvida.net

3607 Rivera Ave, El Paso, TX 79905



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Special Education/CTE Collaboration



DEPARTMENT OF SPECIAL EDUCATION

Schedule for Job Coach

Day	Location	Report to:	Duties for Job Coach*
Tu	GEMS	Melissa Tellez	-Administer Student Interest Surveys; Contact Parents for Interviews & Forms -Assist Students in developing transition presentation, ensure familiarity with the content, & help students be prepared to present the power point at ARD -Collaborate w/ SPED Teachers during PLCs on Transition IEPs, Progress Monitoring, -Communicate w/ Counselors as Needed to Ensure Alignments of PGP/Transition Goals/Endorsement -Collect necessary forms with parent signatures e.g. permission, consents, etc. -Supervise Students throughout school day: class, lunch, rec areas, etc. -Develop Training Schedules for Stud. Aligned to Goals -Communicate w/ Counselors as Needed to Ensure Alignments of PGP/Transition Goals/Endorsement -Maintain monthly logs of progress at training/work sites
Wed	SEHS	Gabby Castro	-Administer Student Interest Surveys; Contact Parents for Interviews -Assist Students in developing transition presentation, ensure familiarity with the content, & help student be prepared to present the power point at ARD; help create CTC Boards -Collaborate w/ SPED teachers during PLCs on Transition IEPs, Progress Monitoring, and graduation requirements -Collect necessary forms with parent signatures e.g. permission, consents, etc. -Accompany & Supervise Students at work site(s)
Th	SEHS	Gabby Castro	-Prepare lessons & materials for following week work sites -Facilitate agency connections (community, school, work sites) -Inventory & maintain the items in work sites (e.g. studio/LSK classes) -Re-evaluate learning of skills and adjust accordingly -Prepare docs e.g. permission slips, bus requests, food services, purchase requests, flyers, consents, SOPs, etc.
Fri	Excell	April Marioni	-Administer Student Interest Surveys; Contact Parents for Interviews -Assist Students in developing transition presentation, ensure familiarity with the content, & help student be prepared to present the power point at ARD
	Borrego**	Marta Santana	Same as for Borrego
	Alarcon**	Monika Ruiz	Same as for Borrego

*Additional Duties as Appropriate or as Assigned

**In coordination with J. Angerstein for AU students (ages 11+)

2/21/25

13680 Socorro Road PO BOX 920 San Elizario, TX 79849-0920
Office (915) 872-3926 Fax (915) 872-3927 www.seisd.net

Blanca Ivonne Cruz

From: Sandra Sanchez
Sent: Thursday, April 24, 2025 12:27 PM
To: Leah Wood
Cc: April Soliz Marioni; Agueda Reyes; Elizabeth Perez; Troy Mitchell Enriquez; Richard Salcido; Blanca Ivonne Cruz; Jeannie Meza-Chavez
Subject: Opportunity: Apply for the Free Intuit Food Truck Program

Good Morning Ms. Wood,

I hope this message finds you well.

I am very interested in learning more about the FREE Intuit Food Truck Program and would appreciate the opportunity to hear more in-depth information about it. I would like to request a meeting with you, preferably on May 5, 2025, to further discuss the details.

I have included our Special Education Director, Child Nutrition Services Executive Director, and members of our upper administration, as they will play key roles in the potential implementation of this program. We already have a strong, collaborative relationship with TWC, and I believe this initiative would be a fantastic fit for San Elizario ISD.

I'm excited about the possibilities this project presents and would love to see it come to fruition in our district. Thank you.

Respectfully,

Sandra Sanchez, M.Ed.

SEISD – CTE Administrator
Ofc: 915-872-3939 ext.3844
Fax: 915-872-3921
E: ssanchez@seisd.net

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Special Education - Loya Primary Training

Blanca Ivonne Cruz

From: Julissa C Esquivel
Sent: Monday, May 5, 2025 7:30 AM
To: Erika Silvia Montoya; Jackie Rivera; Gabrelia Ortiz Lopez; Roxana Lopez; Lizzette Armendariz; Sarai Dominguez Ramirez; Omega Ortiz; Jesus Manuel Barraza; Roxanne Aldaz; Alma Duran; Carolina Argumedo; Julieta A Ramirez; Rita Baca; Tiffany Annette Rodriguez; NadiaCarmina Dorado Parra; Ivette Mendoza
Cc: Maribel Cantu Vallejo; Blanca Ivonne Cruz; Jeanette Angerstein; Norma N Avila
Subject: May 16 1/2 PD

Follow Up Flag: Follow up
Flag Status: Flagged

TEAM T-2's,

We are going to have a ½ PD from 7:45 to 11:30 with Ms. Angerstein to have an overview of Autism and learn how to use non-verbal cues and strategies to work with all students. The training will take place in our PLC room beginning.

All classrooms T-2's, Ms. Omega and Coach Ramirez, please ensure to secure a guest teacher for the ½ day. Request the guest teacher to come in from **7:30 to 11:30**. Our specialty T-2's will also attend the PD, but will not need to call in a guest teacher, your classes will be rescheduled during the make-up times.

You will need to still come in at your regular schedule to assist with our morning routine assisting our little Eagles, thank you in advance.

- ***ECSE T-2's, please call the GT's that are familiar with your routine, so it's an easier transition for the students.***

Place your absence in the system tomorrow, use this email as the attachment for the absence. Let me know if you have any questions.

On a side note, thank you once again for the celebration breakfast, hugs and kind words. We are so lucky to have each of you! Stay Amazing!



Julissa Esquivel
Proud Principal

Professional Development Training Proposal

Building Inclusive Excellence: Strategies for Behavior, Autism Support, and Collaborative Roles

Prepared for:

Lorenzo G. Loya Primary Pre-K (San Elizario ISD)

Prepared by:

Education Service Center Region 19 Special Education Department

Training Title:

“Pre-K with a Purpose: Strategies for Success, Support, and Smiles”

Training Overview:

This professional development series for Lorenzo G. Loya Primary Pre-K staff is designed to strengthen inclusive, collaborative, and proactive practices across classrooms. Spanning three half-day sessions, the training focuses on managing student behavior through positive supports, deepening understanding of autism and neurodiversity, and establishing meaningful classroom roles that align with student strengths. Teachers and paraprofessionals will engage in hands-on activities, team-building exercises, and strategy planning that foster respectful partnerships and promote student independence. With a focus on Pre-K learners, this series equips educators with practical tools to create structured, nurturing environments where every child can thrive—and where every team member plays a vital role.

Objectives:

- *To provide teachers and paraprofessionals with practical strategies to manage and understand student behavior effectively.*
- *To improve the learning experience for students with Autism Spectrum Disorder (AU) by equipping staff with targeted instructional and behavioral strategies.*
- *To strengthen collaboration between teaching faculty and paraprofessionals, clarifying roles and improving communication for optimal student support.*

Behavior Specialist Training - Assistant Principals



Certificate of Graduation

Behavior Intervention Specialist Certification Training

This certificate is awarded to
Lidia Sandate

Issued: 2025-03-17

Certificate ID: bpdittxoud



Certificate of Graduation

Behavior Intervention Specialist Certification Training

This certificate is awarded to
Concepcion Talamantes

Issued: 2025-04-22

Certificate ID: i7rt8jn0l2



Certificate of Graduation

Behavior Intervention Specialist Certification Training

This certificate is awarded to

Lorena Mendoza

Issued: 2025-05-14

Certificate ID: rcpbog2p9t

Dyslexia Screening

Dyslexia screening helps identify students who may have a specific learning ke dyslexia, but it doesn't provide a diagnosis. It's a process that is used to determine if a child might need additional support. Early screening is particularly important as it can help identify students who may need interventions earlier on.

Texas state law (TEC §38.003) requires that public school students be screened and tested as appropriate for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and then again during first grade.

- ✓ Kindergarten screening must be completed by end of year
- ✓ 1st grade screening must be completed by Jan 31st

At SEISD, we use mCLASS Texas DIBELS and Lectura which is on the TEA approved data tools for dyslexia screening. While dyslexia debriefs are not a state requirement, it is a system that has been in place in SEISD for several years now. The purpose of conducting dyslexia debriefs for 100% of first grade students at MOY and kinder students at EOY is to ensure early, equitable identification and intervention planning for students at risk for dyslexia or related reading difficulties. Debriefs bring together a multidisciplinary team to ensure informed decisions and clear documentation. Attendees typically include: classroom teacher, campus interventionists, campus counselor, administrator, SPED director, and SPED staff if necessary.

The team discusses student data, determines risk levels, plans next steps, and documents findings to ensure clarity and consistency across support systems. Debriefs reflect best practices in Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) frameworks.

Each student is assigned a dyslexia screening code which is reported to TEA every summer. The coding is as follows:

DYSLEXIA-RISK-CODE - Summer Submission
Indicates the results of screening for dyslexia and related disorders required under TEC §38.003(a).

DYSLEXIA-RISK-CODE is only reported for students in kindergarten and first grade. For all other grade levels, this data element must be blank/not reported.

Code	Translation
01	Screened and determined to be not at risk for dyslexia or related disorders
02	Screened and determined to be at risk for dyslexia or related disorders
03	Not screened for dyslexia or related disorders

Beginning in the 2022-23 school year, TEA added another reporting element, the **Screening Exception Reason Code**. This code is only used when a code 03 is used.

Code Table Id	Name	XML Name	Date Issued	Date Updated
C231	DYSLEXIA-SCREENING-EXCEPTION-REASON-CODE	TX-DyslexiaScreeningExceptionReasonCode	03/01/2022	
Code	Translation			
01	Grade 1 Student Withdrew from the LEA On or Before January 31st (Grade 1 Dyslexia Screen Period End Date)			
02	Kindergarten Student Withdrew from the LEA On or Before the Last Instructional Day of the School year (Kindergarten Dyslexia Screening Period End Date)			
03	Grade 1 Student Enrolled in the LEA After January 31st (Grade 1 Dyslexia Screening Period End Date)			
04	Student Currently Identified and Receives Dyslexia Services			
05	Dyslexia Screening Inappropriate for the Child (Documented by ARD or 504 Committee)			
06	Dyslexia Screening included in Special Education Evaluation or 504 Evaluation Process (Documented by ARD or 504 Committee)			
07	Parent or Child Repeated Refusal for Dyslexia Screening (Documentation Required)			
08	Student Absent During the Designated Dyslexia Screening and No Make-Up Provided During Screening Window (Constitutes Non-Compliance)			
09	No Appropriately Trained and/or Qualified Individual in the LEA, as Required, to Conduct Dyslexia Screening (Constitutes Non-Compliance)			
10	Technology Access or Failure (e.g., Software) Prevented the LEA from Screening the Student for Dyslexia (Constitutes Non-Compliance)			
11	No Dyslexia Screening Instrument Available or No Screening Instrument Adopted by District-Level Committee (Constitutes Non-Compliance)			
12	Other (Reason Not Listed Above; Documentation Required, Potential Non-Compliance)			

Blanca Ivonne Cruz

From: Livian Baity <livianbaity@gmail.com>
Sent: Wednesday, May 7, 2025 12:25 PM
To: Lorena Robles; Sandra Luz Verdier; Ruth Ramirez; Rebecca Victoria Jauregui; Loyda Munoz Esparza; Sandra Mercado; Claudia Nakay
Cc: Martha Elva Santana-Garcia; Blanca Ivonne Cruz
Subject: PBIS Meeting

Follow Up Flag: Follow up
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Good Afternoon Rams Nation!

First, let me thank you for the invitation to attend yesterday's meeting. I am honored that you view me as a resource and thought partner in this extremely valuable work you are doing. I went away from the meeting both excited and inspired by the progress you've made and the conversation surrounding your next steps.

In reflection, below are some key items from the meeting that I would like to highlight:

- 1) The Borrego Ram looks very distinguished in its new space!
- 2) Your PBIS Binder is a fantastic idea and looks amazing. I am excited to see your next draft. (Could this also be done with the Behavior Chart Information as well?)
- 3) Your initial draft of the vision, mission, and goals embody exactly what the PBIS Team discussed in the previous meeting. (In your final draft, remember to cross-reference it with both the campus' and district's mission to ensure you've included common ideals/language regarding culture relevance and pride.)

I look forward to seeing you tomorrow. Please let me know if there is anything that you would like me to have prepared ahead of time (examples, forms, etc.).

Thank you again, and have a wonderful rest of the day. Go RAMS!

Supreme Goddess
(aka: Livian Baity)

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Academic Review - HS

Academic Review

2024-2025

District: **SAN ELIZARIO ISD**

Campus: **SAN ELIZARIO H S**

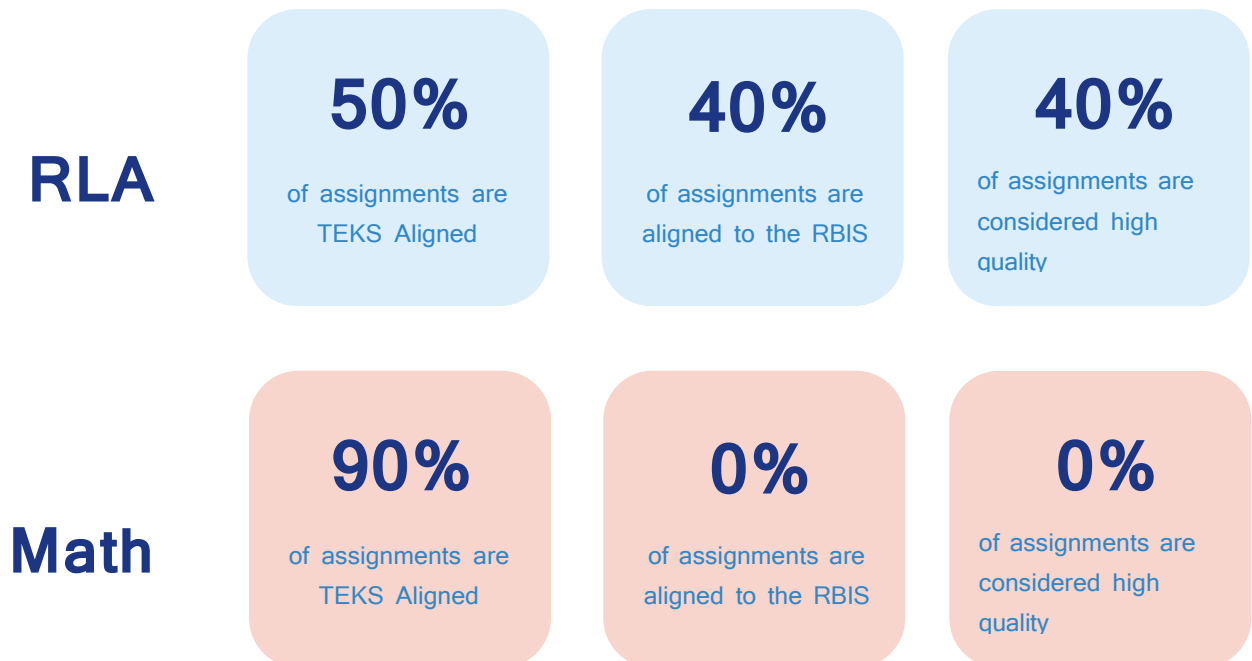
Date: **10-02-2024**

WHAT'S IN YOUR ACADEMIC REVIEW?

High Quality Instructional Materials (HQIM) allow students to engage more deeply and meaningfully with the Texas standards and supports teachers in ensuring all students have access to high quality and rigorous grade-level content. To support teachers, the Texas Education Agency (TEA) identified research-based instructional strategies (RBIS) for both math and reading or English language arts to improve student access to rigorous, grade-level curriculum and strong instruction. The Center for Academic Review specifically focuses on the quality of assignments provided to students, measuring the inclusion of these research-based instructional strategies in student assignments and provides a district or campus level report of the findings.

Campus or district leadership can then use this report to make informed, strategic decisions around curriculum. While this report can be used to inform instructional decisions for campuses, it is not a comprehensive evaluation and should not be used in performance management. The data included in this report represents the findings based on the artifacts submitted by the campus and should not be interpreted as an evaluation of a complete set of instructional materials. For more information on the quality of a set of instructional materials, please visit www.texasresourcereview.org.

Results Overview



223

*Percentage of assignments that scored at or above the 1.6 threshold.

BACKGROUND

The Student Experience

All students should engage daily with TEKS-aligned, high quality instructional materials (HQIM) and assessments that support learning at appropriate levels of rigor. This means teachers should have access to standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

Research-Based Instructional Strategies (RBIS)

What are the RBIS?

As part of a broader strategy to significantly increase the number of students in Texas who have access to HQIM, TEA has developed a set of Research-Based Instructional Strategies (RBIS) to articulate the key instructional shifts that are necessary to bring rigorous instruction to life for students.

RBIS are:

- a set of research-based practices that highlights common misconceptions in the field.
- topics that require conceptual or philosophical changes in approach to instruction.
- a set of practices that are supported by research and should be present in classrooms, regardless of instructional materials.
- the science of how students best learn math and reading in K-12.
- a demonstration of why HQIM is important and what is required to implement HQIM well

High Quality Assignments

TEKS and RBIS alignment are required for an assignment to be considered high quality.

TEKS-ALIGNED

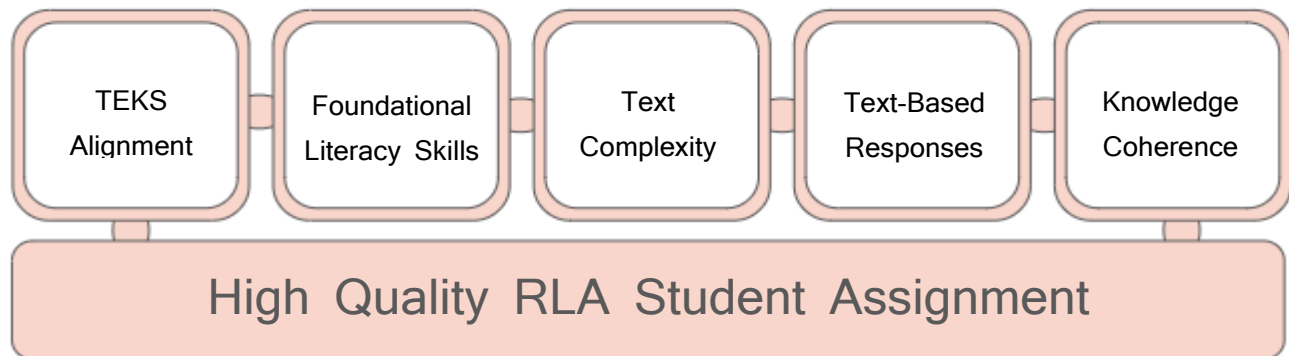
If an assignment is TEKS-aligned but not RBIS-aligned, it may include key standards for the grade level and content area but not engage students in effective learning strategies aligned to research.

RBIS-ALIGNED

If an assignment is RBIS-aligned but not TEKS aligned, it may incorporate effective learning strategies but not be at the appropriate rigor to prepare students to master grade-level expectations.

SCORING METHODOLOGY

READING LANGUAGE ARTS



Reading Language Arts

Each assignment is evaluated using a rubric with indicators aligned to the following:

- **TEKS Alignment** measures alignment with content and rigor expected for the grade level.
- **RBIS Alignment** measures alignment with research-based instructional practices.
 - **Foundational Literacy Skills (where applicable)** assesses the opportunity students have to engage in intentional practice with phonics and word analysis.
 - **Text Complexity** measures whether assignments provide students with opportunities to engage with complex, high quality text(s).
 - **Knowledge Coherence** assesses whether the assignment provides students with an opportunity to build knowledge and develop vocabulary.
 - **Text-Based Responses** measures the opportunity students have to justify and support their thinking by using evidence found in the text.

The rubric indicators are organized into two categories: TEKS alignment and RBIS alignment. Assignments receive a rating of 0 to 2 for each indicator in the rubric, which are then averaged to obtain a score for the category.

- Score of 0: little to no evidence of the indicator
- Score of 1: some evidence of the indicator
- Score of 2: substantial evidence of the indicator

The individual assignment scores are then evaluated to provide overall ratings for TEKS Alignment, RBIS Alignment, and High Quality.

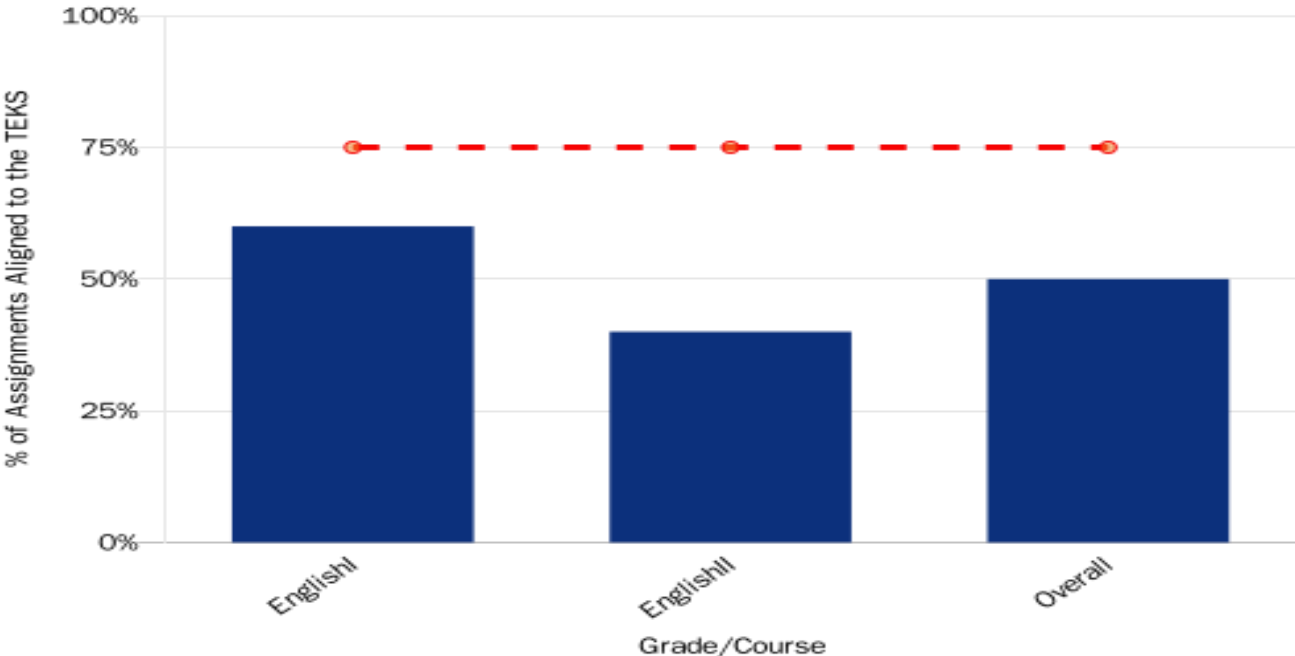
TEKS Alignment: The TEKS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

RBIS Alignment: The RBIS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

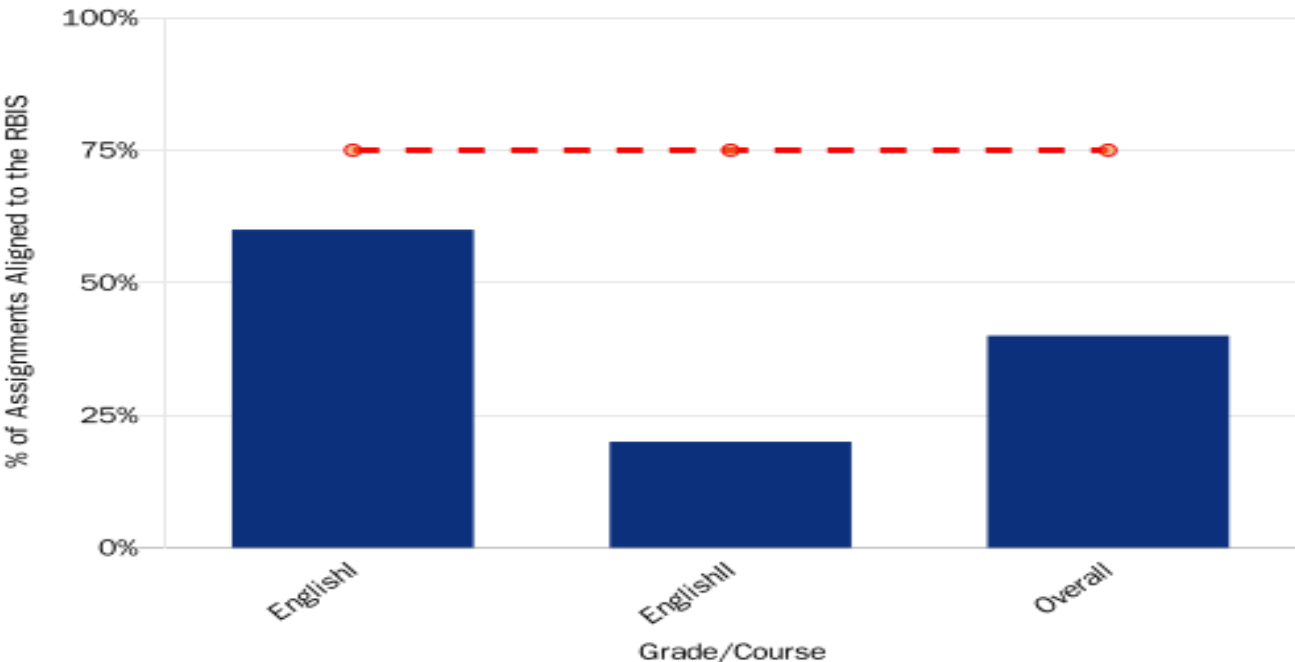
High Quality: The high quality score reflects the percentage of assignments meeting 1.6 in both TEKS Alignment and RBIS Alignment.

RLA SCORING

What percentage of assignments aligned to the TEKS?

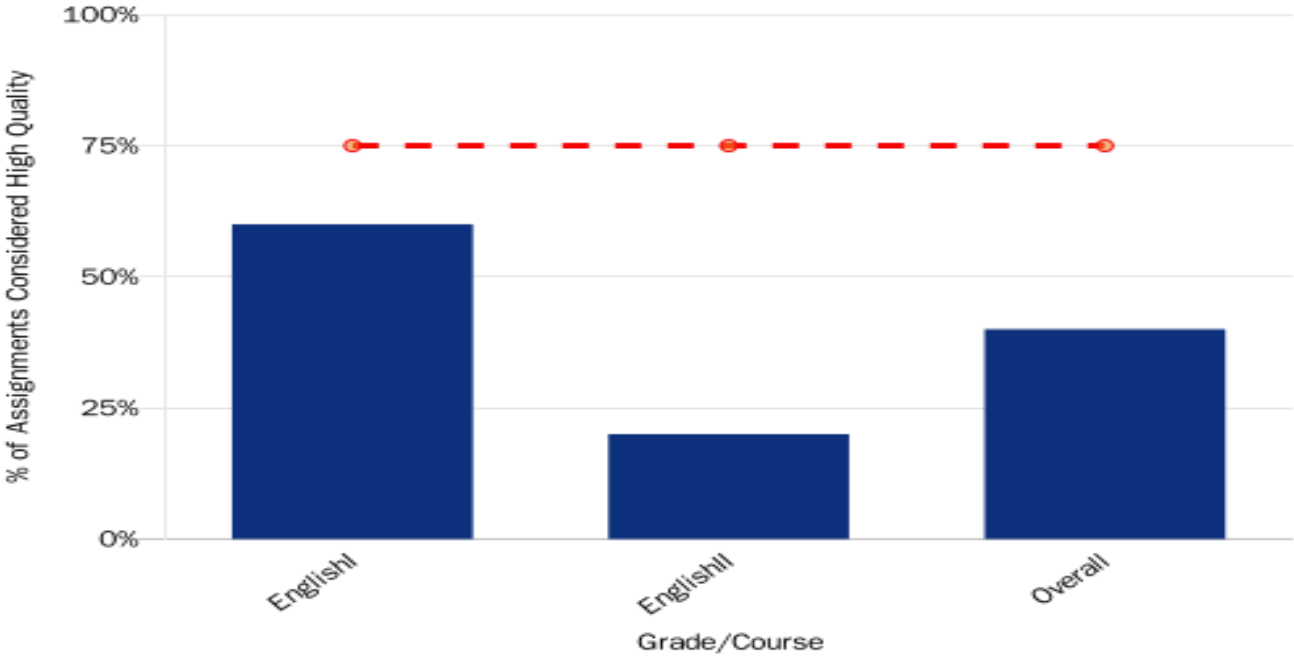


What percentage of assignments aligned to the RBIS?



RLA SCORING

What percentage of assignments are considered high quality?



RLA SUMMARY

Assignments achieving a quality score average of 1.6 in both TEKS Alignment and RBIS Alignment are considered high quality and grade appropriate. Seventy-five percent of assignments submitted should be high quality to indicate students have access to high quality assignments aligned to state standards and research-based instructional strategies.

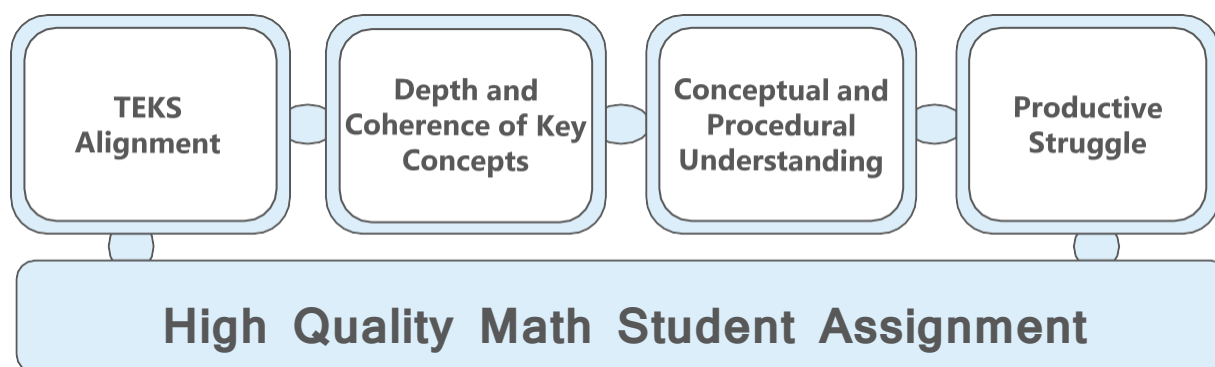
Overall

Forty percent of assignments submitted met the criteria for high quality.

Ten assignments were submitted for review. Two assignments were submitted from Savvas and the other eight assignments were submitted from unknown sources. Students were provided limited opportunities to demonstrate knowledge or practice grade-level TEKS-aligned skills on assignments with depth and complexity. Students were provided ample opportunities to read grade-appropriate text, independently. Students were provided limited opportunities to engage with multiple unfamiliar words in context, while using grade-level print, or digital resources. Students were provided limited opportunities to engage with complex, high-quality text(s), to build knowledge and develop vocabulary. Students were provided ample opportunities to build knowledge across other content areas such as science, history, literature, and the arts. Students were provided limited opportunities to engage in purposeful use of key academic vocabulary in assignments. Students were provided some opportunities to evaluate the author's craft, structural elements, main idea and/or theme of the high-quality text(s). Students were provided some opportunities to justify and support their thinking by using evidence found in the text.

SCORING METHODOLOGY

MATH



Math

The math rubric evaluates assignments using indicators aligned to the following:

- **TEKS Alignment** measures alignment with content and rigor expected for the grade level.
- **Depth and Coherence of Key Concepts** evaluates the opportunity students have to demonstrate a deep understanding of essential concepts for the course.
- **Conceptual and Procedural Understanding** evaluates the level of student opportunities to engage in both conceptual understanding and procedural skills as required by the TEKS.
- **Productive Struggle** gauges student access to and expectation to complete appropriately challenging tasks.

The rubric indicators are organized into two categories: TEKS alignment and RBIS alignment. Assignments receive a rating of 0 to 2 for each indicator in the rubric, which are then averaged to obtain a score for the category.

- Score of 0: little to no evidence
- Score of 1: some evidence
- Score of 2: substantial evidence

The individual assignment scores are then evaluated to provide overall ratings for TEKS Alignment, RBIS Alignment, and high quality.

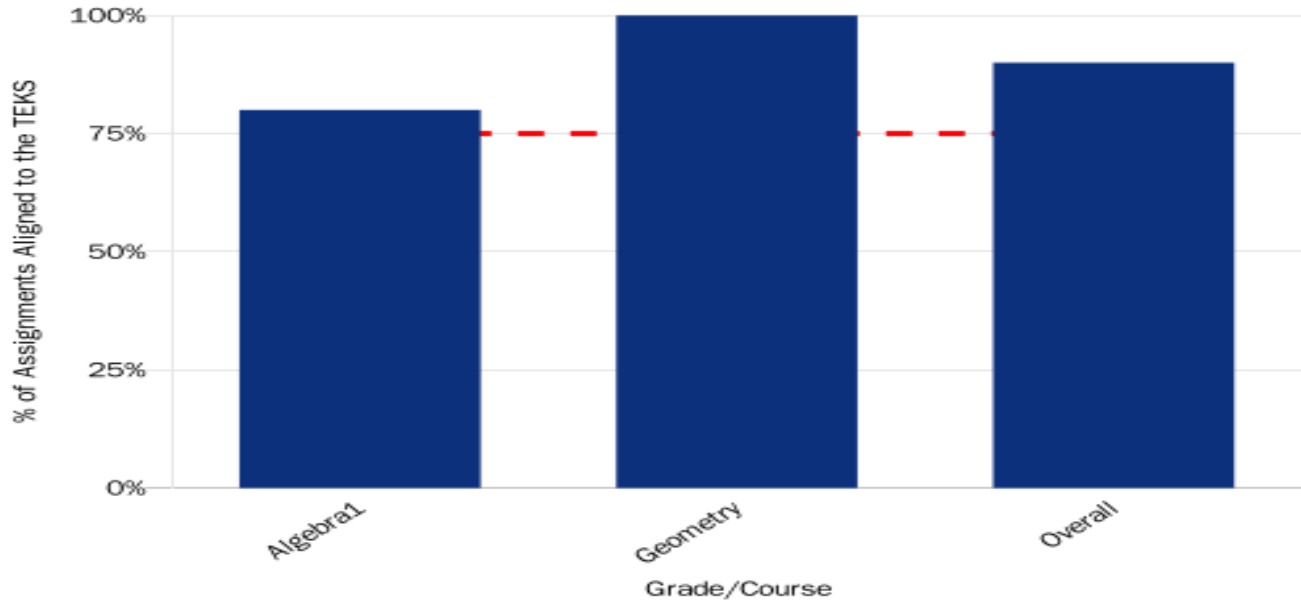
TEKS Alignment: The TEKS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

RBIS Alignment: The RBIS alignment score reflects the percentage of assignments with a rating of at least 1.6 or higher on the indicators related to that category.

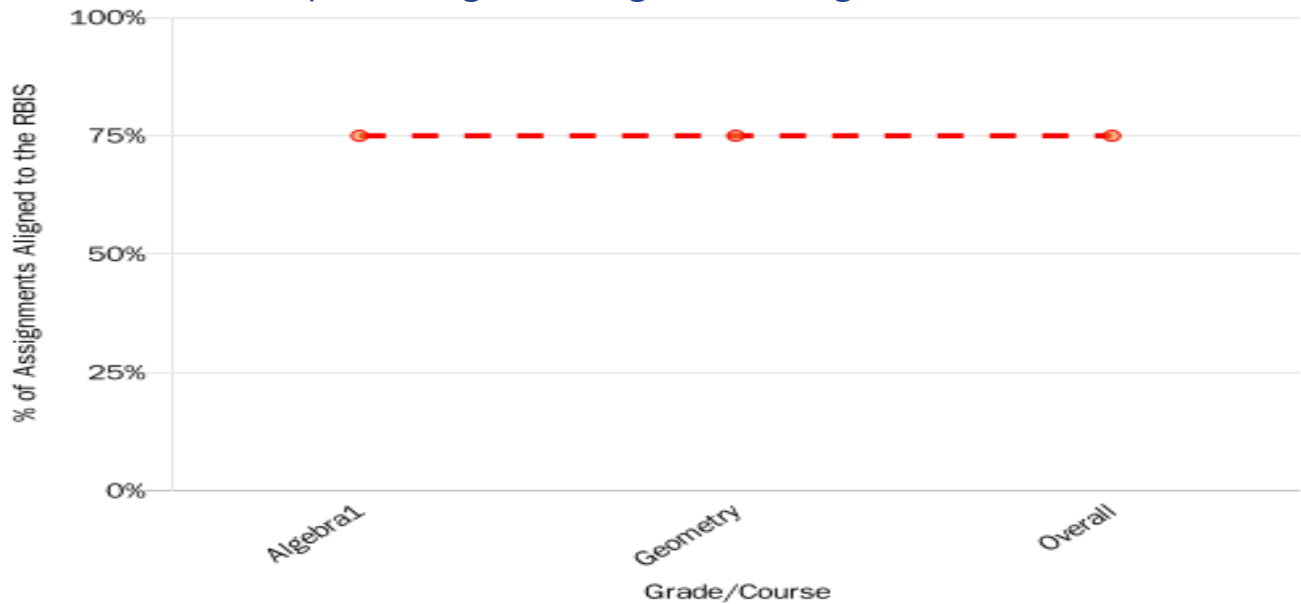
High Quality: The high quality score reflects the percentage of assignments meeting 1.6 in both TEKS Alignment and RBIS Alignment.

MATH SCORING

What percentage of assignments aligned to the TEKS?

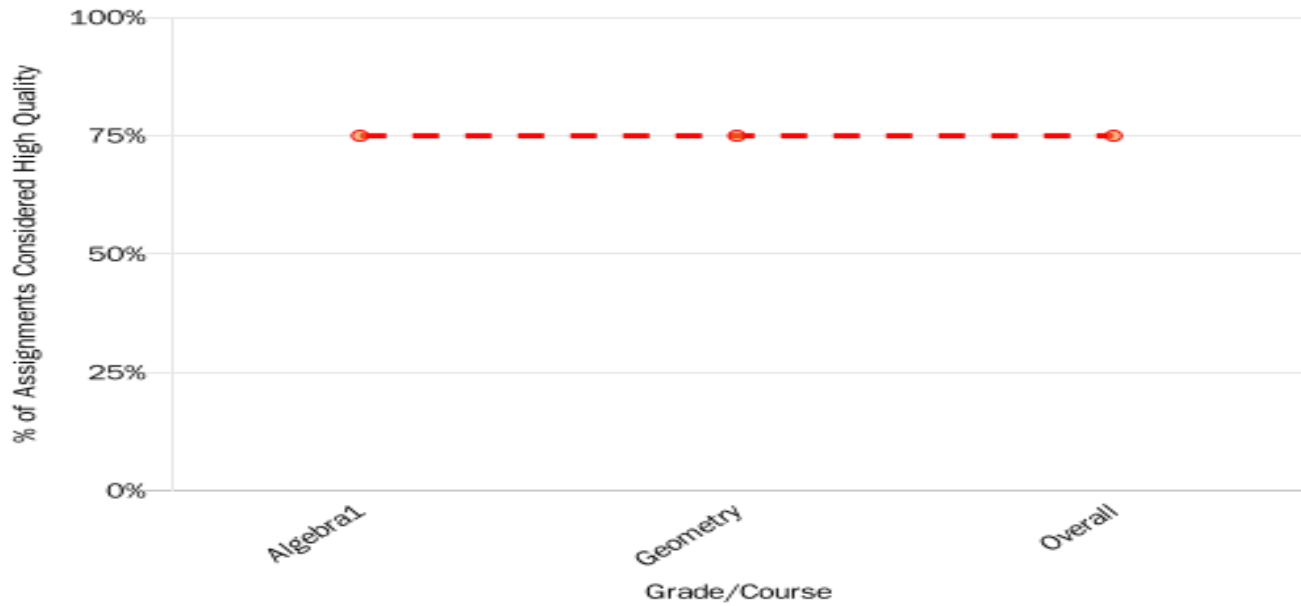


What percentage of assignments aligned to the RBIS?



MATH SCORING

What percentage of assignments are considered high quality?



MATH SUMMARY

Assignments achieving a quality score average of 1.6 in both TEKS Alignment and RBIS Alignment are considered high quality and grade appropriate. Seventy-five percent of assignments submitted should be high quality to indicate students have access to high quality assignments aligned to state standards and research-based instructional strategies..

Overall

Zero percent of assignments submitted met the criteria for high quality.

Ten assignments were submitted for review. The majority of the assignments were submitted from unknown sources. Students were provided ample opportunities to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS. Students were provided ample opportunities to engage with mathematical process standards aligned to grade-level TEKS. Students were provided limited opportunities to demonstrate depth of understanding aligned to the TEKS and to apply conceptual understanding to new problem situations and context through doing and writing. Students were provided limited opportunities to engage with a variety of representations of mathematical situations, patterns, and procedures as well as to use concrete models, manipulatives, pictorial, or abstract representations in alignment with the grade-level TEKS. Students were provided limited opportunities to think critically through complex math problems or to explain and justify their thinking.

Appendix

Assignment Rubrics

RLA Student Assignment Review	
Kindergarten - Grade 3 Comprehension Rubric	
TEKS Alignment	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
	Assignment includes an opportunity for students to read grade-appropriate text, independently.
Text Complexity	Assignment includes an opportunity for students to access and engage reading skills with texts that are grade-level, well-crafted, and are of publishable quality.
Knowledge Coherence	Assignment includes an opportunity for students to build knowledge based in the fields of science, history, literature, and the arts.
	Assignment includes an opportunity for students to engage in purposeful use of key academic vocabulary.
Text-based Responses	Assignment includes an opportunity for students to evaluate the structure, language, key ideas, details, craft, purpose and/or theme of high-quality text(s).
	Assignment includes text-dependent questions and/or tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking and support claims.

RLA Student Assignment Review	
Kindergarten - 3rd Grade Foundation Skills Rubric	
TEKS Alignment	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
	Assignment complies with state requirements and provides students the opportunity to practice phonics foundational skills in isolation and/or in context.
Foundational Skills	Assignment includes an opportunity for students to develop, practice, and reinforce (hear, say, read, spell, or write) phonological awareness, phonics, or vocabulary.

RLA Student Assignment Review

4th Grade - English II Rubric

TEKS Alignment	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
	Assignment includes an opportunity for students to read grade-appropriate text, independently.
Text Complexity and Foundational Skills	Assignment includes an opportunity for students to engage with multiple unfamiliar words in context, while using grade-level print, or digital resources.
	Assignment includes an opportunity for students to access and engage reading skills with texts that are grade-level, well-crafted, and are of publishable quality.
Knowledge Coherence	Assignment includes an opportunity for students to build knowledge based in the fields of science, history, literature, and/or the arts.
	Assignment includes an opportunity for students to engage in purposeful use of key academic vocabulary.
Text-based Responses	Assignment includes an opportunity for students to evaluate the structure, language, key ideas, details, craft, purpose and/or theme of high-quality text(s).
	Assignment includes text-dependent questions and/or tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking and support claims.

Math Student Assignment Review

Kindergarten - Geometry Rubric

TEKS	Assignment includes an opportunity for students to demonstrate the knowledge or practice the skill as outlined in the grade-level TEKS.
	Assignment includes an opportunity for students to engage with mathematical process standards, aligned to grade-level TEKS.
Depth and Coherence	Assignment includes an opportunity for students to demonstrate depth of understanding aligned to the TEKS.
	Assignment includes an opportunity for students to apply conceptual understanding to new problem situations and context through doing and writing.
Balance Conceptual and Procedural Understanding	Assignment includes an opportunity for students to engage with various representations of mathematical situations, patterns, and procedures.
	Assignment includes an opportunity for students to use concrete models, manipulatives, pictorial or abstract representations in alignment with the grade-level TEKS.
Productive Struggle	Assignment includes an opportunity for students to think critically through complex mathematical problems.
	Assignment includes an opportunity for students to explain or justify ways to solve problems.

Glossary

Academic Vocabulary: The Texas Reading Academy defines academic vocabulary as words that are traditionally used in academic dialogue and texts. These words are not typically used in everyday conversation but are crucial for understanding content in subjects such as math, science, social studies, and language arts. (Texas Reading Academy, House Bill 3, 2019)

Coherence of Key Concepts: Connecting concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Conceptual Understanding: Comprehension of mathematical concepts, operations and relations (National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, I. Swafford, & B. Findell (Eds). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press.)

Decode: The process of using letter-sound knowledge to blend sounds and word parts to read words. (Texas Administrative Code, Title 19)

Depth of Key Concepts: Math content that aligns to and meets the rigor of the TEKS for each grade level, while concentrating time and effort on going deep on the most important topics for the grade level. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Direct Instruction: Explicit, teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. (Texas Administrative Code, Title 19)

Encode: The process of using letter-sound knowledge to spell words. (Texas Administrative Code, Title 19)

Evaluate: The ability to make judgments about the value, quality, or effectiveness of various elements within texts. This involves higher-order thinking skills that go beyond comprehension to critically analyze and assess information, arguments, and ideas presented in a text. By fostering these evaluative skills, the overall goal is for students to have the ability to think critically about what they read, to form well-reasoned judgments, and to engage thoughtfully with a wide range of texts. (Texas Administrative Code, Title 19)

Fidelity: The degree to which instruction and educational programs are implemented as intended by the designers. This involves adhering closely to the prescribed methods, materials, and practices to ensure the effectiveness of the instructional approach. Implementing with fidelity is crucial for achieving the desired outcomes in student learning. This involves continuous monitoring, support for educators, and adjustments as needed to maintain the integrity of the instructional program. (Texas Reading Academy, House Bill 3, 2019)

Foundational Literacy Skills: The Texas Reading Academy defines foundational literacy skills as the essential skills required for reading proficiency, which include phonological awareness, phonics, fluency, vocabulary, and comprehension. These skills form the basis for effective reading and are critical for students' academic success. (Texas Reading Academy, House Bill 3, 2019)

High Quality Instructional Materials: Defined as Texas ²³⁶ Essential Knowledge and Skills (TEKS) aligned materials that meet rigorous content and instructional standards, be accessible to all students, and support ¹⁸¹ effective

Glossary

In Context: Phonics instruction that involves working on phonics skills as part of a text that you and/or the students are reading or writing. (Learning At The Primary Pond, Inc., 2024)

Morphemes: The smallest units of language that carry meaning. All words have at least one morpheme, while many words in spoken and written language contain more than one. Morphemes encompass bases, roots, compound words, contractions, and affixes. Morphemes are taught beginning with the most basic and commonly used, followed by more advanced and complex ones. (Texas Reading Academy, House Bill 3, 2019)

Out of Context: Phonics instruction that involves focused work with patterns (like “sh,” “oa,” etc.) and individual words in isolation. (Learning At The Primary Pond, Inc., 2024)

Phonics: The ability to read (decode) and spell (encode) individual words. (Texas Administrative Code, Title 19)

Phonological Awareness: The ability to detect and manipulate the sound structures of spoken language, including recognizing differently sized sound parts (i.e., phrases, words, syllables, phonemes) and manipulating those parts (i.e., blend, segment, delete, add, and change) (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)

Procedural Understanding: Understanding of carrying out procedures flexibly, accurately, efficiently, and appropriately

(National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, I. Swafford, & B. Findell (Eds). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education, Washington, DC: National Academy Press.)

Productive Struggle: Comprises the work that students do to make sense of a situation and determine a course of action when a solution strategy is not stated, implied, or immediately obvious...every student must have the opportunity to struggle with challenging mathematics and to receive support that encourages their persistence without removing the challenge. (National Council of Teachers of Mathematics, 2017)

Research Based Instructional Strategies (RBIS): a set of practices for each content area and related topics that highlight misconceptions in the field and support shifts in practice aligned to research. RBIS are intended to be present in classrooms, regardless of instructional materials. (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Rigorous Instruction: Rigorous teaching and learning involves setting high expectations while maintaining a balance among the complexity of the learning content (texts, concepts, etc.), cognitive engagement with that content (learning tasks), and a teacher's ability to make the content or tasks accessible to every student. (Hess, K., 2021)

Systematic Instruction: Instruction that is carefully planned and sequenced where simple concepts are taught first before progressing to more complex concepts. This form of instruction is broken down into manageable step-by-step pieces that are aligned to instructional goals. (Texas Administrative Code, Title 19)

Glossary

TEKS Aligned: Teaching that adheres to the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do in each grade and subject. TEKS-aligned instruction ensures that the curriculum, instructional materials, teaching practices, and assessments are all designed to help students meet these standards. (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)

Text Complexity: There are three factors that determine text complexity: Quantitative Dimensions (ie. readability, Lexile levels); Qualitative Features (i.e., meaning, knowledge demands, language features, text structure, and use of graphics as measured by an attentive reader); Reader and Task Variables (i.e., additional factors that might impact engagement with the text) (Texas Education Agency, Office of School Programs, Research Based Instructional Strategies)

Text-based responses: Information that is taken directly from the text to justify a response. When responding to a text, students need to make sure they are correctly interpreting the author's purpose and the text content. It is important that students understand their responses must be based on actual ideas presented in a text and not on their personal opinions about the topic being discussed. To ensure this, students should link their own reasoning to the information contained in a text. (Texas Education Agency, Office of School Programs, Texas Essential Knowledge and Skills Guide)



Library - HB 900

Timeline for HB 900 Classroom Libraries

2024-2025 School Year

- December-Librarians met on 12/17-12/18 to discuss roll out plan for HB 900
 1. Determined that TexQuest will be used to scan books
 2. Directions on how to utilize the Tex Quest system were created
 3. Board policy has been created for HB 900
 4. Classroom libraries may need to be added to the Board Policy
 5. Reconsideration form will need to be created
 6. Librarians will begin working with the system

- January-Librarians/Administrators will begin to inform teachers of HB 900
 1. During PLC's
 2. During Faculty Meeting
 3. Model for teachers how to scan into the system
 4. If time permits teachers will be able to scan some books into the system

- February-May-Teachers will begin scanning classroom library books into the TexQuest system. Assistance will be asked of the following:
 1. Parent Volunteers
 2. Library Aide
 3. Secondary-Students (before school, during lunch and after school)

- June (2025)-50% of the teacher classroom library books will be completed

2025-2026 School Year

- July-Review the list that was completed from the previous year
 1. Add books that were not unable to be scanned from previous year
 2. Post the list onto the district/Campus website

- August-December-Teachers will scan any new books purchased for the classroom library

- January (2026)-Post updated list onto the district/campus website

*Scanners will need to be purchased if campus does not have one

Total Amount of Books by Campus:

Lorenzo Loya Primary

Classroom total: 2,000

Library: 13,724

Sambrano Elementary

Classroom total: 4,100

Library:16,407

Alarcon Elementary

Classroom total: 2,200

Library: 12,998

Borrego Elementary

Classroom total: 3,050

Library:17,830

Garcia Enriquez Middle School

RLA Teachers-1,946 novels

Library:

physical books-13,708

ebooks-817

reference-115

San Elizario High School

SEHS Classrooms: 1,000

SEHS Library: 15,955

TEA Report

24-25 San Elizario ESF Diagnostic Summary

Campus	CDN	Date of Site Visit
San Elizario High School	071904001	Oct 15, 2024
ocDistrict	Principal	Principal Supervisor
San Elizario ISD	Mr. Troy Enriquez	Dr. Meza-Chavez
ESF Facilitator	Lourdes Lugo/Alex Armendariz	

Introducing the Effective Schools Framework (ESF)

*The ESF is a vision for daily campus operations and practices that prioritize student success. Based on research and observations from high-performing schools, this framework outlines the essential actions to create an optimal learning environment. The Targeted ESF Diagnostic approach uses **Guiding Questions** to focus on specific success criteria, identifying initial evidence that guides further discussion, evaluation, and strategic planning.*

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Methodology:

In a collaborative effort to collect insights and evidence about the campus, the ESF Facilitator and campus leadership team engaged in comprehensive activities including artifact review, stakeholder feedback sessions, and on-site observations. The facilitator and campus leadership team reviewed the evidence through the lens of the **Guiding Question** success criteria. The evidence summaries were aligned into two categories: Protocols and Application.

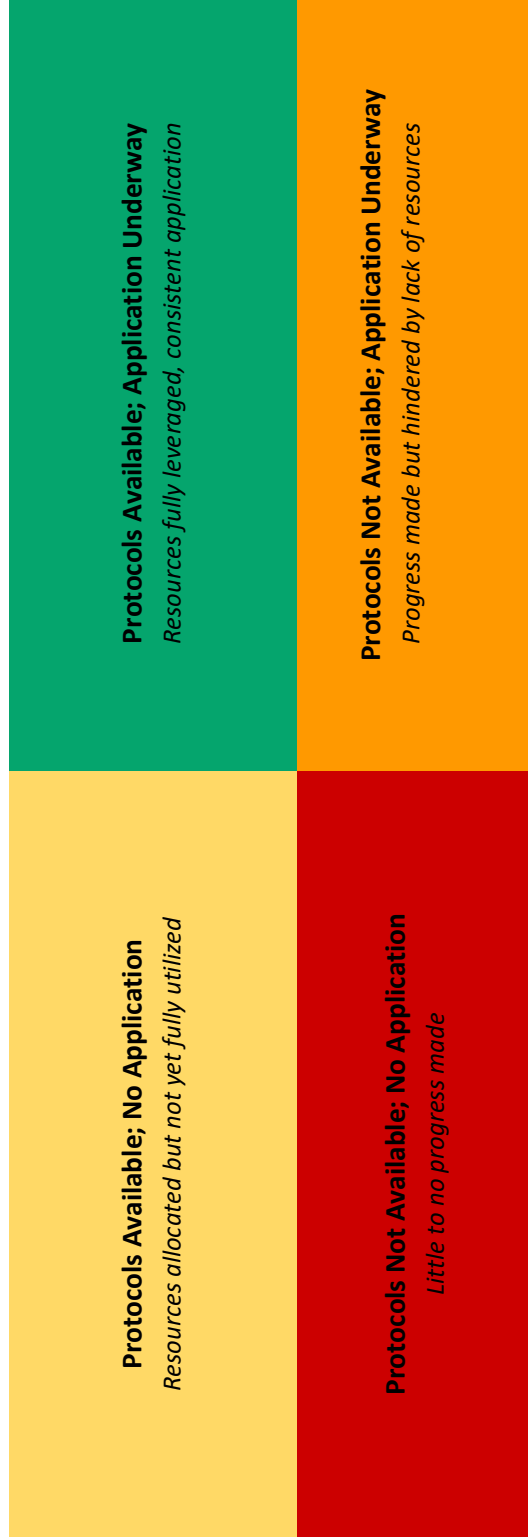
Reviewing both protocols and application is crucial in a campus diagnostic process because it enables a thorough examination of not only the intended practices (protocols) but also their practical implementation (application). As you review each Guiding Question, reflect on the collected evidence to see if protocols are driving the intended implementation.

Protocols	Application
Protocols refer to the intended practices of a campus. Evidence is collected through artifacts or stakeholder reflection of practices.	Application refers to the practical implementation of practices. Evidence is collected through observations or confirmed by stakeholder testimonials.

Results Overview

GQ 1: Are we placing the strongest teachers with the highest-needs students? Protocols Available; Application Underway	GQ 2: Are we creating the conditions for student learning? Protocols Available; Application Underway
GQ 3: Are the instructional materials high-quality? N/A; No Application	GQ 4: Are research based instructional strategies being implemented? Protocols Not Available; No Application
GQ 5: Is data being used to effectively analyze and monitor teacher progress? Protocols Available; Application Underway	GQ 6: Is data being used to effectively analyze and monitor student performance? Protocols Available; Application Underway

Targeted ESF Diagnostic Matrix



Executive Summary

Guiding Question 1: Are we placing the strongest teachers with the highest-needs students?

The principal explained the district's Teacher Incentive Allotment (TIA) award system, which rewards high-performing teachers based on various student assessments and evaluations, communicated through virtual sessions. Additionally, the principal mentors high-performing staff for leadership roles, considering multiple factors like prior assessments and classroom management. However, there is no written campus plan for teacher incentives or retention.

Guiding Question 2: Are we creating the conditions for student learning?

San Elizario High School's comprehensive Student/Parent Handbook covers student responsibilities, classroom expectations, and various policies, with quarterly rollouts and potential revisions every nine weeks. Improved teacher hallway monitoring has resulted in students arriving to class on time. The school has also increased community outreach, leading to higher parental attendance at academic events.

Guiding Question 3: Are the instructional materials high-quality?

The Lever 4 Academic Review revealed that only 40% of RLA and 0% of Math assignments met the high-quality threshold, with a goal of 75%. While the goal for the academic reviews is 75%, it is important to note that percentages below this threshold do not necessarily indicate a lack of high-quality instructional materials. Campuses not meeting the threshold should consider the guiding questions below to identify underlying factors and potential solutions. Please refer to your Lever 4 Academic Review for more details about your assignment analysis.

Teachers received TNTP training on high-leverage instructional strategies, but PLCs lack a uniform process for addressing low-performing student objectives. There was little evidence of lesson internalization and using the provided instructional materials.

Guiding Question 4: Are research based instructional strategies being implemented?

The principal emphasized using the SAVVAS curriculum for English and TRS for Math, with district-provided Scope & Sequence, monitored through observations. PLC data discussions were broad, lacking re-teach strategies and interventions, and an Instructional Framework was not referenced. Limited discussion of RBIS was observed during PLCs, and some teachers could not identify the reasons for high and low student objective outcomes during the last assessment.

Guiding Question 5: Is data being used to effectively analyze and monitor teacher progress?

<p>Guiding Question 6: Is data being used to effectively analyze and monitor student performance?</p>
<p>During the Pre-Visit Conversation and Teacher Focus Group, it was noted that there is a structured schedule for observation and feedback, with some subjects receiving one observation per week and other two, based on student performance. Walkthrough data and a color-coded tracker are used to document action steps, and data discussions occur during Friday Feedback Meetings and bi-weekly for other subjects. However, teachers reported that goal setting is not aligned with student achievement, and the Student Tracker did not show follow-up on individual student assessment outcomes.</p> <p>Student data is continuously monitored for regression and growth, with instructional leaders collaborating with teachers on effective strategies. MAP and Benchmark assessments measure mastery of grade-level standards in Math and RLA. PLCs focus on identifying low and high-performing standards but lack in-depth discussions on effective instructional strategies and adjustments to instructional delivery.</p>

Summary of Diagnostic Activities

Guiding Question 1: Are we placing the strongest teachers with the highest-needs students?	
Success Criteria	Evidence Summary
<p>Protocols</p> <ul style="list-style-type: none"> 2.1.3 District systems and policies exist that enable campus leaders to implement personalized strategies to retain high-performing staff including leadership opportunities, recognition, and/or financial reward. 	<p>Protocol Available</p> <p>During the Pre-Visit conversation the principal explained that the district utilizes the Teacher Incentive Allotment (TIA) award system to attract, retain, and recognize high-performing teachers. TIA awards are based on student MAP growth at the end of the year, ongoing documentation regarding individual teacher End of Year T-TESS results and individual student STAAR assessment outcomes. The TIA requirements and process are communicated to teachers through virtual information sessions. However, there is no written campus priority plan for teacher incentives or retention strategies. During the Pre-Visit conversation the principal stated that no secondary teachers received TIA.</p> <p>At the Pre-Visit conversation the principal indicated he mentors campus high performing</p>

	staff to move into leadership roles.	
Application		
<ul style="list-style-type: none"> 2.1.3 Campus and district leaders identify high-performing teachers based on improving student outcomes and willingness to learn and develop. 2.1.4 Campus leaders consider content expertise, previous achievement results for both staff and students, and diversity amongst grade levels during assignment of staff. <p>248</p>	<p>The principal explained during the Pre-Visit conversation that in the process of identifying high-performing teachers, campus and district leaders take into account several factors. These include performance on prior year assessments and accountability areas, T-TESS evaluations, department needs, content expertise, classroom management, and informal walk-throughs.</p>	Application Underway

GQ 2: Are we creating the conditions for student learning?

Evidence Summary	
Success Criteria	
Protocols	
<ul style="list-style-type: none"> 3.1.1 Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, 	<p>As part of the submitted artifacts, San Elizario High School developed a Student/Parent Handbook which was submitted as an artifact.</p> <p>The Handbook includes:</p> <ul style="list-style-type: none"> Pg. 5-6 Student handbook – Responsibilities of San Elizario High School Students & Common Classroom Expectations
Protocol Available	

<p>physical classroom layout, and student engagement strategies).</p> <ul style="list-style-type: none"> 3.1.2 School-wide routines include steps for students that are clear, action-oriented, and easy to remember. 	<ul style="list-style-type: none"> Pg. 7 – Bell Schedule Pg. 8 – 23 Conduct/Behavior Policies Pg. 23 – 27 Academic/Extracurricular Activities <p>The Student Handbook rollout to students occurred during the 1st and 2nd periods, as well as during class meetings, on a quarterly basis. Revisions may be made at the start of each nine-week period to enhance the communication of expectations to students.</p> <p>Routines for students are clear, action-oriented, and easy to remember as evidenced by the expectations for bus behavior, dress code, tardies, before & after school routines, 10/10 Rule, classroom expectations, detailed expectations for organization and engagement, cell phone use and attendance.</p> <p>From the Pre-Visit Conversation and as witnessed during the campus visit, improved teacher hallway monitoring has led to students arriving to class on time. Additionally, the campus has been actively engaging in community outreach to parents, resulting in a significant increase in parental attendance at academic events.</p> <p>During the Pre-Visit Conversation the Principal shared, “The vision is to set a clear picture of what each content engagement looks like.” At this time cell phone policy varies across the campus. Teachers set their own rules inside their classrooms.</p>	
Application		
<ul style="list-style-type: none"> 3.1.2 Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals. 	<p>As witnessed during the campus visit:</p> <ul style="list-style-type: none"> 100% Students are transitioning safely in the hallways. Staff members are present and supervising in the hallways, transitions, lunch, and during the fire drill. Teachers and staff reinforced desired behaviors through the use of verbal cues 	<p>Application Underway</p>

	<ul style="list-style-type: none"> • and modeling. • Students displayed courteous behaviors towards peers and adults. • There were no safety issues or hazards noted during the campus visit. 	
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GQ 3: Are the instructional materials high-quality?

Success Criteria	Evidence Summary	
<ul style="list-style-type: none"> • 4.1.1 Instructional materials include research-based instructional strategies for RLA, specifically explicit and systematic practice with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary. • 4.1.1 Instructional materials are aligned to research-based instructional strategies for math, specifically balancing conceptual and procedural skills and fluency, ensuring time and effort is focused on the most important topics and TEKS, concepts connect across units and grade levels, and students have opportunities for productive struggle with math problems. 	<p>The Lever 4 Academic Review determined that 40% of the assignments submitted in RLA and 0% of the assignments submitted in Math met the threshold for high quality assignments. While the goal for the academic reviews is 75%, it is important to note that percentages below this threshold do not necessarily indicate a lack of high-quality instructional materials. Campuses not meeting the threshold should consider the guiding questions below to identify underlying factors and potential solutions. Please refer to your Lever 4 Academic Review for more details about your assignment analysis.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Are the submitted assignments aligned to the campus or district expectations? • Do the assignments submitted meet the academic review submission guidelines? (This information will be reflected in the scoring summary.) • Are there specific grade levels or content areas which may need additional support to ensure students have access to assignments that are TEKS and RBIS aligned? <p>Are there specific grade levels or content areas which may need additional support to ensure students have access to assignments that are TEKS and RBIS aligned?</p>	N/A

<ul style="list-style-type: none"> ● 4.1.3 Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons. ● 4.1.4 Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies. 	<p>No Application</p> <ul style="list-style-type: none"> ● Teachers received training from TNTP on high-leverage instructional strategies as evident during PLC discussions. ● TNTP professional development addressed the following 5 areas: <ul style="list-style-type: none"> ○ Providing feedback ○ Rigorous text ○ Student reading ○ Pre-designed questioning ○ Habitual practice ● During the Pre-Visit conversation the principal shared that administration provides lesson plan feedback on a weekly basis and the necessary updates are required by the next PLC. During the Pre-Visit conference and the Teacher focus group the use of a common PLC agenda and a campus lesson planning template were highlighted. ● During the teacher focus group, teachers noted that PLCs occur weekly. PLCs are focused on data and planning as evidenced on the PLC Week Cadence document. However, as observed at the PLCs there was no uniform process developed to address low performing student objectives, a clear reteach plan, or use of lesson internalization or planning frameworks. ● During the focus group, teachers highlighted a need for more professional development opportunities, specifically in SIOP strategies, Lead4ward, and regular updates on the use of TRS. They feel more comfortable this year with the adjustments made for the four-day week. In their meetings, teachers review data, share activities and lessons, and this year, there is a stronger emphasis on coaching during Friday meetings. Observation topics, focus on seating charts, specific look-fors discussed at coaching meetings or as requested by the teachers
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GQ 4: Are research based instructional strategies being utilized?

Success Criteria	Evidence Summary
<ul style="list-style-type: none"> 4.1.1 Instructional materials include research-based instructional strategies for RLA, specifically explicit and systematic practice with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary. 4.1.1 Instructional materials are aligned to research-based instructional strategies for math, specifically balancing conceptual and procedural skills and fluency, ensuring time and effort is focused on the most important topics and TEKS, concepts connect across units and grade levels, and students have opportunities for productive struggle with math problems. 	<p>The principal indicated on the Administrator Questionnaire that the expectation is to use the curriculum, SAVVAS for English I & II and TRS for Math. However, 8 out of 10 RLA assignments and the majority of Math assignments submitted for the Academic Review were from unknown sources.</p> <p>Monitoring of high-quality instructional materials occurs during observations aligned to the pacing calendar as noted in the Administrator Questionnaire and Pre-Visit conversation.</p> <p>The Lever 4 Academic Review indicated;</p> <ul style="list-style-type: none"> 40% of RLA assignments are aligned to RBIS. 0% of Math assignments are aligned to RBIS. <p>Curriculum Usage:</p> <ul style="list-style-type: none"> 80% of classrooms were observed using SAVVAS and TRS resources

Protocol Not Available

<ul style="list-style-type: none"> 5.1.1.2 Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims). 	<p>No Application</p> <ul style="list-style-type: none"> PLC data discussions were broad in nature and did not address re-teach strategies, interventions or adjustment to instructional delivery. An Instructional Framework was not referenced during either PLC. An Instructional Framework was not submitted as an artifact. Limited discussion of RBIS was observed during the PLCs. During the PLC, select teachers could not identify the reasons for the high and low student objective outcomes during the last assessment. <p>Classroom Observations:</p> <ul style="list-style-type: none"> 60 % of the teachers were observed circulating around the classroom monitoring student work and providing support. 80% of the students were engaging in productive struggle without the teacher intervening too quickly. 60% of the classroom observed students were required to justify their thinking. <p>During the Pre-Visit conversation the principal specified that RLA is using SAVVAS which includes short stories to keep students engaged. Principal shared, “The vision is to implement accountable talk in RLA and gradually move this strategy to other contents.</p>
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Evidence Summary	
Protocols	Success Criteria
<p>● 5.2.1 Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time.</p>	<p>The submitted Coaching Agenda artifact is structured into two distinct phases:</p> <p>Phase I Items:</p> <ul style="list-style-type: none"> ● Check-In ● Review classroom management needs and supports ● Share LP feedback and follow up on items shared Tuesday ● Review Assessment Data ● Pending Review Parent Contact Log <p>Phase II Items:</p> <ul style="list-style-type: none"> ● Outline two positive elements of classroom observation within the prior two weeks ● Provide data points that justify the upcoming action step ● Model the action step ● Allow the teacher to practice the action step ● Schedule when the action step will be observed <p>During the Pre-Visit conversation with the principal and the Teacher Focus Group, it was shared that there is a structured schedule for observation and feedback. This system-wide approach ensures that some subjects receive one observation per week, while others receive two, based on student performance.</p>
	Protocol Available

GQ 5: Is data being used to effectively analyze and monitor teacher progress?

	<p>During the Pre-Visit conversation the Principal indicated that calendar invitations are sent to teachers for scheduled meetings and a color-coded tracker is used to indicate the completion of broad action steps. The tracker was not submitted as an artifact.</p> <p>The agenda topics include:</p> <ul style="list-style-type: none"> ● Assignment of action steps ● Review of current and historical student data ● Follow-up on plans for reteach 	
Application		
<ul style="list-style-type: none"> ● 5.2.2 Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. ● 5.2.2 All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year. ● 5.2.3 Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable ● 5.2.3 Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement. 	<p>During the Pre-Visit conversation and the Teacher Focus Group, it was revealed that data discussions are a part of the Friday Feedback Meetings. These meetings review the 4th and 8th week's assessments. According to the Administrator Questionnaire, campus accountability areas are a focal point and receive targeted oversight and observation. Improvement evidence is reviewed during weekly PLCs in line with the 4th and 8th week assessments.</p> <p>During the Pre-Visit conversation, the principal shared that walkthrough data is also utilized to assign action steps. The teacher debriefs are conducted on Fridays for core teachers and biweekly for other subjects.</p> <p>However, there was no evidence or submissions indicating that the goals are aligned to student achievement. During the Teacher Focus group, they shared that broad action steps are assigned without a follow-up date for implementation. Teachers reported there is no formal coaching on student achievement or goal setting. Additionally, the Student Tracker artifact lacked</p>	Application Underway

GQ 5: Is data being used to effectively analyze and monitor teacher progress?

	evidence that individual student assessment outcomes were followed up after the completion of the tracker.	
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GQ 6: Is data being used to effectively analyze and monitor student performance?	
Success Criteria	Evidence Summary
<p>Protocols</p> <ul style="list-style-type: none"> 4.1.2 Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions. 4.1.2 Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design. 	<p>As indicated in the Administrative Questionnaire, the principal shared, “Students can meet rigorous expectations.” To support this belief, student performance data is collected from 4- and 8-week assessments. Campus leaders analyze these results alongside informal walk-through data, student work, and teacher questioning to gain a comprehensive understanding of student progress.</p> <p>During the Pre-Visit Conversation the principal stated that instructional specialists determine the content of PLCs, which then informs the creation of the agenda. Starting in the second nine weeks, teacher observations will be guided by exit ticket data, ensuring that instructional practices are closely aligned with student needs.</p> <p>As reviewed in the Administrator Questionnaire - Assessment Inventory and highlighted during the Pre-Visit conversation, student data is monitored for both regression and growth. Instructional leaders use this data to work with teachers in developing instructional strategies. The Assessment Inventory indicates that MAP and Benchmarks are used to measure mastery of grade level standards in Math and RLA.</p> <p>The submitted Math trackers from teachers include performance levels from the 4-week assessments. In the notes section of the tracker, it indicates students in need of intervention. However, the Student Tracker artifact did not demonstrate that individual student assessment outcomes were addressed after the tracker was completed.</p>
	<p>Protocol Available</p>

- 5.3.1 Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions.
- 5.3.3 Teacher team meeting agendas are developed utilizing a common protocol.
- 5.3.3 Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.

During the Math and RLA PLCs, the principal reviewed MAP report language, which included percentile and RIT scores. These PLCs concentrated on identifying both low and high-performing standards, with a focus on areas that could be improved over the next two weeks. The principal emphasized the goal of establishing a sustainable re-teach model that can be consistently applied, ensuring a uniform process for addressing learning gaps. During the PLC, teachers were observed using Eduphoria to review their overall student performance breakdown.

Principal projected a common agenda during both PLCs. Agenda talking points included:

- NWEA MAP Data
- 1st 9-week 8-week assessment
- Reminders to managing student returns after the break
- Key functions of the classroom

As noted in the Administrative Questionnaire, the principal explained, “Weekly strategy meetings with the instructional officers determine content and are created by instructional specialists.” A PLC Week Cadence calendar and Master Schedule were submitted as artifacts.

During the PLC, formative assessment data was reviewed. However, there was a noticeable lack of in-depth discussions about lesson frameworks, effective instructional strategies, and clear adjustments to instructional delivery based on formative assessment results.

Application Underway



Post Visit Campus Reflection and Feedback Form

School Name: San Elizario High School

Date | Time: March 20, 2025 @ 8 a.m.

Campus Observation Reflection and Feedback – TEA

This tool is intended to assist in the consolidation of data from observations from the campus visit. This tool assists with the debrief.

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Classroom Observations

Observations and Notes that go beyond classroom observations (PLC, ILT, school culture and routines, etc.)

Classroom Observation Highlights:

- Positive relationships between students and teachers.
- Meticulous lesson planning and preparation was evident.
- Instructional time maximized: purposeful timers were used, smooth transitions between activities and breakfast procedures were implemented strategically, quickly and efficiently.
- Explicit Instruction: teachers used appropriate moments in lessons to model and explain essential ideas.

Connections to PLC and ILT

- ILT is supporting teachers in planning intentionally with standards-based material. TNTP provides coaching support for Eng I & II teachers. ILT has embedded lesson rehearsal in math PLC. The team is laser focused on



<p>data talks and ensuring instruction is effective.</p> <ul style="list-style-type: none"> • ILT has created two math labs for 9th graders to close students' skill and content gaps and plans to adopt a math curriculum in July. 	<ul style="list-style-type: none"> • Teachers circulated around the classroom and provided timely feedback and positive reinforcement. <p><u>Classroom Observation Opportunities:</u></p> <ul style="list-style-type: none"> • Refine lesson objectives, specifically language objectives (the how), should be clearly defined to guide students in their learning process. • Strengthen the co-teaching model by clarifying roles to ensure teachers know what is expected. • Script questions and exemplary responses to promote critical thinking and clarity around what is expected in terms of a quality response. • Increase more opportunities for students to talk and write. <p>261</p>
<p>Group reflections:</p> <ul style="list-style-type: none"> • Teachers attempted to create opportunities for students to collaborate, discuss and learn from peers (e.g., partner group, small group); however, there were missed opportunities to turn and talk. • More student writing is needed, which will increase deeper engagement with material and critical thinking. • We must start with a culture of high expectations, check progress and hold all team members accountable. <p>Questions posed for ongoing team reflection:</p> <ul style="list-style-type: none"> • Is effective instruction occurring every day? Is that the expectation that everyone has? • What is the instructional experience we are creating for our students? 	<p>Reflection on alignment between systems, practices and protocols observed.</p> <p>What connection to the overall School improvement strategy was evident?</p>



	<ul style="list-style-type: none"> • How can we create strong PLC alignment across varied grade levels? • What instructional practices are essential? • What 3 strategies will move the needle? • How do we make the Disneyland experience our experience here? <p><i>*Disneyland Analogy: They make sure their rides are checked for the next day. Are our classrooms functioning every day, what are we doing consistently to change that experience for our teachers and our students?</i></p>
<p>262</p> <p>Recommended Campus Action Steps</p>	<p>Principal/ILT will focus on:</p> <ul style="list-style-type: none"> • Conducting 10-minute classroom progress monitoring checks to ensure expectations are transferring into classrooms. • Determining 3 instructional strategies (based on data) to focus on, integrate into PLC rehearsal and follow up with observation and feedback. • Outline 3 strategies in a one pager and engagement playbook.
<p>Key Takeaways (to be shared with stakeholders post-debrief)</p>	
<p>ESCs</p>	<p>Recommended Next Steps</p> <p>Continue providing Foundational Leadership Instructional Practices and Systems (FLIPS) support on Milestone 2: Operational Excellence</p>



		<p>and Systems Planning. The focus will be around solidifying the PLC structure so lead teachers can facilitate the PLC process.</p>
<p>Follow up Campus/TA Provider</p>		<p>Continue supporting and monitoring School Improvement efforts. During follow up with the DCSI, I want to discuss the named action steps, and the identified math curriculum and adoption supports.</p>

San Elizario High School Targeted Improvement Plan



San Elizario High School - Identification

Comprehensive Support School- Year 1

To identify schools for CSI, TEA annually ranks all Title I campuses based on **Closing the Gaps scaled scores**.

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First, TEA determines the bottom five percent of Closing the Gaps outcomes by ranking the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom **five percent for each school type**. Title I campuses that rank in their school type’s bottom five percent are identified for CSI (Region 20, 2025).

San Elizario High School - Identification

Targeted Improvement Plan Committee

Dr. Meza-Chavez, Superintendent

Blanca I. Cruz, Associate Superintendent/District Coordinator of School Improvement

Troy Enriquez, Principal, San Elizario High School

Richard Salcido, Principal, Ann Garcia Enriquez Middle School

Laura Silva, Assistant Principal

Leticia De Santos, Administrator of Instructional Programs

Edgar Ponce, Administrator, Research and Accountability

Anna Alvarez, Instructional Officer

Ulises Galaviz, Instructional Officer

Erika Morales, Instructional Specialist

Veronica Pulido, Instructional Specialist

Targeted Improvement Plan Committee

- **January 14, 2025 – Meeting with Region 19
Process Overview**
- January 17, 2025 – Visit from Region 19
Strategy Planning for School Improvement / Big Rocks**
- January 28, 2025 – High School Team Debrief
Draft of the Plan**
- February 5, 2025 – Visit from Region 19
PLC Observation and Feedback
One traditional PLC
One Data PLC**
- February 12, 2025 – Presentation to the Board of Trustees**
- February 12 – February 27, 2025 – Stakeholder Input**
- February 28, 2025 – Submission to TEA**

San Elizario H S (071904001)

San Elizario ISD (071904)

Region 19

Federal Requirements

2024-2025

Resources
Review Submissions
Legacy RRI Plans
Indicators
Feedback / Follow-Ups
Extensions
Review Comments
Targeted Improvement Plan

<<Back to Summary

Web Pages
1. Targeted Improvement Plan (TIP) Guidance

Review Contacts
TEA Primary: Amber Donell Secondary: Courtney Davis LEA

Escalations
Type: Start DT No open escalations found.

ESF Visit

Year	Report Type	Facilitator Name	Visit Date	Action
2024-2025	Required	Lourdes Lugo	10/15/2024	↓

Showing 1 to 1 of 1 entries

What is your School Improvement Strategy? Other

Give a 1-2 sentence description of your strategy for school improvement :

Our school improvement strategy fosters a culture of accountability and support by aligning staff strengths, promoting collaboration, and implementing an observation/feedback cycle. We will prioritize high-quality Tier I instruction, data-driven interventions, and differentiation for all students. Data and observations will target and inform professional development.

Name at least one evidence-based intervention that is incorporated into this strategy :

RLA - structured pull-outs for English I students in key skills such as comprehension, text response, and author's craft. Struggling English II students will receive high-quality small group instruction to improve comprehension. Algebra I Support - A targeted approach will address both retesters and first-time Algebra I testers through structured pull-outs twice a week. Two additional remedial sections will specifically support English learners (EL), special education (SPED) students, and those with critical performance needs. Focus on delivery of strong Tier I instruction with intentional planning via teacher-led Professional Learning Communities.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

Although the need for additional staff has not been identified, we will strategically place staff in their areas of strength. The principal's calendar will be instructionally focused. We have implemented an observation/feedback cycle at all levels and subjects to assess and adjust instructional practices effectively. A HQTJ will be selected for Mathematics. Building a culture of urgency and accountability is a priority.

Identify all curriculum programs that will be utilized during the 2025-2026 school year?

K-5 Math :

- Not Applicable

K-5 RLA :

- Not Applicable

6-8 Math:

- Not Applicable

6-8 RLA:

- Not Applicable

9-12 Math (Algebra 1, Algebra 2, Geometry):

- Other : TRS Based/Teacher Designed Credit Recovery - Edgenuity Supplemental:0L

9-12 RLA:

- Other : Savvas Credit Recovery; Edgenuity Supplemental: 0L, Newsela

How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

A Targeted Improvement Plan Committee has been established. The meetings were held on: 1/17/2025 1/28/2025 School Board Presentation - 2/12/2025 San Elizario High School Staff Meeting - 2/14/2025 Parent Meeting - 2/20/25

Date of Board approval on the school improvement strategy and curriculum selected : 02/12/2025

Targeted Improvement Plan

Due February 28, 2025

School Improvement Strategy

Our school improvement strategy fosters a culture of accountability and support by aligning staff strengths, promoting collaboration, and implementing an observation/feedback cycle.

We will prioritize high-quality Tier I instruction, data-driven interventions, and differentiation for all students. Data and observations will target and inform professional development.

Evidenced Based Interventions

RLA - structured pull-outs for English I students in key skills such as comprehension, text response, and author's craft. Struggling English II students will receive high-quality small-group instruction to improve comprehension.

Algebra I Support – A targeted approach will address both retesters and first-time Algebra I testers through structured pull-outs twice a week. Two additional remedial sections will specifically support English learners (EB), special education (SPED) students, and those with critical performance needs. Focus on delivery of strong Tier I Instruction with intentional planning via teacher-led Professional Learning Communities.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

Although the need for additional staff has not been identified, we will strategically place staff in their areas of strength. The principal's calendar will be instructionally focused. We have implemented an observational/feedback cycle at all levels and subjects to assess and adjust instructional practices effectively. A HQIM will be selected for Mathematics. Building a culture of urgency and accountability is a priority.

Curriculum Programs

9-12 Math (Algebra 1, Algebra 2, Geometry):

TRS Based/Teacher Designed (HQIM Adoption Process is beginning)

**2
Credit Recovery - Edgenuity**

Supplemental: iXL

RLA:

Savvas

Credit Recovery: Edgenuity

Supplemental: iXL, Newsela

Board Oversight

How does the board ensure that the targeted improvement plan aligns with the district's overall priorities, goals, and vision for student success?

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What processes or metrics does the board use to monitor the implementation and progress of the targeted improvement plan?

Belief Statements

In San Elizario ISD,

Faculty and staff members are effective communicators and collaborators committed to creating a positive, supportive, and dynamic learning environment that fosters student growth and academic success.

Campus Administrators lead with integrity and positivity through word, deed, and action, while communicating and collaborating with staff, students, and the community to foster a supportive and engaging environment that promotes success for every learner.

Declaraciones de Creencias

En San Elizario ISD,

Los maestros y el personal son comunicadores y colaboradores efectivos, comprometidos a crear un ambiente de aprendizaje positivo, de apoyo y dinámico que fomente el crecimiento estudiantil y el éxito.

Los administradores de las escuelas lideran con integridad y positividad a través de la palabra, el hecho y la acción, mientras se comunican y colaboran con el personal, los estudiantes y la comunidad para fomentar un ambiente de apoyo y compromiso que promueva el éxito de cada estudiante.



Priority One: Student Success

Strategic Objectives:

- Increase the percentage of all students making academic growth in Mathematics
- Increase the percentage of all students making academic growth in Reading
- Increase the percentage of all students meeting the College, Career, and Military Readiness (CCMR) Indicator



Priority One: Student Success

Key Strategic Actions:

- 1.1.1 High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity
- 1.1.2 Monitor & refine the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually



Priority One: Student Success

Key Strategic Actions:

- 1.1.3. Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives.
- 1.1.4 Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices



Priority One: Student Success

Key Strategic Actions:

- 1.2.1 High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity
- 1.2.2 Monitor PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually



Priority One: Student Success

Key Strategic Actions:

1.2.3 Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

1.2.4 Provide practice opportunities for students in special education in grades 3-6 to practice STAAR content and language supports



Priority Two: Recruit, Retain, and Support Engaged Talent

Strategic Objectives:

- Cultivate trusting relationships with our staff, teachers, and administrators by engaging with them to improve the SEISD climate, culture, and processes.
- Recruit, hire, promote, and retain highly qualified faculty and staff to meet district and state goals
- Refine and design effective human capital management systems



Priority Three: School Community Partnerships

Key Strategic Actions:

3.1.1 Design & standardize learning opportunities for parents/guardians at each school.

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3.1.2 Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information.

3.1.3 Develop and conduct a climate survey to assess effectiveness.



Priority Four: Alignment of Financial & Operational Systems

Key Strategic Actions:

4.3.1 Benchmark of staffing ratios

4.3.2 Review of pay structures

4.3.3 Conduct an efficiency audit

Belief Statements

In San Elizario ISD,

Students are empowered as leaders and lifelong learners to cultivate a growth mindset, embrace new challenges, and persevere as they prepare for their personal success.

Parents and families are essential to and accountable for their child's success by being supportive, actively engaged, and strong advocates for their academic and social/emotional learning needs.

Declaraciones de Creencias

En San Elizario ISD,

Los estudiantes están capacitados como líderes y aprendices de por vida para cultivar una mentalidad de crecimiento, afrontar nuevos desafíos y perseverar mientras se preparan para su éxito personal.

Los padres y las familias son esenciales y responsables del éxito de sus hijos, al brindar apoyo, participar activamente y ser firmes defensores de sus necesidades académicas y socioemocionales.

Strategies

Accountability for ALL
Urgency
Transparency in Communication
PLC Redesign
Principal and Assistant Principal Presence in Classrooms
Lesson Plan Template
Data Analysis
Targeted Interventions
Refinement of Master Schedule
Fostering Teacher Collaboration (CTE, Special Education)
AVID Strategies
Quick Walks
Monitor and Refinement



Stakeholder Input

San Elizario Independent School District

PART 2

Principal's Journey



May 21, 2025

San Elizario Independent School District

Lorenzo Loya Primary School

Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Julissa C. Esquivel

Campus: Lorenzo G. Loya Primary

1. Introduction: The Beginning of the Journey

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



2. Building Relationships and Understanding the School's Needs

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



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

- **Initial Changes or Focus Areas**

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

3. Implementing Changes and Building Momentum

- **Strategic Planning and Vision Setting**

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



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

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

- **Parent and Community Engagement**

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

4. Overcoming Challenges and Celebrating Successes

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



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

5. Growing the Legacy and Preparing for the Future

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



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

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

6. Conclusion: Reflection on the Principal's Journey

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



Data: Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

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

(2 monolingual sections)

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

(4 dual language sections)

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



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

(2 monolingual sections)

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

(4 dual language sections)



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

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

(1 monolingual section)

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

(2 dual-language sections)



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

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

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



**Year to Year Progression Results
2021-2025**

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

- **Military Readiness**

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



Loya PK4 SLO 2024-2025

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

Loya PK3 SLO 2024-2025

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

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



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Susana Frescas

Campus: Sambrano Elementary

1. Introduction: The Beginning of the Journey

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

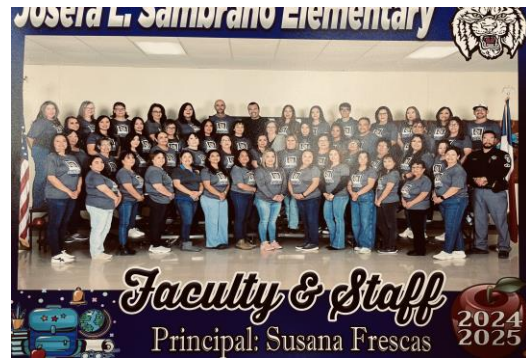
My initial impression of the San Elizario Independent School District was one of *community*. Not just the community itself but the community of employees as well. Any help needed was always received by assistance from someone without any hesitation.

Campus Status on Arrival

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

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

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



- **Leadership Philosophy and Vision**

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

2. Building Relationships and Understanding the School's Needs

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

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

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

3. Implementing Changes and Building Momentum

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



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

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

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

4. Overcoming Challenges and Celebrating Successes

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

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

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

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

5. Growing the Legacy and Preparing for the Future

- **Sustaining Growth and Innovation**

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

- **Developing Future Leaders**

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

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

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

- **Campus Status Now**

We have seen significant improvement with student engagement.

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

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

- **Strong school climate and community involvement**

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

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

6. Conclusion: Reflection on the Principal's Journey

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

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

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



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Martha Elva Santana-Garcia

Campus: Alfonso Borrego Sr. Elementary

1. Introduction: The Beginning of the Journey

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

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



- Reading

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

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

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

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



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

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

2. Building Relationships and Understanding the School's Needs

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



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

3. Implementing Changes and Building Momentum

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



4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**

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



5. Growing the Legacy and Preparing for the Future

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



6. Conclusion: Reflection on the Principal's Journey

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

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



May 21, 2025



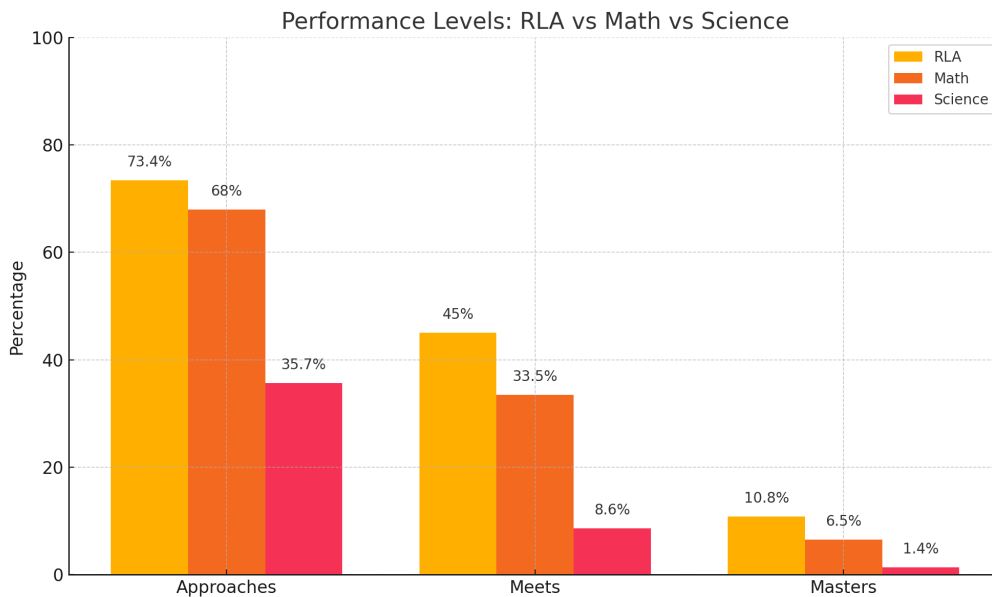
The Principal's Journey at San Elizario ISD

Principal's Name: Monika Seelig Ruiz

Campus: Lorenzo G. Alarcon Elementary School

1. Introduction: The Beginning of the Journey

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





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

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

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

There were positive comments shared as well:

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

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

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



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

2. Building Relationships and Understanding the School's Needs

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



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

3. Implementing Changes and Building Momentum

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



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

4. Overcoming Challenges and Celebrating Successes

- **Tackling Bigger Challenges**
 - Addressing complex issues such as underperformance and discipline challenges will take time. A better understanding of data analysis and intervention will help close the achievement gap. The creation of a Discipline Committee will create better dialogue between administration and teachers and best support student behavior. The implantation of Community Service in which a consequence is to assist younger students in academics or sports will give students a better sense of belonging and service.
 - Our Safety Committee will focus on ensuring that safety protocols are shared with all stakeholders since the beginning of the school year. Weekly updates will continue to be provided in the Weekly Eagle Update that is sent to campus teachers and staff.
- **Celebrating Achievements**
 - The campus takes great pride in holding the highest attendance rate in the district. We have the honor of recognizing five teachers for TIA designations. Our very own 4th grade teacher, Ms. Quinones, was named district teacher of the year. Our SPED teachers earned 1st Place in Literary Anthology for the district. GT students have placed in several local competitions. We look forward to increased ratings in STAAR this school year.
 - It has been shared with me that the SES Unit, led by Mrs. Sanchez, made great strides with students who are now showing success in the middle school simply by implementing behavior strategies with fidelity and student accountability! They are a great example of showing that consistency, with compassion, is key!



5. Growing the Legacy and Preparing for the Future

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



6. Conclusion: Reflection on the Principal's Journey

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



May 21, 2025



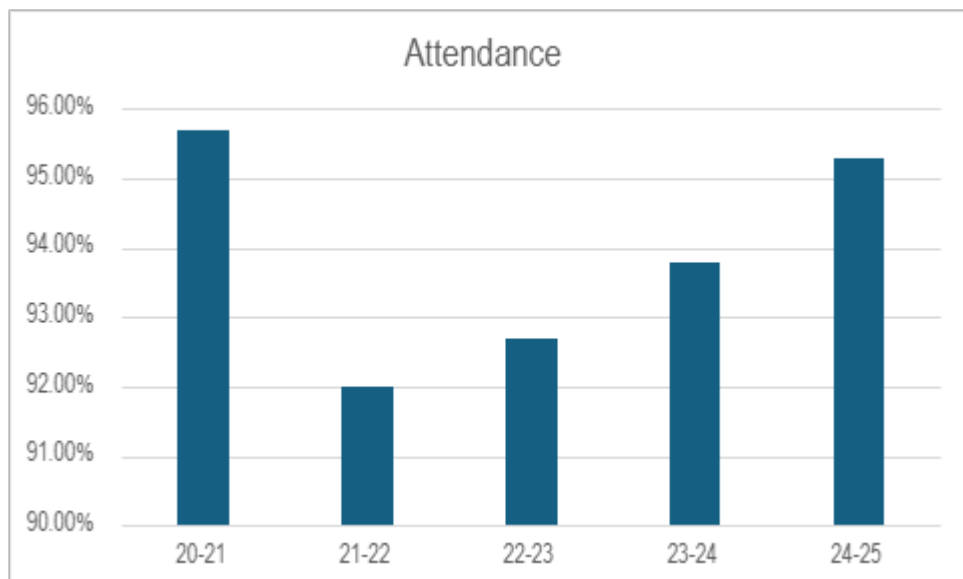
The Principal's Journey at San Elizario ISD

Principal's Name: Richard Salcido

Campus: Ann M. Garcia-Enriquez Middle School

1. Introduction: The Beginning of the Journey

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





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

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

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

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

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

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



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



Early goals or mission for the school and community

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



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

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



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

- **Establishing Trust with Staff and Students**

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



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

3. Implementing Changes and Building Momentum

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



tailored resources to enhance language acquisition and academic success.

🕒 **Collaborating with Teachers and Staff**

- Establishing professional development programs
- Supporting teacher autonomy while providing guidance and resources

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

🕒 **Parent and Community Engagement**

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



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



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

4. Overcoming Challenges and Celebrating Successes

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



Celebrating Achievements

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



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

5. Growing the Legacy and Preparing for the Future

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



WE REACHED ALL OUR GOALS!

Book Fair Challenges

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

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



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

6. Conclusion: Reflection on the Principal's Journey

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



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

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



- Readers Theater English 1 Place-Gama gave Me A Haircut, Coach: Mrs. L. Melendez, students: Maite Paniagua, Jazlyn Rocha, Diego Aguilar, Yareli Cedillo, Melanie Hernandez, Corinthia Griego
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 - 8th grade Boys Cross Country Little 13 Conference Champions.
- **Innovative Programs or Initiatives**
 - Highlight any new programs implemented in the school year (e.g., new curriculum initiatives, enrichment programs, or technology integration).
 - Scholastic Book Fair Challenges to promote literacy

WE REACHED ALL OUR GOALS!

Book Fair Challenges

Goals/Amounts	Challenges
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- Game on! 1st Annual FIFA Soccer Tournament is officially underway.
- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee
- Our first 7th / 8th grade Advanced Math course that has been four years in the making.

- **Final Thoughts on Leadership**

- While certain situations demand immediate attention, the development and implementation of effective processes require time and thoughtful consideration. Building a strong foundation involves patience and a commitment to long-term goals. With diverse personalities among students, faculty, staff, and guardians' it is necessary to have an empathetic approach. Effective leadership in various scenarios requires not only my servant leadership style but also the flexibility to adapt various leadership styles to each situation. My patience has been an integral to leadership effectiveness by remaining calm and composed through challenges, delays, or setbacks. Knowing that faculty and staff feed off my demeanor, I put a strong emphasis on being calm and composed.

- **Looking Forward: Preparing for Continued Success**
 - Vision for the school's next chapter or goals for the future
 - I know the foundations set by our team will allow the campus to thrive in the future. By our continuous emphasis refining our practices, these systems will continue move the campus in the right direction.
 - Our focus is on elevating the academic rigor in all classes, with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
 - Expanding the 7th Grade Math enrollment and utilizing Bluebonnet, Carnegie curriculum will provide the opportunity to receive a Math Distinction with the accountability rating.
 - While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.



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

San Elizario High School

Principal's Journey



May 21, 2025



The Principal's Journey at San Elizario ISD

Principal's Name: Troy Enriquez

Campus: San Elizario High School

1. Introduction: The Beginning of the Journey

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



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

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



3. Implementing Changes and Building Momentum

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

4. Overcoming Challenges and Celebrating Successes

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

5. Growing the Legacy and Preparing for the Future

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



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

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

San Elizario Independent School District

PART 3

Campus Reports



May 21, 2025

San Elizario Independent School District
Lorenzo G. Loya Primary School
Campus Report
2024-2025



May 21, 2025

Campus Annual Update

Lorenzo G. Loya Primary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Lorenzo G. Loya Primary offers a full-day program for Pre-Kindergarten students ages 3 and 4. We provide families with a range of options and services, including dual language classrooms using a 90/10 model, monolingual classrooms, and special education services for qualifying students—such as speech therapy and ECSE self-contained units. Students also benefit from enrichment classes in technology, library, social-emotional learning (SEL), and access to our STEAM Maker Space Lab.
 - **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 Statement:**
 - 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 which are confident, competent and contributing member of society.
 - **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
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2. Campus Performance Overview

- Academic Achievement
 - Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

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

(2 monolingual sections)

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

(4 dual language sections)

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

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

(2 monolingual sections)

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

(4 dual language sections)

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

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

(1 monolingual section)

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

(2 dual-language sections)

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

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

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

Year to Year Progression Results
2021-2025

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

- **Military Readiness**

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

Loya PK4 SLO 2024-2025

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

Loya PK3 SLO 2024-2025

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

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	173	171	Increase by 2 students
Average Daily Attendance (ADA) as of May 13, 2025	92.82%	90.90% (EOY)	2.11% attendance increase
Chronic Absenteeism (students missing 10% or more of school days) as of May 13, 2025	20.2%		
Total Absences	3,664		
Excused Absences	840		
Unexcused Absences	2,824		
Percentage of Students with Perfect Attendance	2%	3%	

DATA Needed

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	0	0	0
Suspensions	0	0	0
Expulsions	0	0	0
In-School Suspensions (ISS)	0	0	0
Out-of-School Suspensions (OSS)	0	0	0
Referral Categories (Top 3 Reasons for Disciplinary Action)	0	0	0

5. PBIS Committee Information

- **MTSS Committee Members:**
 - PK- 3- Teacher representative
 - Pk- 4 Teacher representative
 - P.E. Coach
 - Instructional Specialist
 - Interventionist
 - STEM Teacher Aide
 - Librarian Aide
 - School Counselor

 - **Meetings:**
 - Plan for events and activities for the students
 - Plan fundraiser
 - Discuss SEL lessons
 - Plan presentations for parents on PBIS/MTSS
 - Discuss/plan monthly incentives
 - Purchase for PBIS relative activities

 - **Goals:**
 - Create a monthly calendar to include:
 - Goal of the month
 - Expectation of the week
 - Core Value of the month
 - Coordinate Theme/Topics with Family Literacy Session

 - **Areas to adjust/add to plan:**
 - Include PBIS/MTSS information on Eagle Newsletter
 - Re-create visuals for teachers in classroom
 - Continue with fundraising
 - Parent contract- Parents accountability for child's behavior
 - Modify behavior system across the school
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6. Key Accomplishments and Highlights

- **Academic Successes**
 - Our scores with CIRCLE assessments and SLO goals have shown progress throughout the years.
 - Success stories of high-performing students or programs.
- **Innovative Programs or Initiatives**
 - Students in our full-day 3-year-old program have shown significant growth compared to those in previous half-day programs. They enter PK4

with strong social skills and are well-prepared to continue learning. This year, we also saw increased enrollment across all three class sections.

- **Collaborations and Partnerships**
 - In the past two years, Fort Bliss Army soldiers volunteered during special events to support our military-connected students and families. However, due to a high deployment rate this year, they were unable to commit to volunteering.
 - We have continued our partnership with San Antonio In-Home Healthcare and the Nunez family, who generously support our campus during special events. This year, TEAM Loya organized a Christmas sock drive for their patients, embracing the spirit of 'The Joy of Giving Back.
 - The San Elizario Marshals law enforcement department is one of our valued partners. They generously donate their time to read to our students and have gifted them with presents during the holidays.
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7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - Due to their age, many of our students enter school with limited oral language skills. During the first nine weeks, teachers closely observe each child to determine whether a speech referral is needed or if additional time and support will help them develop the communication skills to express their needs.
 - During PLC's teachers identify learning gaps through informal and formal observations and teacher created assessments to see where intervention is needed to assist our students.
 - Students who are excelling academically and have mastered skills ahead of their peers receive differentiated instruction from our reading teacher to continue challenging and supporting their growth.
- **Student Support and Social-Emotional Needs**
 - Our campus counselor is available half-days in the morning, as she supports a neighboring campus in the afternoons due to their higher enrollment. I would like to request that she remain at our campus full day during the first month of school to support students who are still adjusting to attending school for a full day.
 - Our teachers conduct daily SEL lessons that align with the counselor's weekly visits, ensuring consistent support for students' social and emotional development.
- **Operational Challenges**
 - Due to staffing shortages in the front office, our registrar currently handles both her responsibilities and those of an attendance clerk. When either the registrar or the secretary is absent, only one staff member remains to assist parents and guests, which places a significant strain on daily operations.

- As the only administrator on campus, the principal is responsible for managing all administrative duties.

8. Strategic goals and Objectives

- **Short-Term Goals (Current School Year)**
 - Prepare to exchange student data with Sambrano Elementary, conduct the end-of-year LPAC meeting, finalize the summer session roster, and begin curriculum alignment using the campus YAG. Additionally, plan professional development that targets the specific needs of our students.
 - Adjust with the placement of instructional aides (T-2s) to better support classroom and student needs.
 - Provided training for our instructional aides (T-2s) on strategies to support students with behavioral concerns with the assistance from our special education department/AU specialist.
 - **Long-Term Goals (Next 1–3 Years)**
 - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
 - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
 - **Key Initiatives for the upcoming Year**
 - Provide support to teachers in implementing the adjusted dual language model.
 - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
 - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
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9. Parent and Community Engagement

- **Parent Involvement**
 - We will continue the family activities we successfully implemented this year but will request the assistance of the district liaison to help recruit volunteers from the start of the school year to provide opportunities for approved parents to volunteer.

- The monthly newsletter will continue as a key form of communication, with enhancements to include updates and information from our MTSS committee.
- **Community Outreach**
 - Continue to nurture the partnerships we have established for community outreach.

10. Feedback from Stakeholders

- **Student Feedback (as applicable)**
 - Due to the age of our students, we do not administer surveys. Instead, we gather feedback from parents during events and by building strong relationships with them.
- **Teacher/Staff Feedback (as applicable)**
 - During meetings with faculty and staff, both in groups and one-on-one, I encourage them to reflect, share suggestions, and communicate how I can better support them in moving our campus to the next level.
- **Parent Feedback (as applicable, if available from parent liaison)**
 - In meetings with parents, whether in small groups or during larger events, I reflect on their feedback and consider adjustments when needed. Recently, I included anonymous surveys in our monthly newsletter regarding upcoming registration, and I truly appreciate the responses received.

11. Campus Highlights

- Our MOY and EOY scores reflect the dedication and strong work ethic of our team. I'm incredibly proud of the progress our students have made.
- Our teachers were acknowledged for their hard work and were recipients of the TIA recognition.

12. Leadership Highlights

- I'm very proud of the rapport and support built with parents this year. They felt comfortable reaching out to me with concerns, for guidance regarding their child, or simply to express their appreciation.
- Established mini-PLC's with our instructional aides to provide them with targeted support and guidance as needed.
- It has been rewarding to witness teachers taking initiative to challenge themselves and elevate our students to the next level.
- Successfully making it through another year while carrying the responsibilities as the sole administrator on campus.

13. Next Steps and Action Plans

- On a personal note, requesting additional administrative support to help balance responsibilities, maintain my health, and be able to truly rest and spend quality time with my family during breaks, rather than using that time to recover from exhaustion or illness.
- Continue fulfilling our mission statement by building strong connections and support systems for our new families.

14. Suggestions for Improvement

- Requesting assistance with a part-time attendance/receptionist clerk to help provide much-needed support in managing front office responsibilities.
- Set clear expectations for the district liaison to assist with campus parent volunteers, support campus meetings and events, and help recruit new families for student registration.
- If the district liaison is unable to assist, consider sharing one ½ day a week with another campus liaison who can be available to support parents, as they requested during the last parent meeting.

San Elizario Independent School District

Josefa Sambrano Elementary School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update

Sambrano Elementary

School Year: 2024–2025

Sambrano Elementary houses 560 students all in the early education grades; Kindergarten, First, and Second grades with an additional two Special Education Units. Of those classes, 64% of them are part of the district’s 50/50 dual language program. The remaining classes are considered monolingual English classes where all instruction is in English.

Currently, Sambrano has a total of 167 Kindergarteners (107 DL, 60 ML), 187 First graders (115 DL, 72 ML), and 192 Second Graders (120 DL, 72 ML). Additionally, Sambrano houses 14 students in our Special Education units.

Sambrano Elementary prides itself in working hard to create a solid educational foundation for students in the early grades. The campus mission and vision statements are a testament to the campus goals.

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 Statement

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.

Campus Performance Overview

Academic Achievement

The Developmental Reading Assessment (DRA) or Evaluación del Desarrollo de la Lectura (EDL) are individually administered assessments of a child's reading capabilities. They are tools to be used by teachers to identify a student’s reading level, accuracy, fluency, and comprehension. The purpose is not to push students higher, but rather go deeper and wider at their grade level.

The following data is taken from BOY, MOY, and for Kinder, EOY assessment administration. As shown, many gains in reading levels are seen.

Kinder BOY	
20	0
18	0
16	0
14	0
12	1
10	0
8	1
6	0
4	0
3	10
2	27
1	53
A	68

Kinder MOY	
20	2
18	1
16	0
14	0
12	0
10	0
8	2
6	3
4	23
3	21
2	33
1	34
A	23

Kinder EOY	
20	3
18	1
16	1
14	1
12	10
10	1
8	4
6	18
4	30
3	34
2	32
1	14
A	10

1st Grade BOY	
20	1
18	0
16	3
14	2
12	4
10	5
8	9
6	13
4	27
3	19
2	38
1	35
A	15

1st Grade MOY	
20	8
18	4
16	7
14	10
12	10
10	26
8	15
6	13
4	29
3	25
2	17
1	9
A	2

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

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

Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	561	606	Decrease of 49
Average Daily Attendance (ADA) as of April 30, 2025	514	563	Decrease of 9 %
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	24%		
Total Absences	5,239	6,581	1,342
Excused Absences	3,437	4,207	770
Unexcused Absences	1,802	2,374	1,428
Percentage of Students with Perfect Attendance	8%	2%	Increase of 6 %

Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	66	78	Decrease of 12
Expulsions	0	0	Decrease
In-School Suspensions (ISS)	0	8	Decrease of 8
Out-of-School Suspensions (OSS)	0	0	Decrease
Referral Categories (Top 3 Reasons for Disciplinary Action)	Disrespectful behavior (hitting, use of foul lang); being irresponsible (not completing work)		

PBIS Committee Information

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating a safe, positive, equitable school, where every student can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, our school supports the students' academic, social, emotional, and behavioral success, engage with families to create locally meaningful and culturally relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

Why should we implement PBIS? It works — students and educators benefit. Research shows it works, time and time again. It improves student and teacher outcomes as well as reduces exclusionary discipline, meaning office referrals and suspensions.

Some things we are considering doing to re-vamp our program is:

- PBIS kickoff at BOY
- Post examples of procedures for students around the building
- Show teachers nonexamples
- Reward teachers with mailbox surprises, free-dress passes, raffles, coffee cart, popcorn cart, and adding positive student referrals
- Fundraising for PBIS events, such as Krispy Kreme, donations, dances, sale of swag items
- Create student videos demonstrating desirable expectations

Key Accomplishments and Highlights

To help with math fact fluency, Sambrano Elementary held a Math Bee. A Math Bee is like a spelling bee, but students try and solve math problems instead of spelling a word. The purpose of the Bee is to promote academic excellence in mathematics.

The Sambrano Math Bee is more than just a fun competition—it is a vital tool for developing young minds. This event allows our young students to showcase their math skills, build confidence, and foster a love for learning.

By participating in the math bee, students sharpen their problem-solving abilities and improve their speed and accuracy in mathematics. The friendly competition encourages them to push their limits while learning the importance of perseverance and focus. Additionally, the math bee creates a collaborative environment where students support Students also participated in various field trips where they were able to problem solve, explore, and conduct experiments. Sambrano students also participated in a leveled-readers pilot program where students were given books individualized for them (at their level) to build excitement for reading while learning to read.



Sambrano also continued the Wildcat Folklórico composed of boys and girls in all grade levels (K-2). The program number of students was dwindling, we recruited, and they came. Our numbers now fall between 30-35 weekly dancers. The students take the responsibility of rehearsals and dancing very seriously.

Our students are gaining an appreciation for the musical and colorful culture and traditions of Mexico. By practicing the movements, Ballet Folklórico students learn to develop pride in their heritage, dignity and cultural awareness.

Additionally, they have physical activity helping them develop strength, flexibility, coordination, and endurance. It also builds the following:

- Social Skills
- Emotional Expression
- Discipline and Focus
- Cognitive Development
- Confidence and Self-Esteem

This year the staff wanted to bring in more dads to school and involve them in their child's academic journey. We started with a father (or father figure) event during PE. We had over 365 dads (or guests) join us in activity stations where they could play soccer, basketball, hula hoop, toss games, and more. We had some students that did not have an adult able to attend therefore we had students inviting their friend to join them and their parent. It was a beautiful, and compassionate, thing to see.

To help some of our most vulnerable and needy students, Sambrano partnered with Abundant Church, who provided some students shoes for Christmas. Additionally, other students received backpacks from the El Paso Sheriff's Department.



Another campus highlight is that the Texas Education Agency announced Josefa L. Sambrano Elementary had fulfilled the requirements to earn a Purple Star Campus Designation demonstrating support and commitment to meeting the unique needs of military-connected students and their families.

Sambrano Elementary understands and nurtures students in a military family through strategies such as helping with the enrollment process, records transfer, share existing community resources, providing campus-based support, and many other services the

student (or family) may need for academic success. Additionally, the campus holds special dress-up days to recognize CCMR for everyone.

Our military families enjoy learning about the San Elizario community through the eyes and voices of their children. Our Wildcats learn to fall in love with reading and discover their mathematical and science skills with STEM, all while building an attitude of self-discipline, respect and acceptance. We are here to support children as well as the family unit as they transition into their new home in our community.

Sambrano Elementary will continue working to better understand how our students and families can receive the appropriate support to thrive daily.



Areas for Improvement and Challenges

Academically, Sambrano Elementary is creating a plan to help increase rigor in the Tier I instruction. Tier 1 instruction — or high-quality, evidence-based classroom instruction — is the general instruction that all students receive from their classroom teacher. Tier 1 interventions are particularly important because they provide a baseline to ensure all students receive high-quality education. They also help to identify the need for

further interventions. If we have a strong Tier I, all students benefit, requiring less students Tier II interventions.

Rigorous assignments encourage students to think critically, creatively, and more flexibly, and to question their assumptions and think deeply, rather than simply utilize memorization and information recall. Rigorous learning environments are stimulating, engaging, and supportive.

For social and emotional support, we utilize our counselors for bi-weekly class lessons as well as group and individual counseling sessions. We have included a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success. We will close achievement and opportunity gaps. This will result in improved student achievement, attendance and discipline.

One challenge we are closely looking at is the pick-up situation at the end of the instructional day. Due to the enrollment size and student ages, it is difficult to take students out to the drop zone much like the other elementary campuses do. Currently, students wait inside, parents walk up to the designated area, we call out the student, and the student comes out. A much more efficient way could be safer and faster.

Parent and Community Engagement

The Sambrano Elementary Parent Liaison is doing a very good job of recruiting regular volunteers willing to assist as needed in the school and for various events. The goal is to have parents feel comfortable enough to volunteer daily and serve as models to other parents so that they too come volunteer.

Some things we are considering are that parents must have the time and a willingness to serve on a regular basis. We would also benefit from parents having or be willing to acquire skills needed to improve and enrich our learning program.

Parent Feedback

When students are supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Also, children of involved parents and guardians feel that they're accepted, included, and respected in the home and at school. The stronger the relationship between parental involvement and their child's education, the more likely children are to achieve academically.

Parent involvement motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement. Therefore, the campus parent liaison is working to provide more volunteer opportunities outside of the occasional meeting. Here are some comments by parents on this year's activities:

12. Comments, Suggestions, Questions. Please write your comments here

First time coming to a meeting. I enjoyed it will definitely be coming to more

13. ¿Qué otro tema recomendaría usted en el futuro para estas presentaciones?

gracias por darnos información de los niños de su nivel de lectura.

11. What obstacles keep you from being engaged/involved in District/Campus meetings?

time, sometimes i cant attend

12. Comments, Suggestions, Questions. Please write your comments here

everything was done well, liked the presentation

1. ¿Qué tan satisfactoria estuvo la presentación de hoy?

1 2 3 4 5
No Poco Satisfecho Muy Excelente
Informativa Informativa Satisfecho Satisfecho

2. ¿Le podría ayudar a usted esta presentación con la educación de su hijo (a)?

1 2 3 4 5
No No Más o Un poco de Muy útil
Útil Satisfactoria Menos uso en casa en casa

3. ¿Estuvo la presentación bien organizada?

SI NO

4. ¿Estuvo en un ambiente adecuado y aceptable?

SI NO

5. ¿Participó activamente durante la presentación?

SI NO

6. ¿Fue claro el presentador(a) al explicar e informar?

SI NO

7. ¿Se le dio tiempo para sus preguntas?

SI NO

8. ¿Tenía el presentador noción tocante al tema?

SI NO

9. ¿Le agradó la presentación?

SI NO

10. ¿Le gustaría ser padre voluntario?

SI NO

Nombre: _____ Número de Teléfono: _____

11. ¿Qué obstáculos le impiden participar en las reuniones del Distrito/Plantel?

12. Comentarios, sugerencias y/o preguntas. Favor de hacer sus comentarios aquí.

Muy buena presentación



The Administration team is new at Sambrano Elementary. Therefore, a survey was sent to staff members to gain insight into their thoughts and opinions. The insights from school culture surveys help educators proactively address concerns related to safety, inclusivity, and engagement. Data-driven decision-making also fosters a culture of continuous improvement, where feedback is not only valued but acted upon.

Some survey responses from teachers and staff for the following question are listed here:

Name 2-3 things you like about working at Sambrano?

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

How can your administrators better support you with students?

- Having parent meetings to inform parents of all student expectations throughout the school year.
- Smaller class size.
- Continue following through with consequences, both good and bad.
- Academically: opportunities to plan with the whole grade level team at the same time.
- Administrators are always willing to support their teachers. This is especially true in my case being a "first year" teacher. Every time they provide me with feedback or suggestions, it helps me become a better educator.

Leadership Highlights

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

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

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



Next Steps and Action Plans

For the 2025-26 school year, we will focus on the use of high-quality instructional materials. HQIM refers to materials aligned to academic standards, are content-rich with clear learning outcomes, reflect evidence-based practices, and provide a full suite of teacher and student materials.

High-quality instructional materials allow students to engage more deeply and meaningfully with the state standards; they lead to additional learning for students.

Also, high-quality instructional materials have a larger, more cost-effective impact on academic outcomes than many interventions. Access to this rigorous material will help with our goal of increased achievement for all students.



Suggestions for Improvement

How can the district support you?

A duties timeline for all administrators. For example, provide calendared events that help us stay on track with duties such as evaluations, LPAC trainings, SLOs, etc.

Allowing time for day-to-day administrator collaboration discussions. How is one campus doing something and share with the others.

San Elizario Independent School District

Lorenzo Alarcon Elementary School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update

Lorenzo G. Alarcon Elementary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Lorenzo G. Alarcon is an elementary campus serving grades 3 through 6. The current enrollment is at 297 students. Our campus includes an SES unit.
- **Mission and Vision**
 - Mission: Our students at Alarcon Elementary School 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 is committed to creating life-long learners.
- **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.

2. Campus Performance Overview

- **Academic Achievement**
 - **Current MAP testing data comparing beginning of year to middle of year for the 2024-2025 school year is below:**

Alarcon Math					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	67	16%	15%	-1%	42%
4	68	30%	27%	-3%	45%
5	78	28%	24%	-4%	42%
6	76	36%	33%	-3%	46%

Alarcon Language Arts Reading					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	67	6%	7%	1%	61%
4	46	42%	30%	-12%	43%
5	63	27%	22%	-5%	44%
6	77	15%	10%	-5%	39%

Areas for improvement:

- To increase the number of students performing at Meets level in all three areas: RLA, Math, and Science.
- More students should score in Meets and Masters categories. Our goal for next year is to get closer to the state’s goal for student achievement of 60% (90% Approaches, 60% Meets, 30% Masters).

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	298	Pending	Pending
Average Daily Attendance (ADA) as of April 30, 2025	95.89%	Pending	Pending
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	17 students	Pending	Pending
Total Absences	1591	Pending	Pending
Excused Absences	614	Pending	Pending
Unexcused Absences	958	Pending	Pending
Percentage of Students with Perfect Attendance	30 students	Pending	Pending

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	69	124	-55 Decrease
Suspensions	16	112	-96
Expulsions	0	0	0
In-School Suspensions (ISS)	15 (In addition, 5 students were in DAEP)	111	-96
Out-of-School Suspensions (OSS)	1	1	0
Referral Categories (Top 3 Reasons for Disciplinary Action)	Vape Fighting Insubordinate	Vape Fighting Insubordinate	

5. PBIS Committee Information

Our campus PBIS team is made up of one representative from each grade level, a SPED teacher, an administrator, and a coach. The goal is highlighting positive behavior on campus and teach students to reflect on unfavorable choices. Positive behavior is rewarded while negative behaviors receive behavior replacement strategies by the counselor.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - Our GT students placed 7th at the competition held on February 27, 2025, at the Tech2O facility. On January 31, 2025, they placed 2nd out of 27 teams at the Ring of Olympus Divisional competition.
 - Our students continue to participate in Intramural sports and continue to show great sportsmanship. They are learning the basics of each sport and get an opportunity to showcase what they have learned by competing with Borrego Elementary. Outside of the campus, but within the San Eli community, one of our 6th grade students is excelling in wrestling. This is a great achievement because this type of competition is just as mental as it is physical.
 - Success stories of high-performing students or programs.

- **Innovative Programs or Initiatives**
 - iReady for Math and Reading
 - Summit K12 for TELPAS preparation
 - AVID
 - Boys and Girls Club
 - **Collaborations and Partnerships**
 - Our GT coordinator works with the Creative Learning Collaborative to bring rich experiences to our GT students. They have attended their competitions (Q-BEC) and in house activities have included The Chef's Lab Interactive Experience and Stage Craft: I am the Desert.
 - We have a good partnership with the Sheriff's department and Kite Day honoring fallen Deputy, Peter Herrera. The County Commissioner's office is also in contact with the campus for this event.
 - Project Vida is also a highly valued partnership, and they present lessons to our students and our campus staff.
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - All grade levels are below the state's goal of 60% Student Achievement on STAAR tests. This is the average of the percentages of Approaches, Meets, and Masters. The goal for each is: Approaches at 90%, Meets at 60%, and Masters at 30%. Overall, our students scored higher in Reading than in Math. 3rd grade scored the lowest in Reading at 33% and as well as in Math at 30%.
 - A high percentage of our students come into 3rd grade not reading on grade level. In grades K-2, students are learning to read. In 3rd and above, students are reading to learn. Our 3rd grade team and Interventionist find themselves teaching foundational reading skills at the beginning of the year, thus creating gaps in Tier I Reading instruction.
- **Student Support and Social-Emotional Needs**
 - The behavior issues are coming from the same students even after providing restorative practices to help support better behavior choices.
 - We will reach out to Project Vida to see if they have any lessons that would support better choices. We are also looking at community service for these students so that they feel they can contribute to their campus in a positive way. So far, we have had the support of two of these parents for community service. One student was amazed at how much students litter in the playground. That really upset him and he was proud to make his campus look better.

- **Operational Challenges**
 - It has been a challenge getting the access keypads to work consistently at the gym doors and at the 400 Hallway. This causes challenges for students and staff to re-enter to areas. Our custodian puts in a work order right away, but the issue continue shortly after it is “fixed.”
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
 - At this point, there are 11 days left of school. I would like to have students working on project-based activities, focus on student safety, and minimizing discipline issue by adults being consistently visible now more than ever.
- **Long-Term Goals (Next 1–3 Years)**
 - I would like to see STAAR scores increase, improve Tier I instruction in all core subjects, and create a true culture of collaboration between teams and between the school and community.
- **Key Initiatives for the Upcoming Year**
 - This year’s main goal is to learn the new Math curriculum along with our teachers and provide the best support possible. It will be a challenge, and we want to be ready.

9. Parent and Community Engagement

- **Parent Involvement**
 - Parental engagement initiatives included Math Night, Fit Fridays, Registration raffles and assistance. Volunteers came in to help decorate for the Christmas show and were entered into a raffle for a Wal-Mart gift card. A monthly parent newsletter is sent with news and events from the campus. Awards assemblies have been scheduled and shared with parents for the last week of school. Communication of events is shared on Class Dojo with parents.
 - **Parent-teacher conferences** were conducted during both the **fall and spring semesters**, offering families dedicated time to connect with teachers regarding academic progress and student needs.
- **Community Outreach**
 - The most effective outreach with parents this year has been the Coffee with the Principal meetings. We are looking to make these even more inviting for parents next school year by offering an AM session and a PM session to provide parents a better option for their schedule.

10. Feedback from Stakeholders

- **Student Feedback**

- A Principal’s Advisory Committee was formed late in the year. This group of students represent each grade level and will provide student insight on issues that matter to them.
 - **Teacher/Staff Feedback (as applicable)**
 - A teacher survey was sent in October and another one in the Spring. Out of 20 teachers, 7 provided anonymous feedback with very similar wording. Administration is reviewing them and reflecting on the concerns. The SBDM committee reviewed the survey results as well.
 - **Parent Feedback (as applicable, if available from parent liaison)**
 - Summary of parent feedback (e.g., satisfaction surveys, meeting feedback).
-

11. Campus Highlights

- **Highest attendance rate in the district all year.**
- **District Teacher of the Year is from Alarcon Elementary.**
- **We passed the intruder audit from TEA.**
- **Our campus teacher received 1st Place in Literary Anthology.**
- **Our GT students placed in several competitions this year.**

12. Leadership Highlights

- Creating a new leadership team is a highlight this year. As a principal, I got to form a team that I see shares my vision and shares a strong work ethic. Relationships are taking time to build with teachers/staff and with that comes trust building. We are getting there. I would like more support in being trained in TEAMS to run attendance reports and other reports needed.

13. Next Steps and Action Plans

- We will work to improve our PBIS program to include training and more focus on improving student behavior.
- We will continue with the partnerships we currently have and will work to build new ones. We will bring more events to our campus such as a Fall Festival, Blood Drive, Food Drive, Father/Daughter Dance, Mother/Son Dance, etc.

14. Suggestions for Improvement

The district has helped me when I’ve reached out for assistance. District leadership always answers questions and when they can’t, they direct me to the right person. I believe that as a principal, it is my responsibility to ask questions when I need clarification.

San Elizario Independent School
District Alfonso Borrego Sr. Elementary
School Campus Report
2024-2025



May 21, 2025

Campus Annual Update

Alfonso Borrego Sr. Elementary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Alfonso Borrego Sr. Elementary consists of grades 3-6. We have seven sections of both third and fourth grade and five sections of fifth and sixth. Our current enrollment is 517 students with a projected enrollment of 528 students for the 2025-2026 school year. We are a dual language campus as every one of our bilingual classrooms is now identified dual language. Our campus also holds all the units for the elementary campuses. We have two Academic Skills Classrooms (ASC), one Life Skills unit, and one Structured Learning Classroom. We offer programs such as Gifted and Talented, Robotics, and Music. Our elementary students get the opportunity to participate in Intramural Sports such as volleyball, basketball, track, football and soccer. We also have an amazing Cheer Squad.
 - **Mission Statement:**

We, the faculty and staff at Alfonso Borrego Sr. elementary school, 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 Statement:**
 - The faculty and staff at Alfonso Borrego, Sr. elementary school 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.
 - **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
-

2. Campus Performance Overview

- **Academic Achievement**
 - **Assessment Results:**

Borrego Math					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	134	24%	19%	-5%	41%
4	124	14%	9%	-5%	35%
5	116	19%	20%	1%	54%
6	105	22%	38%	16%	61%

Borrego Language Arts Reading					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	96	29%	22%	-7%	46%
4	88	20%	19%	-1%	53%
5	97	23%	17%	-6%	45%
6	106	13%	9%	-4%	44%

Borrego Science					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
5	115	36%	36%	0%	50%

- Areas of improvement are:
 - To increase the number of students performing at “Meets” level in all content areas (Math, RLA, and Science)
 - To increase the number of students performing at “Masters” level in all content areas (Math, RLA, and Science)
 - To increase the number of students meeting growth projections in Math, Language Arts and Science
 - To increase the number of students meeting or mastering readiness TEKS/Process standards on 4- and 8-week assessment

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	521	498	increase
Average Daily Attendance (ADA) as of April 30, 2025	486	466	increase
Chronic Absenteeism (students missing 10% or more of school days)as of April 30, 2025	26 students	17 students	increase
Total Absences	3,843	4,369	decrease
Excused Absences	2,179	2,597	decrease
Unexcused Absences	1,664	1,772	decrease
Percentage of Students with Perfect Attendance	48 students	32 students	increase

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	111		increase
Suspensions	0	0	n/a
Expulsions	0	0	n/a
In-School Suspensions (ISS)	32	12	increase
Out-of-School Suspensions (OSS)	1	0	increase
DAEP	13	3	increase
Referral Categories (Top 3 Reasons for Disciplinary Action)	Vapes Threats Fighting	Fighting	Increase

5. PBIS Committee Information VERDIER/ROBLES

This school year, the PBIS committee focused on developing a school-wide system to support all students by promoting positive behavior. The committee successfully raised funds to provide incentives for students who met PBIS (Positive Behavioral Interventions and Supports) expectations. These students were able to participate in various PBIS-sponsored events designed to reinforce positive behaviors.

Although we aimed to fully implement the program as originally envisioned, limited training for many committee members and staff impacted our ability to do so effectively. Despite these challenges, we remained committed to our goals and adapted as needed, utilizing the resources available to us.

Looking ahead to the next school year, the committee will continue its work by developing, implementing, and evaluating strategies that encourage positive behaviors, reduce disruptions, and support student well-being. This includes clearly defining behavioral expectations, providing consistent reinforcement, and offering targeted support for students who require additional interventions.

To strengthen the program, we plan to refine our data collection processes to better monitor student progress and identify areas for growth. We also aim to provide ongoing professional development for staff to ensure consistent application of PBIS strategies across all school settings. Finally, the committee will work to deepen engagement with students, families, and the wider school community to ensure that PBIS initiatives remain inclusive and responsive to the diverse needs of our school.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - Honor Roll Recognitions continue each 9 weeks.
 - GT Competitions:
 - All GT Students participated in the district competition.
 - Two groups made it to
 - Math Bee: One hundred twenty students participated in grades 3-6. All students were recognized but first, second and third per grade level were selected as well as one overall grand champion.
 - Band/Music: Our music program is thriving! Students are excited to come to class and learn about music and their instruments (5th/6th grade). Since starting the 6th grade band program four years ago, we have successfully been able to double both band and mariachi numbers (Ms. Montano)
 - Literary Anthology: 19 finalists were selected from Borrego
 - SPED Olympics in Fabens ISD
 - Intramurals: volleyball, basketball, football, soccer, track
 - Cheer squad that consists of 25 girls in grades 3-6

- **Innovative Programs or Initiatives**
 - IReady Math grant
 - Military Connected Students/Activities:
 - AVID
 - Intramural Sports
 - Math Bea
 - Boys and Girls Club
 - Career Day
 - Upgraded technology for teachers
 - **Collaborations and Partnerships**
 - Our partnerships included: Project Vida, Aliviane, Livian Baity/PBIS support, Sheriffs' Department, Border Patrol, The Boys and Girls Club
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - Reading
 - Students struggle with foundational skills such as how to read whole words, fluency, and letter sound correspondence in some cases. Many students struggle with graphophonemic knowledge, the ability to recognize and understand the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) used to represent those sounds in writing. It's a crucial skill for learning to read and write, as it helps children decode words and learn new words. Students also need help with how to determine the meaning of unknown word (vocabulary TEKS), and fluency which naturally impacts comprehension.
 - Math
 - Because we have students that struggle with reading, an area in Math that struggle with is reading the word problems. In many cases, students cannot even recognize academic vocabulary and they cannot tell what the problem is asking them to do.
 - Students do struggle with computation but it many times has to do with the lack of manipulatives during instruction.
- **Student Support and Social-Emotional Needs**
 - We have students that face challenges wellness, mental health, or behavioral issues. Many of these challenges stem from home.
 - Students are supported by one-to-one sessions counselor, outside counseling, class lessons. Mr. Seay visits with some of our students. We schedule check-ins with administrators and counselor and students. We always communicate with parents. In some cases, the Crisis Intervention

Team has reported to campus and transported students to the local hospital.

- **Operational Challenges**
 - Our current student enrollment is 517 students. We are one of the largest campuses in the district. Our campus employees:
 - 4 custodians
 - 1 counselor
 - 1 interventionist
 - 1 Instructional Officer
 - 2 monitors
 - If there is any way to assist with the positions listed above, we will accept the help.
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
- **Key Objectives for the Remaining Months of the Current School Year and next year as well:**
- **1. Academic Focus**
 - Complete final assessments
 - Look at data.
 - Plan for summer school for students needing extra help.
- **2. Staff & Classroom Preparation**
 - Wrap up curriculum pacing guides and finalize end-of-year reports.
 - Begin initial planning or reflection for the next school year.
 - Ensure classrooms and the school itself are ready for summer.
- **3. Student & Community Engagement**
 - Celebrate student achievements with end-of-year recognitions or events.
 - Communicate clearly with families about report cards, summer programs, and important dates.
 - Conduct brief student feedback surveys to inform future planning.
- **4. Positive Closure**
 - Foster a positive and reflective atmosphere to end the year on a strong note.
 - Encourage goal setting for summer and next year during classroom discussions.
 - Ensure all students feel seen, appreciated, and ready for transitions
- **Long-Term Goals (Next 1–3 Years)**
- **SEL/Behavior Component:**
 - Create a PBIS program that is consistent, aligned, and implemented effectively.
- **Academic Improvement:**

- Continue to focus on strengthening students' performance in Reading, Math and Science
- Implement targeted interventions for students
- Encourage project-based learning and hands-on activities to enhance student engagement and understanding of core concepts.
- **Professional Development for Staff:**
 - Identify needs
 - Continue to promote collaboration among staff through regular professional learning communities (PLCs)
 - Address social-emotional learning and teacher well-being by offering workshops or resources aimed at reducing burnout and enhancing classroom management.
- **Enhanced Parental Engagement:**
 - Increase communication with parents through regular newsletters, parent-teacher meetings, and school events.
 - Improve parent volunteer program to increase involvement in school-wide activities and events.
 - Create opportunities for parents to engage in their child's learning, such as through workshops on supporting academic growth at home or using technology effectively.
- **Strengthening School Community:**
 - Organize school-wide events that promote a sense of unity, such as cultural celebrations, sports days, or end-of-year celebrations.
 - Foster a safe and inclusive school environment through activities that promote social-emotional learning, diversity, and respect among students, parents and staff
- **Key Initiatives for the Upcoming Year**
- **Academic Improvement:**
 - Continue to focus on strengthening students' performance in Reading, Math and Science
 - Implement targeted interventions for students
 - Encourage project-based learning and hands-on activities to enhance student engagement and understanding of core concepts.
- **Professional Development for Staff:**
 - Identify needs
 - Continue to promote collaboration among staff through regular professional learning communities (PLCs)
 - Address social-emotional learning and teacher well-being by offering workshops or resources aimed at reducing burnout and enhancing classroom management.
- **Enhanced Parental Engagement:**
 - Increase communication with parents through regular newsletters, parent-teacher meetings, and school events.
 - Improve parent volunteer program to increase involvement in school-wide activities and events.

- Create opportunities for parents to engage in their child’s learning, such as through workshops on supporting academic growth at home or using technology effectively.
 - **Strengthening School Community:**
 - Organize school-wide events that promote a sense of unity, such as cultural celebrations, sports days, or end-of-year celebrations.
 - Foster a safe and inclusive school environment through activities that promote social-emotional learning, diversity, and respect among students and staff.
-

9. Parent and Community Engagement

- **Parent Involvement/Community Outreach:**
 - Parent Survey in August for interest in the parent program: 111 participants
 - The survey covered parents’ interest in volunteering, best communication methods, meeting topics, feedback on general parent and family engagement.
 - Parent teacher conferences (fall semester):
 - Parent teacher conferences (spring semester):
 - Campus Parent Trainings/sessions: 17
 - These trainings and sessions covered many topics such as STAAR Stress Management for students, Title 1 Information, Literacy sessions, social media influence, sessions on curriculum changes, school programs, attendance and behavior.
 - Parent Information sessions in partnership with district: 10
 - Topics for these meetings covered vaping, fentanyl awareness, cyberbullying, suicide prevention, breast cancer awareness, narcotics, domestic violence, mindfulness, gun safety, financial wellness
 - Family Activities: 9: Grandparents’ Day, Thanksgiving, winter concert, 9 weeks awards, Math bee, Spring concert
 - Community food drive: Made over 25 boxes of meals to distribute and pass out throughout the community
 - Project Vida partnership:
 - Project Vida collaborated with the parent program through informative sessions on Bullying and Positive Potential curriculum
 - Goals and ideas for next year:
 - More parent and family activities represented and set up a BOY
 - More community outreach / strengthen partnerships-work in conjunction with other district campuses
 - More organized ClassDojo feed
 - Incentives for parent and family engagement
 - More volunteer opportunities on campus

- Align parent and student information sessions along with handouts and supplemental information

10. Feedback from Stakeholders

- Counseling Survey Results:
- **Student Feedback (as applicable)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.
- **Teacher/Staff Feedback (as applicable)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.
- **Parent Feedback (as applicable, if available from parent liaison)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.

11. Campus Highlights

- 100% of certified teachers on board
- Increase in student enrollment
- Our PLC process is shaping up nicely.
- Our PBIS Committee is working to strengthen our program. Great progress is being made.
- We recognized students for their hard work (grades, attendance, good behavior, etc.)
- Growth in some areas on MAP testing
- Holding important conversations such as, how do we support SPED teachers/students who are now taking STAAR test? Will hold “workshop” to begin planning.
- Upgraded technology for teachers
- Partnerships with Project Vida and Aliviane
- Full implementation of Rockin’ Reviews across grade levels and content areas (although some got a late start)
- Amazing Teacher of the Year, Employee of the Year, Professional of the Year representatives
- We have a team that truly works together.

12. Leadership Highlights

- We worked hard to build relationships with students, parents, teachers, etc. and I believe we experienced success.
- Met consistently.
- Working on creating and aligning systems within the campus.
- Worked together to complete tasks
- Created calendar for the year
- Working together to prepare for next year
- Building systems

13. Next Steps and Action Plans

- PBIS Committee is holding regular workshops with Livian Baity to rebuild our program.
- Work to create and build a consistent message and implementation plan for PBIS
- This work will impact behavior, attendance, and academics.
- We will continue to work with partners such as Aliviane and Project Vida to hold events for both students and parents on topics such as bullying.
- Continue to work on maximizing PLCs
- Revisit daily schedule and PLC schedule
- Dig deeper to standards and data
- Begin to look at changes in teacher placement for next school year

14. Suggestions for Improvement

- Create a strong, aligned PBIS program.
- Strengthen instructional practices to include PLCs, the intervention block and the way we look at TEKS and data.
- Prioritize effectively.
- Strengthen home/school connection.



Activities conducted at Borrego related to discipline

August:

- 8/2 Deputy Salinas presented: Topic: “Anti-Bullying/Terroristic Threat”; On a leaf, students wrote different examples of how to be kind to others and the entire campus created a tree (posted in cafeteria)



- Orientation to counseling program (how I can help/how to self-refer/seek help)
- 8/23 Presentation on “Violence Prevention: Conflict resolution”
- Started book study with teachers
 - The book studied: “The Fundamental 5 Revisited: Exceptional Instruction In Every Setting
 - Started with chapter 6: “Working in the power zone”
 - Benefits of working in the power zone include reduced discipline issues because proximity can help prevent minor disruptions from escalating into larger problems.
 - Reviewed chapters and conducted activities in faculty meetings

September:

- 9/20 Presentation by Aliviane; Topic: ”Self-esteem: High vs. Low Self-esteem
- Behavior/Dating Violence/Threat Assessments/Law Enforcement Presentations by Deputy Salinas
- Suicide Prevention/Mental Health and Safety/ Self Care (3rd/4th)/Healthy Boundaries (5th/6th) during counseling sessions with Ms. Verdier

October:

- 10/29 Drug Awareness Presentation/Safe Choices by Border Patrol
- Peer Pressure (Verdier)

November:

- 11/1 Presentation by Aliviane; Topic: Decision Making: Stop-Think-Go. A Decision Making Model

- 11/1 Red Ribbon Week and Safety Presentation by Deputy Salinas
- Peer Pressure (Verdier)

December:

- 12/6 Presentation by Aliviane; Topic: Smoking Information: Immediate and long-term effects of Smoking; Why people choose to smoke or not
- 12/13 Presentation by Aliviane; Topic: Advertising: Tricky Technique” Create a counter advertisement

January:

- Behavior Conference at Region 19 with a team from Borrego

February:

- 2/21 and 2/28 Safety Presentation/Human Trafficking by Ms. Verdier
- Healthy Relationships (Verdier)
- Random Acts of Kindness Week -February 2025

March:

- 3/21 Anti-Bullying/Online Behavior Presentations by Project Vida
- 3/25 Anti-bullying presentation for parents by Project Vida
- 3/25 Anti-bullying brochure created and provided to parents by Deputy Salinas
- 3/28 Read aloud/Keep calm and doodle (to address test anxiety) by principal/parent liaison
- Regulation Strategies (when stressed) by Counselor

April:

April 4th: STAAR rally (to deal with test anxiety)

April 25th: PBIS Chalk the Block

April 29: Project Vida presented to parents about the Positive Potential Curriculum (6th grade)

- Regulation Strategies (when stress) by Counselor

May:

5/2 Youth Violence Prevention and Awareness Presentations by Deputy Salinas

5/13, 20, 22, 27, 29 Positive Potential Curriculum with Project Vida- 5 lessons with 6th grade students

(only)

- Topics:
 - personal health (wellness)
 - Decision making; life affects decisions you make; backpack activity
 - Peer pressure

- Bullying
- Healthy/unhealthy relationships
- Planning for your future
- The Nice Method (refusal skills and how to say no)

Other:

- Check in/check out system with some students; all hands-on deck (Principal, AP, Counselor)
- Working with Ms. Baity to build a strong PBIS program campus-wide
 - ✓ meetings thus far: 4/24 @ 1:00-5:00
 - 5/6 with Leadership @ 2:00-4:00
 - 5/8 with PBIS Committee @ 1:00-4:00
- Referrals to Child Guidance Center
- Individual Counseling
- Place safety visual cues for students in units (in the event they want to run out)
- Discipline referrals/Reflections
- Started RISE modules with Project with faculty and staff

San Elizario Independent School District

Ann Garcia Enriquez Middle School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update
Ann M. Garcia-Enriquez Middle School
School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Ann M. Garcia-Enriquez Middle School (GEMS) is the sole middle school in the San Elizario Independent School District serving 410 students—210 in 7th grade and 200 in 8th grade.
 - At our campus, we have implemented an advisory period known as "Golden Hour" to support the development of the whole child. This dedicated time is structured by days. On Tuesdays, we focus on emotional learning through the CharacterStrong program and counselor lessons. On Wednesday we emphasis either AVID (Advancement via Individual Determination) or the Summit K-12 program. On Thursdays and Fridays, we focus on interventions as well as a Student Eagle Eye Report for students to keep track of and reflect on their progress of grades, STAAR, TELPAS, and attendance. To further support our students, we have a Reading Interventionists to assist students who have a history of challenges in their Reading Assessments. We also offer STAAR labs to students who are close to passing STAAR but require additional support in Reading and/or Math. The labs also fulfill the requirements set by House Bill 4545 which is mandated by the state for accelerated instruction for students who do not achieve satisfactory performance on STAAR assessments.
 - Ann M. Garcia-Enriquez Middle School provides an educational experience that extends beyond core subjects. Students have access to a range of Fine Arts courses, including Art, Band, Dance, and Mariachi, promoting students' creativity. Additionally, the school offers high school credit courses such as Algebra I, Spanish I, Principles of Engineering, and Principles of Audio/Video Technology, allowing students to earn credits to advance faster in high school. The Master Schedule allows for additional specialized programs such as STEM (Science, Technology, Engineering, Math) for 7th graders, and STEAM (Science, Technology, Engineering, Art, and Math) for 8th graders as well as GT (Gifted and Talented) classes for both 7th and 8th grade.
 - The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, Girls Club, National Junior Honor Society (NJHS), Student Council, UIL competitions, and a broad range of sports: Volleyball, Football, Cross Country, Cheerleading, Boys and Girls Soccer, Boys and Girls Basketball, Track and Field, Wrestling, Golf, and Tennis. Additionally, for the 2024-2025 school year, the campus has partnered with outside agencies such as Aliviene, Boys and Girls

Club, and Project Vida to further support student and parent engagement and involvement.

- **Mission and Vision**
 - 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 Statement
 - 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.
- **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.

2. Campus Performance Overview

- **Academic Achievement**
 - **Assessment Results**

Math MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
7th	200	32%	26%	-6%	41%
8th	119	15%	13%	-2%	47%
Algebra	64%				73%

Reading MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
7th	200	14%	12%	-2%	50%
8th	119	14%	13%	-1%	47%

Science MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
8th	184	39%	40%	1%	51%

- **College, Career, and Military Readiness**
 - Our campus is the first campus to implement AVID (Advancement Via Individual Determination). The mission of AVID is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. AVID is a comprehensive educational program designed to increase the number of students who enroll in and succeed in higher education. It targets students who are capable of completing rigorous curriculum but may need additional support to do so. The program emphasizes:
 - **WICOR Strategies:** Writing, Inquiry, Collaboration, Organization, and Reading to Learn.
 - **AVID Elective Classes:** Specialized courses that provide academic support and skill development.
 - **Professional Learning:** Training for educators to foster a college-going culture.
 - AVID transforms school cultures to support students in achieving their college and career goals.
 - Garcia-Enriquez Middle School offers a College Career Readiness Class to all 8th graders for one semester.
 - The primary goal of this course is to help students develop decision-making and problem-solving skills essential for college and career planning. Key objectives include:
 - **Self-Assessment:** Students explore their interests, strengths, and abilities to better understand potential career paths.
 - **Career Exploration:** Utilizing tools like interest inventories and career research assignments, students investigate various career options within the 16 federally defined career clusters.
 - **Educational Planning:** Students learn about high school graduation endorsements, Career and Technical Education (CTE) clusters, and postsecondary options, linking their academic choices to future goals.
 - **Skill Development:** The course emphasizes the integration of academic skills with real-life applications, preparing students for the demands of high school and beyond.
 - In compliance with **Texas Education Code Section 28.016, House Bill 18** mandates that students in seventh and/or eighth grade receive instruction that prepares them for high school, college, and career. This ensures that students are equipped with the knowledge and skills necessary for postsecondary success.

- **Areas of improvement and areas still requiring focus**
- **Enhancing Academic Rigor and Student Engagement -** We are actively refining our data-driven discussions during Professional Learning Communities (PLCs) to more effectively target interventions and enrichment opportunities. Our focus is on elevating the academic rigor in all classes, but with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
- While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.
- We want to enhance our **Frequent Small Group Purposeful Talk (FSGPT)**, a strategy that involves organizing students into small groups to discuss specific questions at regular intervals throughout the lesson to for a deeper understanding through peer interactions.
- Additionally, we are improving the use of **Costa's Levels of Thinking** to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	410	425	Decrease of 15
Average Daily Attendance (ADA) as of April 30, 2025	94.65%	94.18%	.47 Increase
Chronic Absenteeism (students missing 10% or more of school days)as of April 30, 2025	12.9%	21.9%	9% Decrease
Total Absences	2832	3176	Decrease by 344
Excused Absences	734	1034	Decrease by 297
Unexcused Absences	2095	2142	Decrease by 47
Percentage of Students with Perfect Attendance	14%	7.5%	6.5% increase

San Elizario Independent School District

San Elizario High School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update

San Elizario High School

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**

- Campus services 9-12, and currently has a total enrollment of 969. Over 50% of the campus is classified as emergent bilingual and 90% plus are economically disadvantaged.

Mission Statement

To motivate students to "believe" in themselves and instill the "confidence" necessary, in them, to reach their post-secondary goals.

Vision Statement

San Elizario High School will prepare students to enter a four-year university or college of their choice by becoming a cutting-edge learning institution focused on advanced academics and college readiness.

- **Purpose of the Annual Update:** To inform the Board of Trustees about the campus's achievements, challenges, and plans.

2. Campus Performance Overview

- **Academic Achievement**

- *CCMR increase from 51% (22-23) to 67% (23-24)*
- *RLA English II scores for 23-24 indicate the highest meets percentage and 2nd highest master's percentage in the last 7 years.*
- *Highest attendance percentage in the last 3 years at 90.89.*

-Improvement needed in the following areas: Special population performance, Alg. I on grade level performance, and imp

- **Graduation Rate (High School)**

Senior Cohort	On Track to Graduate in May	Percentage	Graduating in June
250	233	93.2%	9

Early College Seniors	On Track to Earn Associates	Percentage	Graduating in June
59	38	64%	0

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	969	990	.08
Average Daily Attendance (ADA) as of April 30, 2025	90.89	90.81	.08 increase in average daily attendance
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	34.05%	37.53%	3.48% reduction in students missing 10% or more of school days
Total Absences	11,600.0	14,628	A reduction of 3,028 school absences.
Excused Absences	3,033	4,229	A reduction of 1196 school absences
Unexcused Absences	8,644	9,939	A reduction of 1295 school absences
Percentage of Students with Perfect Attendance	2%	2.01%	.01 decrease of total students with perfect attendance

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	663	537	Increase from 23-24 to 24-25
Suspensions	396	Need assistance determining	Increase from 23-24 to 24-25
Expulsions	0	0	
In-School Suspensions (ISS)	338	227	Increase from 23-24 to 24-25
Out-of-School Suspensions (OSS)	58	40	Increase from 23-24 to 24-25

Referral Categories (Top 3 Reasons for Disciplinary Action)	-Vape usage -Classroom management -Physical altercation	-Vape usage -Classroom management -Physical altercation -Truancy	Increase from 23-24 to 24-25
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5. PBIS Committee Information

Team serves as a welcome committee in the mornings to greet students, organizes campus attendance initiatives. Team will be tasked with loss of credit management in Fall of 25'to inform parents of opportunities to complete loss of credit, and identify supports needed to improve average daily attendance.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - *First State competition birth for Mariachi*
 - *Frist National Speech and Debate Qualifier in school history*
 - *CTE State Champions in Construction and Graphic Design.*
 - **Innovative Programs or Initiatives**
 - *Project Vida PATH program for aspiring medical professionals*
 - *Student Attendance Awareness: LOC status and attendance awards*
 - **Collaborations and Partnerships**
 - *Project Vida that has provided mental health counseling, leadership/mentoring courses for at-risk populations, scholarship raffling, and summer programming.*
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - *Algebra I overall performance*
 - *Performance of special education and emergent bilingual students in Math and Reading*
 - *Campus goal of 60% students passing TSI in 9-12th grade.*
- **Student Support and Social-Emotional Needs**
 - *Continue partnership with Project Vida Guidance counseling*
 - *Continue to inform students on a 9-week basis their graduation and loss of credit status.*
- **Operational Challenges**

- NA
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
 - *Leader development in instructional coaching and time/tasks*
 - *Vertical alignment meetings with middle school instructional staff*
 - *Lesson Rehearsal*
 - *Continue to prioritize highest performing personnel in reading and math*
- **Long-Term Goals (Next 1–3 Years)**
 - *Increase all CTE programming to 90% certification rates in year 3 of my leadership*
 - *Securing 80% approaches rate in algebra I in year 3 of my tenure.*
 - *Outperform English I and II state assessment performance from prior year.*
 - *Produce the highest performing Algebra I team in region 19, and test above the state average for Math.*
- **Key Initiatives for the Upcoming Year**
 - *Curriculum adoption for Mathematics*
 - *PLC co-teach planning and collaboration*
 - *9th grade language acquisition classes*
 - *January benchmark assessments to determine schedule changes and instructional improvements.*

9. Parent and Community Engagement

- **Parent Involvement**
 - *Parent teacher conferences, parent liaison parent meetings, arts/athletic functions to ensure students and families are involved in the advancements of the campus and feel connected to the work being done.*
- **Community Outreach**
 - *Campus has held over 70 parent meetings with critical students at the 11th and 12th grade level informing parents of loss of credit and graduation status. This was an immediate concern that needed to be addressed to inform parents and provide a pathway.*
 - *Campus needs to improve by sharing assessment data on a quarterly basis to inform parents on the progress or lack thereof being made. These presentations should be followed up with individual parent meetings for students who have yet to meet on a 4- or 8-week assessment, this requires intentional planning by the campus and should not occur during parent teacher night but on alternate dates.*

10. Feedback from Stakeholders

- **Student Feedback (as applicable)**
 - *Within the district's partnership with Gear-Up, survey feedback indicated a need for higher expectations and more rigorous tasks. For students to indicate that, it is evident there has been a shift in student mindset around achievement and accountability.*
- **Teacher/Staff Feedback (as applicable)**
 - *Requests for additional planning time with co-teacher*
 - *During the 23-24 school year, feedback was provided on reducing teacher prep (planning for different content areas) this was accomplished for the 24-25 academic school year.*
- **Parent Feedback (as applicable, if available from parent liaison)**
 - NA

11. Campus Highlights

- *Improved CCMR overall percentage*
- *Increase STAAR Reading/Writing performance*
- *Improved campus attendance rate*

12. Leadership Highlights

- *Our team has improved in three areas: attendance (getting students to school), literacy (9th/10th grade English I and II), and college, career and military readiness (CCMR percentage). Improvement data provided in section 2 of this document, under the subheading academic achievement.*
- *Campus leadership team needs to improve coaching of instructional staff that do not teach state assessed subjects. The year 3 focus will be building the instructional capacity of personnel outside of English I/II and Algebra I. The expectation of ALL classrooms should reflect students engaged in writing, speaking, listening, and reading. Unstructured lesson delivery or management of instructional time will be replaced in every discipline.*

13. Next Steps and Action Plans

- Schedule all at-risk parent meetings for Fall 2025 and principal townhall meetings to occur twice monthly in morning and afternoon.
- Continue teacher parent outreach during teacher plc time to communicate failure status, positive feedback, and upcoming campus events. This is an area in which the campus can improve in being transparent with families in the following critical areas: academic achievement, loss of credit, and solicit praise that can be shared with the student.

14. Suggestions for Improvement

- How can the district support you? *NA*

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	123	203	Decrease by 80
Suspensions	0	0	Same
Expulsions	0	0	Same
In-School Suspensions (ISS)	126	211	Decrease by 85
Out-of-School Suspensions (OSS)	7	8	Decrease by 1
Referral Categories (Top 3 Reasons for Disciplinary Action)	<ol style="list-style-type: none"> 1. HORSEPLAY 2. DISRESPECT TO TEACHER 3. EXCESSIVE TARDIES / TRUANCY / DICTCHING 	<ol style="list-style-type: none"> 1. HORSEPLAY 2. FIGHTING / MUTUAL COMBAT 3. VAPING – NICOTINE / NON THC 	<ol style="list-style-type: none"> 1. Horseplay continues to be an issue do due maturity from elementary to middle 2. Building a positive relationship between faculty and staff with students has decreased the number of related referrals. 3. Vaping continues to be an issue nationwide

5. PBIS Committee Information

- Currently, our PBIS (Positive Behavioral Interventions and Supports) committee is composed of four team members who share a common planning period during 5th period. This scheduling allows them to collaboratively plan, implement, and evaluate various student-centered activities during both lunch shifts. One focus of their work involves organizing monthly Tier I activities that engage all students in promoting a positive campus culture. Examples of these inclusive activities include dances, "Minute to Win It" competitions, and FIFA video game tournaments to reinforce community, school spirit, and the core PBIS values of being safe, respectful, responsible, and kind.
- Another focus is to recognize and celebrate students who display our PBIS core values by distributing a weekly survey to all 7th and 8th grade teachers, asking them to nominate students who exemplify the PBIS values. Nominated students

- are highlighted as “PBIS Students of the Week” across various platforms including morning announcements, the campus marquee, and social media channels. These students are celebrated at the end of the year with a special reward such as a movie day or other engaging activities that serve as both an incentive and acknowledgment of their positive behavior.
- Reflections are given to students who do not follow our PBIS core values by faculty and staff and are regularly reviewed and analyzed by the PBIS team. When a student accumulates more than three reflections, they are identified for Tier II intervention and are assigned as a mentor, providing weekly check-ins to support the student in goal setting and behavior improvement.
 - Should a student continue to struggle with behavior expectations after Tier II interventions, they are moved to Tier III. This level involves more intensive supports, including individualized goal-setting conversations and the implementation of an “Eagle Report,” a daily feedback form completed by teachers and reviewed with the mentor. This report serves as a daily behavior tracker and discussion tool to help redirect student behavior.
 - To promote ongoing positive behavior throughout the year, the PBIS committee fundraises to sponsor an end of year field trip for students who did not receive a reflection during the academic year.

Improvements to PBIS

- We are committed to continually improving our campus culture, recognizing that the foundation of a positive and inclusive environment begins with our PBIS (Positive Behavioral Interventions and Supports) team. While we've implemented several Tier I activities, we need to gather more direct feedback from students to ensure these initiatives relate with their interests and preferences. By involving students in the planning and evaluation of lunchtime activities, we aim to create experiences that are both engaging and meaningful to them.
- In our efforts to refine our approach, we plan to observe and collaborate with teachers who have higher rates of student reflections. Through these visits, we seek to understand their classroom management strategies and identify opportunities to provide additional support and resources.
- We recognize the importance of strengthening the connections between students, mentors, and administrators. To achieve this, we are working to enhance our Tier I and II processes by implementing structured mentorship programs and facilitating regular, purposeful interactions.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**

- Do the Write Thing essay winner Mariana Lozoya, who represented Region 19 from over 6,000 essays as an El Paso Ambassador. She went to Washington D.C. and had her essay published in the Library of Congress!
- Congratulations to our Eagle Scholars on being inducted into the National Junior Honor Society! Your hard work, leadership, and dedication shine brightly. Keep reaching for greatness and our standard of excellence.
- Congratulations to our GEMS Concert Band on their Division 1 at the Riverside Beginning Band Festival.
- Weeks of hard work, sweat, and dedication! After 15 years, we did it!!!! We are the 8th Grade Boys Little 13 2025 District Track and Field CHAMPIONS!
- Congratulations to Allyson Soto on being Little 13 Conference Champion in 7th Grade Shot Put!
- Both 7th and 8th grade 4x4 relays are District Champions.
- Honor Band received 1s on Stage and 1s on Sight Reading for UIL bringing the trophy to GEMS!
- Academic UIL 1st Place
 - Readers Theater English 1 Place-Gama gave Me A Haircut, Coach: Mrs. L. Melendez, students: Maite Paniagua, Jazlyn Rocha, Diego Aguilar, Yareli Cedillo, Melanie Hernandez, Corinthia Griego
 - Readers Theater Spanish 1st Place- Vuelta's da la Vida, Coach: Mrs. C. Villarreal, Students: Angel Ortiz, Jesus Escobar, Matthew Oropeza, Gael Escobar, Naomy Oropeza, Destiny Garcia
 - Readers Theater Spanish 1st Place- Los Padres Tambien Cometan Errores, Coach: Mrs. C. Villarreal, Students: Jennifer Romero, Ashanty Martinez, Cesar Arzola, Fernanda Enriquez
 - GT student's 2nd place at Q-BEC! Your creativity blew everyone away. Keep reaching for the stars.
 - Congratulations to our undefeated 7th grade football team for being recognized as Little 13 East Camps at the Greater El Paso Showcase All Star Football Game.
 - 8th Grade Boys Basketball back-to-back conference champs
 - 7th and 8th Grade Boys Soccer Team, District Champions and going undefeated!
 - 7th and 8th Grade Combo Girls Soccer Team, District Champions.
 - 8th grade Boys Cross Country Little 13 Conference Champions.

- **Innovative Programs or Initiatives**
 - Highlight any new programs implemented in the school year (e.g., new curriculum initiatives, enrichment programs, or technology integration).
 - Scholastic Book Fair Challenges to promote literacy

WE REACHED ALL OUR GOALS!

Book Fair Challenges

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

- The Mariachi GEMA performed at Borrego Elementary for their Mother's Day Concert!
- GEMS STEM students planted some radishes and green beans after we picked up some trash from the school grounds.
- Fairytale Engineering Literacy Session
- Hosting a local Science Fair and participating at Sun Country Regional Science Fair! First time in over 10 years.
- Life Skills starting a fully functioning garden.
- STEM Super Bowl Challenge
- Game on! 1st Annual FIFA Soccer Tournament is officially underway.
- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee
- Our first 7th / 8th grade Advanced Math course that has been four years in the making.
- **Collaborations and Partnerships**
 - Project Vida
 - Boys and Girls Club (Teen Center)
 - Aliviane
 - Project Vida hosting a Health Fair for the entire community at Garcia-Enriquez MS.

- Students to participate in the Bee Real 2024 event. It gave our students an opportunity to volunteer in their community.
 - Thank you Mr. Lorenzo Luevano for organizing such an incredible event for the families of San Elizario. The children and adults had the opportunity to show off their creative skills while painting their clay pots.
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**

- 7th and 8th Grade Math

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra 1	98%	89%	61%	-2%	-5%	-14%

- Seventh-grade students have consistently demonstrated lower academic achievement compared to other grade levels. Engaging in common Professional Learning Communities (PLCs) with the 8th-grade team has provided valuable perspectives on instructional strategies and higher expectations.
 - The increase in higher-performing students enrolling in Algebra 1 has contributed to a decrease in overall 8th-grade math performance.
 - An increase in Algebra 1 enrollment is attributed to a broader student base and natural decrease in scores.
- 8th Grade Social Studies

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	35%	8%	3%	-11%	-9%	-2%

- Students often struggle to maintain focus and persist through lengthy reading tasks, impacting their performance on extended assessments.

- Extensive scope of the Texas Essential Knowledge and Skills (TEKS) often leads to insufficient time to thoroughly address all standards and rush instruction compromises depth of understanding. Students are struggling with the new item types.
 - The first teach often lacks the incorporation of higher order questioning techniques, limiting opportunities for critical thinking and discussion.
- **Student Support and Social-Emotional Needs**
 - At the middle school level, students are trying to figure themselves out and go through a wide range of emotions and challenges. Middle school is a time of significant emotional and hormonal changes, leading to mood swings and difficulty managing feelings, which can affect relationships. It often causes the “mean” girl mentality and immaturity amongst boys.
 - For 7th graders, it is the first time they are moving period to period with multiple subjects and often find it difficult to manage and balance the workload which causes stress and anxiety.
 - Students struggle with peer pressure and a wide range of social dynamics. Students may feel the need to fit in, give in to certain behaviors, or be influenced by negative peer groups.
 - With the ease of use and access to cell phones, students struggle with the appropriate use of technology. Students attempting to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship. Issues such as school threats, cyberbullying, and looking at inappropriate content have led the way of electronic violations.
 - The prevalence of vaping among our students remains a significant concern, both nicotine and THC use.
- Plans to address these needs (e.g., counseling services, social-emotional learning).
 - Educating our students and showing them the proper response to behavior and emphasizing our PBIS core values of being safe, responsible, respectful and kind to one another. We are able to address these in a variety of ways and means.
 - Our school counselors and School Resource Officer (SRO) collaborate to deliver comprehensive presentations addressing topics such as conflict resolution, appropriate technology use, harassment, body safety education, vaping prevention, mental well-being, and social-emotional mindfulness. These sessions are conducted through various formats, including whole-group assemblies, classroom lessons, and restorative circles. They provide guidance and resources to help students manage emotional changes, develop coping strategies, and build resilience during this transitional period.
 - We incorporate Character Strong every Tuesday during our Golden Hour Advisory Period. Character Strong is a research-based curriculum

designed to promote social-emotional learning (SEL) and character development. It aims to equip students with essential life skills—such as empathy, resilience, and responsible decision-making, while promoting a positive school culture.

- Students are provided excerpts from the book: *The Essential 55* by Ron Clark that serves as a valuable tool in the development of young individuals, offering guidance on nurturing respectful, responsible, and resilient students.

- **Operational Challenges**

- Resource gaps:
 - Currently our Social Studies does not have an established curriculum or textbook adoption.
 - To become a certified AVID campus, we need to be able to hire a tutor to implement effective tutorials with fidelity.
- Description of facility need:
 - Connecting every building - to protect students from the elements. Students, faculty and staff must go outside with extreme elements (freezing temperatures, windstorms, snow, rain, and extreme heat, etc...).
 - Main office location – entry has a blind spot when entering. Visitors can bypass the office staff since they are not directly in front upon entering.
 - Leveling of walkways - All exterior walkways. too many cracks, uneven steps, walkways pose several safety issues. Several employees, guests, and students have fallen or tripped. Worker claims have been due to this with the uneven and narrow walkways.
 - Removal of rocks - Between 300 and 400, courtyards. Rocks fall on the sidewalks and visitors have stepped and fallen due to stepping on a rock.
 - Parking lot repair - Parking lot for visitor parking, faculty parking and back gym parking. “alligator back” with many cracks and uneven surfaces, poses a safety hazard. Faculty and staff have tripped and fallen.
 - Lighting for parking lot (not one single one) - Visitor parking lot, employee lot, auxiliary gym parking lot. Dark for students and employees after hours, and practice poses a safety risk. Several fender benders during volleyball and basketball games.
 - Expansion of auxiliary gym. The gym is not big enough to seat all the students. They need to sit on the floor for any pep rallies, performances, etc. We would like to hold our transition ceremony

at the campus, but there is not enough room to house guests and our students.

8. Strategic Goals and Objectives

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

- Additionally, we are improving the use of **Costa's Levels of Thinking** to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.

9. Parent and Community Engagement

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

- CTE and Academic Information Sessions
- Attendance Awareness Events
- To further support learning at home, monthly resources were provided, including books, public library card applications, informational brochures, and hands-on activities designed to strengthen school-to-home connections.
- The focus of our family literacy and engagement efforts was to promote academic success through literacy development, dual language learning, goal setting, resilience, personal growth, and self-care. Each event was designed to create a welcoming, inclusive environment that encouraged collaboration and interaction among families, staff, and community members—ultimately fostering a supportive learning culture for all.
- **Community Outreach**
 - Community involvement, partnerships, and events that have strengthened the relationship between the school and the community.
 - Community members and partners in education played a crucial role in the development and advancement of our parent and family engagement program serving as a bridge from our community to our families. Community members and partners in education were invited to school functions and activities.
 - Some of our community partners included Project Vida, The Boys and Girls Club Teen Center, Aliviane Inc, El Paso Public Library, San Elizario Agriculture, and Los Portales Museum. Some groups were active participants of our spring Parent Teacher Conference (Sep 2024) and Family Literacy Night (August 2024). In a continued collaboration with our librarian Mrs. Rodarte and El Paso Public Libraries our families that attended our November 2024 parent literacy received their official printed El Paso Public Library Card with no cost our families adding this resource for our parents to have unlimited books, internet access, and access to community events. We also focused on building community engagement that included for our families to attend a hands-on gardening class with our community and board member Lorenzo Luevano at Los Portales Museum and community garden (March 2025). Our families were encouraged to be active participants of other community lead events such as “Earth Day in San Elizario”.

10. Feedback from Stakeholders

- **Student Feedback (as applicable) N/A**
 - Summary of student surveys, focus groups, or feedback sessions.
- **Teacher/Staff Feedback (as applicable) N/A**
 - Insights from teacher surveys or staff feedback about the campus culture, instructional support, and leadership.
- **Parent Feedback (as applicable, if available from parent liaison)**

- On May 6, 2025, we held the final Parent and Family Title I, Part A Evaluation Meeting for the 2024–2025 school year. Throughout the year, a group of parents and family members participated in evaluating the program. For this final meeting, we intentionally included a varied group of stakeholders including newcomers, at-risk families, new and veteran parents, volunteers, and active participants during the meeting, attendees reviewed the program’s outcomes and provided valuable input to help guide planning for the 2025–2026 school year. Parents expressed appreciation for the services offered and praised the strong connection fostered among the school, Mr. Salcido, and Mrs. Natividad. One key factor in increased parent participation this year was the flexible scheduling of meetings, offered at 9:00 AM, 1:30 PM, and 5:30 PM, which made it easier for more families to engage.
- Parents shared that they were drawn to the variety of topics covered in meetings and sessions, which included informative, academic, and social-emotional learning themes. Looking ahead, families expressed interest in becoming more actively involved in academic events and supporting staff and teachers at activities such as the Spelling Bee, Science Fair, and Art Show.
- Overall, the feedback was positive, with many insightful suggestions and goals presented for the coming year. Additionally, evaluation forms for each meeting and event continue to be reviewed to help us better serve our families moving forward.

11. Campus Highlights

- **Summary of Major Achievements**
 - AVID Ambassadors presenting at convocation. Comments: Beyond proud to see 4 of my former students showcasing the AVID program. I was blown away to see the impact AVID has made on their confidence and communication skills. I’ve confirmed that the decision to be part of our campus AVID team was the right call ~Ms. Zuniga Thank you San Elizario for supporting AVID! I hope we accomplish this beautiful mindset in each single one of us. I hope we can make more impact!! Thanks to Ms. Castruita for making AVID part of me. ~Ms. De La Hoya
 - Texas and National School To Watch from TASSP (Texas Association of School Secondary Principals)

12. Leadership Highlights

- What went well
 - Having a wicked awesome experience at Harvard's Achieving Excellence Leadership Academy.
 - Selected as TASSP (Texas Association of School Secondary Principals) Region 19 Middle School Principal of the Year.
 - AVID strategies are becoming more visible through the classes.
 - Teachers adjusted to the four-day schedule and teaching less days.
 - Substantially Less fights throughout the year.
- Reflection
 - After reviewing last year's STAAR results, we recognized areas for improvement and initiated planning from Day 1 of the current school year. Reflecting on the year, we believe we could have better equipped our teachers to adapt to the four-day instructional calendar and the introduction of new item types on the assessments. This year, we have focused on refining our instructional strategies to address better pacing and implementing the 57-minute model to maximize instructional time.
 - We had a huge focus on targeted support for our HB 4545 Students through intervention classes, small group pullout by our Instructional Specialists, and rotations through our Golden Hour Advisory Class reinforcing learning objectives and providing opportunities for remediation.

13. Next Steps and Action Plans

- Immediate actions will be taken by the campus to address challenges and continue its growth.
- Utilize insights from this year's reflections to create a comprehensive calendar that addresses areas identified for growth and refinement. This calendar will incorporate targeted sessions through Professional Learning Communities (PLCs), Golden Hour advisory periods, and other professional development opportunities.
- Conduct intentional classroom walkthroughs focusing on areas where student engagement and academic rigor can be enhanced. Follow up with each walkthrough based on feedback to teachers

14. Suggestions for Improvement

- Increased guidance of the Instructional Officers to provide targeted support by co-planning and co-teaching by collaborating with teachers to plan and deliver lessons and modeling best practices.

- Recommend the IO's become the data experts and assist teachers in analyzing student performance data to inform instructional decisions and provide constructive feedback.
- To clearly define the roles, responsibilities, and expectations of Instructional Officers, proposal of a one-pager of to easily review and understand their role.
- Social Studies adoption, especially 8th grade
- Need district help with AVID!

San Elizario Independent School District

PART 4

Department Reports



May 21, 2025



CTE Program Report

San Elizario Independent School District
School Year: 2024–2025

1. Program Highlights

This section provides an overview of the Counseling program's key accomplishments and milestones for the 2024–2025 academic year.

- Certifications Earned: *CTE Testing taking place the week of May 13 – 16*
 - Automotive (**Brakes**) =5
 - A/V Production (**Adobe Premier Pro**) = Pending
 - Biomedical Science (**PLTW - EOC**) = Pending
 - Business Management (**Administrative Assistant**) = Pending
 - Cosmetology (**Cosmetologist License**) = Pending
 - Culinary Arts (**ServSafe Manager**) = Pending
 - Engineering (**Fusion 360**) = Next year
 - Graphic Design (**Adobe Illustrator**) = 7
 - Health Science
 - **EMT** = Pending – 5
 - **PCT** = Pending
 - **CNA** = 7
 - **EKG** = 7
 - **Phlebotomy** = Pending May 13, 2025
 - Law Enforcement (**Non-Commissioned Officer**) = 23

- **Internships:**
 - Spectrum
 - 1 Student
 - Church's Chicken
 - 1 Student
 - Kings Pizza
 - 1 Student
 - Whataburger
 - 1 Student



- San Elizario ISD Security Department
 - 23 students will be rotating to receive on-the-job experience throughout 6 campuses
 - San Elizario ISD IT Department
 - 1 Student
 - San Elizario ISD Loya Primary
 - 1 Student (CNA)
 - San Elizario High School
 - 1 Student – Front Office
 - 2 Students – Attendance Office
 - 2 Students – Library
- Total students participating in an internship: 34 Students

Description of student internship opportunities, companies, and participation rates.

- Industry and Community Partnerships:
 - Project Vida - P.A.T.H. (Pre-Apprenticeships Training for Health)
 - 4-week program exploring traditional and non-traditional career pathways
 - Pays students \$2,000 upon completion
 - TOTAL Students selected: 10
- Workforce Solutions Borderplex – NextForce
 - Job Con “Trails to Success”
 - May 15, 2025
 - Open to all SEHS students and other small districts in the southwest region (Anthony, Canutillo, Clint, Fabens, Tornillo and Dell City)

List of business and industry partners and nature of the collaborations.

- SPED Collaboration:
 - Region 19 – Charting the Course, April 4, 2025, Reverse Interviews
 - Workforce Solutions Boderplex– Field Trips to



- El Paso Community College – Career and technical Field Trips, and TSIA testing
- Summary of CTE-SPED collaboration efforts, programs, and inclusion practices.
 - Intuit Food Truck Application
 - Support Transition Team
 - 2025-2026 Implement S.O.A.R. Academy

2. Areas for Improvement

This section outlines challenges and opportunities identified through reflection, evaluation, and stakeholder feedback.

- Opportunity for more involvement from stakeholders
- Opportunity to create a 4-year plan for Special Education, SOAR Academy
- Opportunity to move testing dates
- Opportunity to continue to support CTE teachers in the classroom by continuing to bring in Region 19
- Continue to review the data with campus administration

3. 2025–2026 Outlook for CTE

The following items are planned for implementation or expansion during the 2025–2026 school year:

- **New Programs or Pathways**
 - None
- **Expand Partnerships:**
 - Target more local industry
 - WestBank
 - Insurance companies
 - Tropicana Builders
 - Gas Company
 - Electric Company
 - Water Company
 - County of El Paso



- **Facilities/Equipment Enhancements:**
 - Fix Culinary Arts walking cooler/freezer
 - Create a career station for special education students to reinforce CTE instruction
 - Replace wash bowls and chairs in cosmetology. Upgrade and modernize mirrors.
 - Purchase arms, legs and hospital curtains for EMT & PCT
 - Look into Paxton/Patterson for GEMS

- **Professional Development for Teachers:**
 - Work-based Learning updates
 - Special Education ARD Training
 - More Shadowing with industry
 - Attend conferences pertaining to their program
 - Required TEA training that come up with changes they implement

- **Other Strategic Goals:**
 - SEHS support provided to CTE. Discussions are happening regarding goal setting that can be supported by SEHS campus administration to improve instructional delivery and increase student certifications. Review data from benchmarks that will assist the CTE teachers to reach the expectation and goals set.
 - An opportunity to incorporate CTE courses in special education. in the creation of an academy that will support our special education population in a manner that it has inclusion and still receive CTE program opportunities to certify and reach the capstone from work-based learning to a paid internship.
 - Develop a summer school program for Students who need to just target an area in their certification and pass.
 - Give parent and student tours of CTE from 9 am to 1 pm
 - 2-day process
 - June 4 & 5



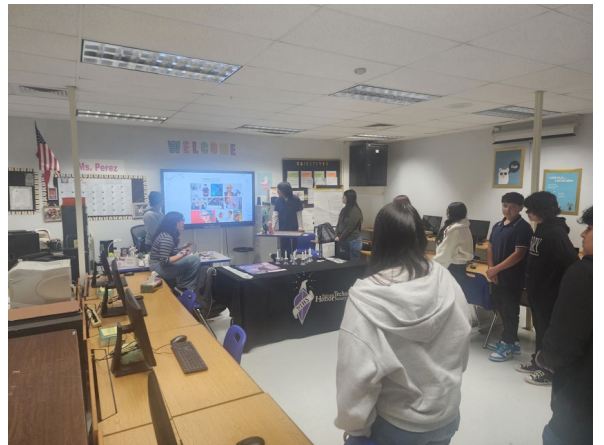
- Give parent and student tours for Special Education
 - 2-day process
 - June 10 & 11

Classroom Pictures of CTE:

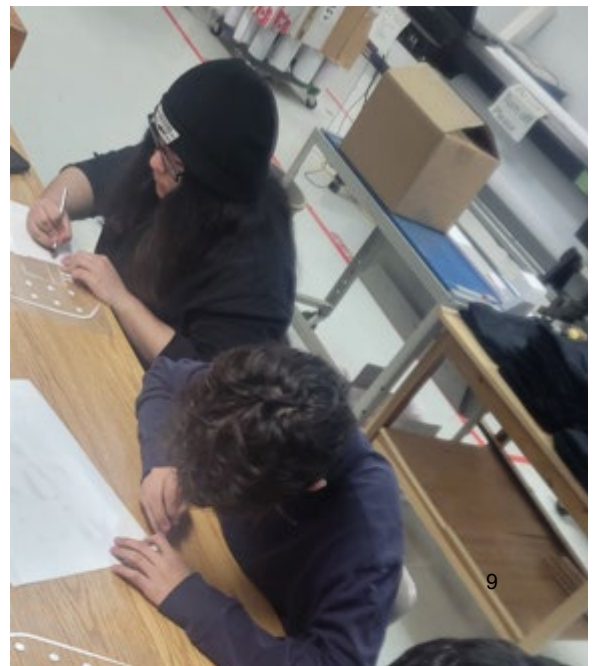


AUTOMOTIVE













HEALTH
SCIENCE





Special Education Program Report

San Elizario Independent School District

School Year: 2024–2025

1. Program Highlights

- Enrollment and Service Data**

Total Number of Students Served thru SEISD Special Education: 514

Primary Disability	
Autism*	49
Developmental Delay	1
Deaf/Hard of Hearing	10
Emotional Disability*	19
Intellectual Disability	31
Non-Categorical Early Childhood	5
Other Health Impairment	39
Speech Impairment	133
Specific Learning Disability	227

*Trend: Since 2021, there has been an increase in both evaluation requests & eligibility with AU & ED. (Only LSSP conducts these evals.)

- IEP Development and Compliance ARD Schedules and Compliance**

Diagnosticians	SEHS	GEMS	Alarcon	Borrego	Sambrano & Loya	LSSP
Number of Initial Evaluations Completed	1	3	4	4	49	23
Number of Annual ARDs	133	74	56	125	49	
Number of Review ARDs	39	44	25	28	15	
Number of MDRs	11	7	0	2	0	
Number of Transfer ARD	6	4	3	2	0	
Percentage of IEPs in Compliance	100%	100%	100%	100%	100%	100%



Speech Lang. Paths	SEHS GEMS Alarcon	Borrego	Sambrano*	Loya
Number of Initial Evaluations Completed	0	0	16	44
Number of Annual ARDs	9	15	80	28
Number of Review ARDs	1	8	18	2
Number of MDRs	0	0	0	0
Number of Transfer ARD	1	1	6	3
Percentage of IEPs in Compliance	100%	100%	100%	100%

*Two SLPs at this Campus. One SLP for these 3 campuses (numbers combined).

- **Professional Development for Staff Offered by SPED Department**

Date	Title	Audience
10/25/24	Behavior Blueprint Wkshop w/ BCBA	Admin, SPED Teachers & Paras
10/29/24	NVCI/CPI Refresher Training	Currently Certified CPI Employees
11/12/24	SPIRE Training	Elementary SPED Teachers
November	Behavior Interventionist Specialist Training	AU Specialist & Dyslexia Provider
12/4/24	NVCI/CPI Initial Training	Any SEISD Faculty or Staff Member
12/5/24	504 Overview	Campus Administrators
1/9/25	Service Line Entry PD (Frontline)	SPED Teachers & Para-educators
1/14/25	FBA/BIP/OMG	SPED Teachers & Para-educators
1/31/25	NVCI/CPI Initial Training	Any SEISD Faculty or Staff Member
February	Behavior Interventionist Specialist Training	Campus Assistant Principals
2/5/25	SPED Overview	Transportation
2/11/25	Service Line Entry (Follow Up)	SPED Teachers & Para-educators
2/14/25	NVCI/CPI Refresher Training	Currently Certified CPI Employees
4/1/25	Transition Training	SEISD SPED Teachers & Paras
5/5/25	NVCI/CPI Refresher Training	Currently Certified CPI Employees



Parent Engagement

Date	Title	Presenter
11/6/24	Emergence Health Network	Mr. Oscar Lozano (AM & PM Session)
1/9/25	Definition of AU	Children's Disabilities Information Coalition (CDIC) and Paso del Norte (PDN)
1/15/25	Tx. Workforce Commission	Tara Burton (Pre ETS)
1/16/25	SPED & Supplements	CDIC & PDN
1/21/25	Tx. Workforce Commission	Tara Burton (Opp Now)
1/23/25	Social Services/EPP	Adriana Casado
1/29/25	Sensory Processing	CDIC & PDN
1/30/25	Tx. Workforce Commission	Tara Burton
2/6/25	Applied Behavior Analysis	Amber Arkel, ABA, BCBA
2/12/25	Biomedical Interventions	Dr. Ruben Roncallo, Pediatrics
2/18/25	P/T Conference SEHS	Ofelia Torres
2/20/25	Communication Strategies	Hector Adame, Pediatric Speech
2/20/25	P/T Conference GEMS	Ofelia Torres
2/28/25	Transition (Adult)	CDIC & PDN

2. Collaboration with Departments

- **Coordination with General Education Teachers**

The director, School Psychologist, and secondary Diagnosticians have participated in PLCs with both SPED and Gen Ed teachers present. Secondary PLCs have focused on post-secondary transition.

Director, Clerks, and Elementary Diagnosticians have collaborated with SPED & Gen Ed teachers in reviewing accommodations, personal care services, and documenting on Frontline and with testing.

- **Support with Related Services**

The following services are provided as agreed during ARD (both related and instructional):

- Speech Therapy (5 in-district SLPs)
- Dyslexia (in-district SPED Teacher/Dyslexia Provider)
- Special Education Counseling (in-district SPED Counselor)
- Occupational Therapy (Contracted OT)
- Physical Therapy (3rd party Contracted PT & PTA)
- Itinerant Services for the Visually Impaired (In-district SPED Teacher)
- Itinerant Services for the Deaf and Hard of Hearing (Contracted DHH Teacher)

*Extenuating needs will be addressed by the ARDC, as appropriate.



3. Department Highlights for 2024-2025

- * Updates and Revisions to 16 Operating Procedures in the Legal Framework
- * Established a cohesive Post-Secondary Transition Team and implemented sustainable practices e.g. goals starting at the primary level, inclusion of employability skills in the PLAAPF, job coach attending PLCs with SPED teachers for clarification on interest survey results.
- * Alignment
 - Assessment Personnel met quarterly and created clear and actionable steps to align within the department in preparation for 2026- 2027 Cyclical Monitoring. This included documentation on Success Ed and attachment of supplemental docs, calendars aligned across the campuses, REEDs, Transition pages, etc.
 - District-wide online documentation of services through Frontline (all para-educators, administrators, and SPED teachers were trained and guided through systemic/gradual use of the platform).
 - Compliance with both federal and state timelines regarding SHARS entries (shifting to the 7-day timeframe as expected by TEA).

4. Corrective Action Plan (s) Information

- A. TEA Strategic Support Plan (RDA)
 - * Plan Submitted December 19, 2024
 - * Fall Evidence Submitted February 25, 2025
 - * Spring Evidence Submitted May 9, 2025
- B. TEA Corrective Action Plan SPPI 11B
 - * Evidence of Individual Correction Submitted December 20, 2024
 - * Evidence of Operating Procedures Submitted December 20, 2024
 - * Evidence of Training Submitted January 25, 2025
 - * Evidence of Self-Monitoring Submitted March 7, 2025
 - * Evidence of Systemic Compliance *due May 30, 2025*
- C. SEISD Post Secondary Transition
 - * Completion of PLC/PD at Secondary Campuses 9/13/24
 - * SCTN Collaboration Completed (Region 19) 10/01/24
 - * Post-Secondary Transition Team Created and Quarterly Meetings Scheduled 11/01/24
 - * Graduation ARDs pending for May 14 & 21, 2025



6. 2025–2026 Outlook

Planned goals and initiatives for the next academic year:

- **Expansion of Services or Programs**

The post-secondary Transition Team will continue collaborating with the CTE Coordinator. Employability Skills will be emphasized at the high school level, and job coaching will start by the third week of school.

Classroom visits and PLC participation will be intentional and supportive of teachers beginning promptly in the Fall 2025, with support personnel, e.g., the Director, LSSP, AU Specialist, and SPED Counselor.

- **Enhanced Professional Development**

- BCBA will be brought in to consult again – increasing to full day sessions in the fall – registration will continue to be open for all teachers, para-educators, and administrators.
- NVC/CPI renewal for SPED Counselor, so both Lead Nurse & SPED counselor are certified with the 3rd edition with AU supplement to train faculty and staff members.
- Behavior Intervention Specialists – have one more rep from each campus to be trained as a certified behavior intervention specialist (Compassionate Behavior Solutions). This year, five assistant principals participated in the training.

- **Technology and Support Tools**

* SPED Teachers and para-educators will continue documenting service lines through Frontline.

*Updated protocols for WJV (Woodcock-Johnson 5); diagnosticians will begin implementing them through online portals using iPads, gradually moving to paperless evaluations.



Library Program Report

San Elizario Independent School District

School Year: 2024–2025

1. Program Highlights

This section summarizes the key accomplishments and initiatives of the library program during the 2024–2025 academic year.

- **Number of Staff and Locations**
The San Elizario Independent School District has four elementary campuses, each with a designated library staff member. Loya Primary, Borrego Elementary, and Alarcon Elementary each have a full-time library staff member assigned to their libraries. Sambrano Elementary is the only campus without a full-time library staff member. To support Sambrano, the district elementary school librarian is on campus one full day per week and half days on the remaining three days. In addition, the certified librarian provides weekly support to the library staff at the other three campuses for approximately four hours.
- **Collection Development:**
According to the Destiny Titlewave report, the current library title counts are as follows:
Alarcon – 14,072 titles (No new books were purchased this year.)
Borrego – 15,875 titles (\$1,800 of books were purchased this year.)
Loya – 14,957 titles (\$1,800 books were purchased this year.)
Sambrano – 15,991 titles (Books purchased this year were for the book of the month and not the library collection.)
-Please note that these figures will decrease once the report is updated to reflect lost or damaged books that have been discarded.
- **Circulation Data:**
As of May 7, 2025, the total number of checkouts for the 2024–2025 school year is as follows:
Alarcon: 6,600
Borrego: 6,998
Loya: 5,502
Sambrano: 8,308
Most Popular Materials by School



Alarcon: Frequently circulated items include fiction (easy readers and chapter books such as Harry Potter, Wings of Fire, and Diary of a Wimpy Kid), graphic novels (Dog Man, Amulet, The Bad Guys, and works by Raina Telgemeier), and non-fiction titles focused on sports, sports cars, and animals.

Borrego: Popular materials include easy and chapter fiction similar to Alarcon's collection, along with high interest in non-fiction topics such as sports, games, biology, and animals.

Loya: The most commonly checked out materials are easy fiction picture books and board books.

Sambrano: Top-circulating titles include easy fiction picture books (Pete the Cat, Pinkalicious, Piggy & Gerald, Fly Guy) and non-fiction books about animals.

- **Instructional Support & Literacy Events:**
During the fall semester, all four elementary campuses hosted Scholastic Book Fairs to support fundraising efforts for reading incentive programs. Loya Primary additionally conducted a second book fair during the spring semester.

To further promote reading achievement, Alarcon, Borrego, and Sambrano implemented Accelerated Reader (AR) challenges, recognizing students who met their AR goals each nine-week grading period.

- **Technology Integration:**
Among the four elementary campuses, Alarcon Elementary holds the largest e-book collection, with 189 titles acquired in 2019. Borrego has a single e-book in its collection, while Loya and Sambrano have 20 and 11 e-books, respectively. No new e-books were purchased during the current school year across any of the campuses.

All four campuses provide access to the Destiny database for efficient book lookup. Additionally, Alarcon, Borrego, and Sambrano utilize the TexQuest Resource Navigator, a comprehensive digital platform offering a wide array of authoritative online resources to support research and learning. This platform includes materials from reputable providers such as Britannica, EBSCO, Gale, and ProQuest, ensuring students have access to high-quality content across various subjects and grade levels.

Furthermore, the campuses employ Epic!, and/or PebbleGo, to enhance students' access to digital books. Epic! is a subscription-based reading platform offering a vast collection of e-books and educational videos for children aged 12 and under. PebbleGo, on the other hand, provides interactive eBooks and



nonfiction articles designed specifically for early learners, fostering engagement and supporting curriculum standards.

- **Community & Student Engagement:**
Parents across all four elementary campuses are invited to visit the school library before or after school hours to establish library accounts, enabling them to borrow books for home reading. Loya and Sambrano campuses have demonstrated higher parental involvement, with approximately 30 parents visiting the libraries each week.

On August 29, 2024, all three certified librarians hosted a community reading night at Garcia-Enriquez Middle School for students and families across SEISD. The event featured interactive STEM activities aligned with a story reading, encouraging engagement and hands-on learning. Attendees also enjoyed prizes and refreshments throughout the evening.

Additionally, the elementary librarian organized a reading night at Borrego Elementary on September 25, 2025. This event focused on educating parents about the importance of reading practice at home and provided an overview of the state reading assessment. Students and parents participated in a collaborative reading activity, and both books and treats were distributed to attendees.

Previously, Alarcon, Borrego, and Sambrano campuses offered after-school book clubs to further engage students in reading activities. However, these programs have been suspended due to recent scheduling adjustments and, in some cases, budgetary constraints.

2. Collaboration with Departments

This section outlines efforts to support other departments and programs.

- **SPED, Bilingual, and GT Support (as applicable and add others as appropriate.)**
The libraries are committed to providing equitable access to all students, including those in special education programs. Special education classes are scheduled to visit the library and receive the same lessons as other classes, with appropriate modifications to meet their needs. Library staff collaborate closely with special education teachers to ensure that students receive lessons



reinforcing classroom learning while fostering an engaging and enjoyable experience.

The library offers instruction in both English and Spanish for dual language classes. Library staff work to align library lessons with classroom objectives, reinforcing the content taught in class and supporting students' biliteracy development. This approach ensures that all students can access resources and instruction that support their language development and academic success.

- **Curricular Alignment:**
Library staff members strive to develop and deliver lessons aligned with the district's pacing guides. At the beginning of each school year, all library staff receive a copy of the pacing guides and are expected to review them thoroughly. During library staff meetings on student early release days, time is dedicated to collaboratively planning lessons that support these guides. The certified elementary school librarian facilitates these planning sessions. While time constraints occasionally prevent the completion of complete lesson plans during the meetings, staff members leave with a clear understanding of the objectives that need to be addressed. Additionally, library staff often consult with teachers to ensure they are aligned with upcoming reading objectives, maintaining consistency with the district's instructional goals.

3. Areas for Improvement

This section identifies opportunities for growth and development based on stakeholder feedback and/or self-assessment.

The primary area for improvement in the elementary libraries is ensuring they remain consistently accessible to students and parents. Parents have expressed concern that the library is often closed during scheduled hours. Whether students cannot return or check out books, or parents wish to visit during designated parent access times, the library's unavailability has caused frustration. One of the main reasons for these closures is that library staff members are frequently reassigned to cover classroom vacancies or help with other activities, limiting their ability to keep the library open as scheduled.



4. 2025–2026 Outlook

Plans and priorities for the upcoming academic year include:

- **New Programs or Services:**
Library staff members recognize the value of incorporating more engaging and dynamic instructional methods into their lessons. They are actively working toward integrating hands-on activities that align with required learning objectives. This includes implementing group work, using manipulatives such as LEGOs and building blocks, and expanding STEM-focused activities. However, successfully enhancing these instructional strategies will require acquiring additional materials and resources not currently available.
- Library staff members are also interested in introducing engaging contests to promote reading and library involvement, such as:
“Guess the Number” – Estimating the number of items in a jar
“Read-a-thon” – Tracking accumulated reading minutes
“Design a Book Cover” – Challenging students to create original book cover designs
- **Facility Enhancements:**
All four SEISD libraries have identified a need for facility enhancements to create safer, more engaging, and functional learning environments. The following upgrades are part of our wish list:

Alarcon Elementary: Install new bookshelves for chapter books, enclose the reading nook area to address safety concerns related to the stairs, and add a designated technology area.

Borrego Elementary: Remove the stadium-style seating, which poses a safety risk, apply a fresh coat of paint, and establish a technology area.

Loya Elementary: Replace the existing carpet with tile flooring and repaint the library space.

Sambrano Elementary: Purchase supplies to enhance wall décor and acquire a mobile whiteboard to support flexible instruction.



- Professional Development Goals:
Library staff members work with students daily and are expected to deliver high-quality lessons that reinforce classroom learning. However, they are often not given opportunities to develop their instructional skills, improve classroom management techniques, or gain insight into current teaching practices. Ongoing professional development is essential to support their growth. It promotes job satisfaction, enhances the retention of skilled personnel, and equips staff to meet new challenges with innovative approaches. Training focused on:
 - Reading strategies
 - TEKS standards
 - Writing instruction
 - Classroom managementwould be especially valuable in strengthening their effectiveness.



School Nurse Program Report

San Elizario Independent School District

School Year: 2024–2025

1. Program Highlights

This section outlines major activities, data, and services delivered by school nurses throughout the year.

- **Nursing Staff and Locations**

Loya Primary - Aida Russell, LVN; Ashley Garcia, PCT (Student Nurse's Aide ½ day until May 30, 2025)

Sambrano - Lorenzo Alonso, LVN; Monica Alonso, MA (Nurse's Aide)

Alarcon – Jose Casas Leal, LVN

Borrego – Sandra Mercado, LVN; Sylvia Rey-Duran, MA (Nurse's Aide)

GEMS – Aileen Serna Cardona, LVN; Daisy Lucero, MA (Nurse's Aide)

SEHS – Elizabeth Luna Lopez, LVN; Debra Salas, CNA (Nurse's Aide)

- **Health Screenings Conducted**

- **All Campuses**

- Functional screening completed if requested by Diagnosticians, Speech Therapists or Teachers.
- SPED students are screened via functional if unable to complete a hearing or vision screening.
- All students who receive screenings also have dental checks, if needed, referrals are sent out and a phone call to parents.
- All new to the district students in all grades will be screened.

- **Loya –**

- Hearing/Vision reports attached
- PK4 Hearing/Vision 112
- ECI and PK3 and SPED students are screened via functional throughout the school year done before evaluation and before an ARD if needed.
- Functional screenings 30



Sambrano –

- Hearing/Vision/AN screenings report attached.
- KG Hearing and Vision 177
- 1st grade Hearing and Vision 199
- 2nd grade Hearing and Vision 10
- All new Kg, 1st and 2nd grade students are screened
- Functional tests 19

Borrego –

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 3rd grade students are screened for H/V/AN 139
- 5th grade students are screened for H/V/AN 127
- 5th grade girls are screened for scoliosis.
- 4th grade H/V/AN 8
- 6th grade H/V/AN 1
- 5TH Girls Scoliosis 62
- All new students to the district in 3rd, 4th, 5th, and 6th grade students are screened.

Alarcon –

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 3rd grade students are screened for H/V/AN 67
- 5th grade students are screened for H/V/AN 145
- 5th grade girls scoliosis 48
- All new students to the district in 3rd, 4th, 5th, and 6th grade students are screened.

GEMS –

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 7th grade H/V/AN 226
- 7th grade Scoliosis (only female students)
- 8th grade Scoliosis (only male students)
- Total Scoliosis 224

SEHS-

- Hearing/Vision for all new to the district students are screened.
- AN/Scoliosis if noted are referred to parents however we do not screen at this age.
- 9th grade Vision 23 Hearing 23
- 10th grade Vision 4 Hearing 4
- 11th grade Vision 6 Hearing 6
- 12th grade Vision 2 Hearing 2



- **Student Visits & Services Provided**

Report attached for each campus

- All nurses follow up with medical referrals, ensure health requirements such as immunizations are up to date and input immunizations into the EHR documenting system.
- Assist families in need with Physician appointments, immunization information, medication needs, and emergencies.
- Assistance finding affordable care and referring parents/guardians to programs that assist with low income families.
- Work with Social worker to identify student needs and to assist with home visits.
- Work with Counselors for students with mental health needs.
- Campus Nurses with Nurse's Aides assist in covering campuses when there is a campus without a Nurse.
- Nurses assist with field trips, SPED swimming, Special Olympics and morning duties assigned by admin.
- Nurses monitor students who are on a medication regimen for signs and symptoms of toxicity, and or side effects and report to parent/guardian and the student's HCP (Healthcare Professional).
- LVNs attend ARDs and 504s for students with medical conditions. If they are not able to r/t having one nurse on duty the District Lead Nurse will attend.
- Nurses support Awareness initiatives for Breast Cancer, Heart health, Autism awareness, and mental health by disseminating information through emails, nurse bulletins, and encouraging staff to participate in awareness activities such as wearing pink/blue, provide knowledge quizzes to staff regarding these topics.
- All Nurses are strong advocates for the health needs of the students.
- All Nurses provide nursing interventions for a variety of health concerns such as:
 - Headaches
 - Stomach aches
 - Menstrual management (Alarcon, Borrego, GEMS and SEHS)
 - Medication administration
 - Diabetes care



- Asthma care
- Cuts, and scrapes (first aid)
- Sprains and strains (refer for medical treatment if needed, phone call to parent)
- Pain management when medication is not available
- Hydration
- Anxiety or panic attacks,
- Behavioral assessments for possible substance abuse (Alarcon, Borrego, GEMS and SEHS)
- Incident/accident evaluation and report for students and staff.

Loya/Sambrano

- Illness assessment, first aid and episodes of incontinence.
- Provides emotional support to students and employees
- Assist SPED teachers and paras with diapering when there is a substitute.
- Assist all teachers when a student is having behaviors such as aggression, anxiety, or crying fits.
- Available for parent teacher conferences to discuss any healthcare needs or address any questions or concerns.
- Educate parents on lice and nit removal.

Alarcon/Borrego

- Illness assessment and first aid.
- Provides emotional support to students and employees
- Assist all teachers when a student is having behaviors such as aggression, anxiety, or crying fits.
- Available for parent teacher conferences to discuss any healthcare needs or address any questions or concerns.
- Educate parents on lice and nit removal.

GEMS/SEHS

- Manage chronic illness with students.



- **Chronic Condition Management**

- Report attached for each campus
- Students with Diabetes are supported with their DMMP to include Diabetes emergency plan, chronic illness management, medication administration and educating the student and parent/guardian by supporting the students' needs in all campuses.
- Students with Seizures, Cardiac, Allergies, and any other chronic illness is supported with an Emergency care plan for students from their HCP.
- The nurse follows up and assists parents in obtaining and completing the necessary documentation for procedures, medication administration, and other nursing care treatments as required by the healthcare provider.
- Nurse includes parents/guardians and students to be a part of planning for their chronic condition.
- Nurses collaborate with students that have chronic medical conditions to help them develop responsibility and independence from elementary to middle school, middle school to high school and high school to college/adulthood
- Students with other medical conditions including seizure, asthma, cardiac, allergies, neurogenic, etc... receive care in accordance with physician's orders, individualized care plans and emergency response protocols.
- RN is the only nurse who can write an IHP (Individual Health Plan) or NCP (Nurse Care Plan) for all students who have an IEP or 504 plan for the campus Nurses to follow.
- Nurses work with CNS for students with food allergies or special diet needs. Nurses call parents for required documentation and collaborate with the CNS to support condition management through education and consistency.
- Nurses work diligently to collect all necessary medical forms for each student with any type of ailment to ensure proper compliance from the student's HCP. Nurses send forms to parents and as a last measure a phone call to address the needs of the students and the required documentation.
- Nurses remain committed to addressing any student emergencies promptly as needed even if no current documentation is submitted.



- **Health Education & Awareness**

- **All Campus Nurses**

- The students are the main priority for all campus Nurses however if an employee needs assistance the Nurses are quick to assess and treat as needed. If unable, the Nurses will advise to seek medical evaluation with their HCP or nearest emergency room. All LVNs educate employees as well as students.
 - Provide annual training with staff that are on the Medical Emergency Response Team (MERT) and First Aid Procedures.
 - All Nurses work with Administration to choose the team members for MERT and UDCA (Unlicensed Diabetic Care Assistants)
 - All Nurses work diligently in training the staff on seizure, diabetes, cardiac and anaphylaxis signs and symptoms and first aid.
 - All campuses are equipped with rescue medication (epipens) for anaphylaxis.
 - All campuses are equipped with Naloxone, a rescue medication for opioid overdose.
 - All campuses have emergency equipment such as AED machines, Stop the bleed kits and first aid bags for every classroom and office.

- **Loya**

- The nurse brought TX Dental to present and teach dental hygiene to the students. Currently, the Loya Nurse is alone and unable to have monthly presentations to the students. However, she teaches and educates the students every time they visit the Nurse's Office on hand hygiene, cough etiquette, toileting, and infection control. The Nurse collaborates with the P.E. for student teaching. The Nurse also educates staff when they go in for any assessment, such as blood pressure checks, medication administration, when they have questions about medications, or any other health questions they may have, as well as infection control.

- **Sambrano**

- Nurse presents to students during P.E. class on hand hygiene, cover your cough, hygiene, and tooth brushing (toothbrush kits given to students that Kool Smiles Dental has provided). The Nurse works with the health department to bring hygiene classes to reinforce his teachings. The nurse educates staff on infection control and any other medical concerns an employee may have.



Alarcon

- The nurse brings Mr. Mario from the Health Department annually to present on hygiene and male students' puberty classes. The District Lead Nurse or the Borrego Nurses assist with the female puberty class. Currently, the Nurse is alone and unable to have monthly teaching sessions. He teaches the students daily about hand hygiene and dental hygiene. He educates staff on medications, blood pressure, any health questions they may have, and infection control whenever the need arises.

Borrego

- Nurse conducts monthly health education presentations on hand hygiene, dental hygiene, infection control, and puberty classes. She also utilizes Mr. Mario from the health department to conduct puberty classes for the male student population. The nurse also assists with employee health and educates the employees.

GEMS

- The students have eight different classes, which makes health instructional time more diverse and specialized. A medical topic requiring face-to-face instructions is typically integrated into P.E. class time. Other necessary health information for students and staff is communicated during the fifth period class, also known as the "Golden Hour," which serves as a lesson period with assigned activities to assess understanding of health education. For staff, this often includes administering a quiz.
- The nurse generally focuses on hand hygiene, covering coughs and sneezes, infection prevention, and personal hygiene, especially in middle school.
- Personal hygiene instruction is provided through face-to-face interactions during health screenings and classroom lessons.
- Additional health education throughout the year is tailored to the specific needs of the campus.
- Nurses are now going to be phasing in CPR and Stop the Bleed for the HB 4375 Texas School Safety Center-required cardiopulmonary resuscitation and Stop the Bleed training for students in grades 7th—12th.



SEHS

- Education during the high school age group is on an as-needed basis, r/t students having eight classes.
- Nurses train all 12th-grade students in CPR and Stop the Bleed for HB 4375. The nurses will begin phasing out CPR and stop the Bleeding training for 12th-grade students, and GEMS nurses will conduct all the training.
- The nurses will train all new students in the district in CPR and Stop the Bleed.
- Nurses educate and remind students the importance of hand hygiene, personal hygiene and dental hygiene as the need arises.
- Nurses educate students and staff on infection control measures.

• Communicable Disease Response

- All campus nurses mitigate the spread of infectious and communicable diseases.
- Most Nurses offices have an isolation room. The Nurses who do not have an isolation room advocate for the need.
- During Covid-19 Nurses were trained to perform rapid test on students, staff and isolate those who tested positive.
- During the current measles outbreak, the nurses use critical nursing assessments to identify possible infections and refer to HCP or the Health department for testing and follow up with parents.
- Nurses worked on having all students up to date on measles vaccines.
- Preventative measures have been and continue to be taught to the students and staff, such as up dated measles immunization and encourage good hand hygiene practices and cover your cough to help mitigate the spread.
- Referrals have been given to families on locations for measles testing and immunization locations. As well as any updated information from the health department. All information is sent out to the parents and staff through email, smores and class dojo.
- Nurses communicated with parents of students who have an exemption from receiving immunizations on signs and symptoms of measles. Explained the precautionary measures if there is an outbreak in the campus. Also, nurse continue to maintain an open communication with parents.
- Nurses instructed parents on signs and symptoms of measles to mitigate the spread.
- District Lead Nurse reports any communicable diseases to the health department.



- District Lead Nurse works with the El Paso Health Department on any communicable diseases.

2. Collaboration with Departments

This section describes coordination with staff and families.

- **SPED and 504 Participation**

[e.g., Health plans for medically fragile students, support in ARDs and 504 meetings.]

- RN creates IEP/NCP for ARDs, 504s, and nurses delegates
- LVNs attend campus ARDs, and 504s. When the LVN is not available, the District Lead Nurse will attend.
- Nurses assist with diapering and toileting when there are no available SPED teachers or paras.
- Nurses assist with SPED students who are having behaviors such as aggression, crying fits, and anxiety
- Nurses assist teachers with communicating any health needs to parents/guardians.
- District Lead Nurse coordinated and completed skills training of SPED staff on Personal Care Services for students to bill for services.
- District Lead Nurse assists and collaborates with the SPED Director on the medical needs of the students.
- Campus LVNs and District Lead Nurse assist with screenings and functional testing for SPED students.
- Campus LVNs and District Lead Nurse attend ARDs for students with medical needs.
- Campus LVNs and District Lead Nurse advocate for students with medical needs and any necessary medical personnel and equipment so that the student may remain in school.
- Campus LVN and District Lead Nurse refer students to Diagnosticians or Speech Therapists.
Campus LVN and District Lead Nurse refer students to the administration for 504 accommodations.

- **Counselor and Social Worker Coordination**

- **All Campus Nurses**

- Nurses refer students to counselors for mental health visits and/or behavioral assessments.



- SEHS Nurses assist students with mental health (anxiety, panic attacks, and those who are emotional) who refuse to go to the counselors. The nurses assist with calming techniques and collaborate with the counselors to care for the students.
- SEHS collaborates with counselors with CPR/STB, to ensure all graduating seniors have met the mandatory requirements.
- All campus Nurses collaborate and assist the social worker with student needs, such as:
 - House visits to evaluate living conditions and assist the family
 - Medical care assistance
 - Clothes/shoes
 - Hygiene products
 - Uniforms
 - CPS special reports or reporting
 - Medical documentation when the Nurse has exhausted all attempts at receiving medical documentation.
- Nurses identify students who need counseling services and refer the students to the counselors.
- Nurses identify student needs and refer the students to the Social Worker.
- Nurses assist the social worker in identifying the students' needs.
- **Parent Communication and Engagement**
 - **All campus nurses**
 - Nurses work with parents to ensure that all medical forms are completed and signed by the parent and HCP.
 - Nurses are available to parents during parent-teacher conferences and open house to discuss the needs of students.
 - Nurses work with parents to keep the students updated on immunizations.
 - Nurses are a resource to assist parents with any information they need to understand why their child needs the medication.
 - Nurses assist parents/guardians with financial programs to assist with the family's financial needs.
 - Nurses and the District Lead Nurse work together with parents/guardians with the students' IEP/504 plans.
 - Nurses remind parents to bring in medication when two weeks of medication are left.
 - Nurses and parents/guardians work together to support the student's medical needs.
 - Nurses in Loya and Sambrano work with parents to potty train the students.
 - Nurses work with parents/guardians to ensure proper lice/nit removal.



- Nurses communicate with parents primarily through phone calls, when students visit the Nurse's Office.
- Parent instruction is provided through additional classes through the parent liaison, during the day or after hours, and as needed based on previous arrangements that have been made.
- District Lead Nurse is available to assist in any trainings that are given to parents/guardians.

3. Department Highlights for 2024-2025

Nurses are dedicated to serving their community, school, students, and staff. A highlight of the year for Sambrano is working with the Project Vida Campus Clinic. Now that the hub is open to all students, Nurses on the other campuses have utilized this service to help parents/guardians seek medical attention for their children when they are not able to do so elsewhere.

GEMS Nurses are part of the Sunshine Committee, which is dedicated to enhancing staff morale by organizing mental health and wellness activities. They assist the Spanish teacher in planning and preparing for the Spelling Bee Contest. Additionally, they support teachers with UIL events and the yearbook to ensure their school's needs are met. They are also a part of the Spring Fling Committee, which provides students with meaningful opportunities to create lasting memories during their middle school years. All of these efforts are carried out voluntarily to give back to our school community, staff, and students. Nurse Aileen Serna Cardona, LVN, and Nurse's Aide Daisy Lucero, MA

The district health department brought the Flu clinic to SEHS to administer flu shots to our staff, students, and community.

Immunization records: We received a 99.5% compliance on all immunizations for the state reporting. This is the highest percentage rate in region 19 and Texas. We are very proud of the work our Nurses did in completing this task.

Every year becomes a new highlight with new students, new parents, and new health concerns. The ability to educate and provide information and guidance to parents to assist them in caring for their biggest treasure is a big one, as well as seeing the result when a student's health needs are taken care of. Like seeing the difference eyeglasses make after the vision and health screenings are completed, we inform parents of their child's needs for further evaluation. Once a student returns with a pair of eyeglasses, seeing how happy a student is after is always exciting. Nurse Aida Russell, LVN

When I walk into any Nurse's Office, I see the work the Nurses put into serving our students, faculty, and staff. I see paintings that students drew thanking their nurses for caring for them, and I see students popping in during class changes in middle and high school to see if



the nurses are okay or to say hi. Teachers, faculty, and staff always thank their campus nurses for assisting or just listening to them when they need to take a break from any stressors they may have. Parents also stop by to say hi and thank the Nurse for caring for their child. The best highlight for me is to see a High school student run to their elementary nurse and talk to them and thank them for taking care of them, and parents who once were their students stop by and say hi.

4. Areas for Improvement

We are dedicated to promptly addressing any student emergencies. To ensure our approach remains informed and effective, we continually update our knowledge by reviewing current information on common student health conditions through online seminars and relevant articles. We communicate with students when re-evaluation is needed, working with the student and teacher to develop a plan to prevent absences and facilitate follow-up assessments or care that can be provided in the Nurses' Office during the instructional day. If students require medical attention outside of campus, we refer them to their primary care physician, emergency room, or our clinic at Sambrano. When medication must be administered in the Nurses' Office, we provide all necessary documentation to parents or issue a release record form to facilitate obtaining medical records directly from the healthcare provider via fax, ensuring proper documentation and support. We would appreciate increased in-district training opportunities, benefiting the entire nursing department and ultimately enhancing our students' well-being.

Additionally, we seek updates to our equipment, including technology enhancements, as we transition to a paperless environment.

Further support with parent communication during registration is also needed, particularly in obtaining the year's medical forms, paperwork, and immunization records. We have experienced challenges in this area, and in emergencies, we have lacked complete student health histories, leading to situations where parents expect us to have this information readily available.

The district lead nurse is looking for resources from El Paso Children's Hospital for equipment for training nurses, and possibly donations to train our nurses further to perform the procedures needed. As medical equipment and technologic advances, such as ventilator support, feeding tubes, total parenteral nutrition and transplantation have successfully prolonged the lives of children and youth we are finding that school Nurses need updated trainings with skills to support the needs of our students better so that the medically fragile students can safely get the education that they deserve.



Planned goals and initiatives for the next academic year:

- **New Programs or Services**

Sambrano is hosting a new program from Project Vida, the Campus Clinic, to serve our students and staff better. This program provides our students with greater access to healthcare. Parents can bring their children for medical services without long wait times. This program also addresses the need for telehealth services for working parents who cannot take time off to take their child to the doctor's office. Next year, the Care Clinic will be in Borrego to provide a telehealth experience. Telehealth is available to students in 3rd -12th grade.

Next year, GEMs will begin training all 8th-grade students in CPR, STB, and basic first aid and preparing them to respond to emergencies when no one else is available.

We plan to bring the Mamo-Bus and Flu shot clinic next year, providing convenient options for vaccines and wellness services.

Next year, the District Health Department will offer Stop the Bleed training to our community families to spread the knowledge of saving a life by stopping a bleed at least once a month.

Next year, campus clinics will promote wellness awareness months for students and staff to remind them of wellness checks that correlate with the designated month. For example, February is heart wellness month, and nurses will promote blood pressure and heart rate checks to employees who would like to be proactive in their health.

Professional Development Goals

All local events are on Saturdays due to insufficient coverage for school nurses.

- The El Paso Children's Hospital Diabetes Professional Development Event in September costs \$10, and up to 10 Nurses may attend.
- The SSNAA School Nurse Professional Development Event in February costs \$25-75. Up to four Nurses may attend.



- The TSNO School Nurse Professional Development Event in April costs \$25-\$50. Up to four Nurses may attend.

- **Technology & Equipment Updates**

- We may need to replace two refrigerators.
- Update the nurses' office to include medication cabinets, desks, storage closets, add an isolation room if needed, and use technology equipment to upload paperwork as the district is going paperless, such as scanners.
- Maintain the current EHR program we are using for documentation.

- **Strategic Goals**

To always give the best evidence-based practice care to each student, faculty, and staff. To focus on improving student health, wellbeing, mental health, and educational outcomes, while also advocating for the profession and supporting professional development, and to be able to work within our scope of practice. Advocate for students and the profession for policy changes that support school health and well-being, such as funding for nurse positions and school-based health centers. To enhance continuing education, stay current with best practices and advancements in school nursing. Promote equity and inclusion. Advocate for students with special needs.

San Elizario Independent School District

Part 5 Dual Language Program Update



May 21, 2025

San Elizario Independent School District Dual Language Program Update

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Dual Language Program (DLI) Overview

The Dual Language Program is a research-based educational model designed to develop biliteracy, promote academic achievement in two languages, and cultivate sociocultural competence. It is aligned with state and federal policies, including the Texas Administrative Code (TAC) Chapter 89 and Every Student Succeeds Act (ESSA), ensuring that all English learners receive equitable and high-quality education.

Mission Statement

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual and biliterate students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Understanding Dual Language Education

Dual Language education is not simply a rebranding of bilingual education—it is a distinct, research-based model proven to promote bilingualism, biliteracy, and academic achievement (Lindholm-Leary, 2012). San Elizario Independent School District implements a One-Way Dual Language Immersion (DLI) model tailored to serve Emergent Bilingual (EB) students. In this model, students receive instruction in both English and Spanish, building strong literacy and content knowledge in both languages. This approach also fosters sociocultural competence by affirming and integrating students' cultural identities into the classroom environment.

Key Components of the Dual Language Model

- Supports student and community demographics.
- Provides continuity throughout elementary and, where possible, into secondary education
- Clearly defines the language allocation plan, ensuring a minimum of 50% of content is taught in the partner language.
- Implements sequential and simultaneous biliteracy development strategies.
- Ensures parity in instructional resources across both languages (References: TAC §§ 89.1210, 89.1227, 89.1228)

The Three Pillars of Dual Language

The foundation of the San Elizario Independent School District program rests on the Three Pillars of Dual Language (Howard et al., 2018):

- Bilingualism and Biliteracy
- High Academic Achievement in Both Program Languages
- Sociocultural Competence

Dual Language Program Implementation Timeline

Fall 2019 – Initial Planning & Training

- Oct 11, 2019: Guiding Principles for Dual Language Education training for part of the P&I staff.
- Oct 17, 2019: Dual Language Core Team planning meeting.
- Oct 25, 2019: Dual Language program overview presented to District Advisory Team (DAT)
- Oct 29, 2019: Dictado Training for all Loya teachers and staff
- Oct 30, 2019: Initial Dual Language planning meeting with the Loya administrative team

November–December 2019 – Community Engagement & Preparation

- Nov 1, 2019: DL planning and TEA literature review with Superintendent and Loya administrators
- Nov 4, 2019: Parent Information Meetings for PK–4 families (8:30 AM & 1:30 PM)
- Dec 4, 2019: DL School Visit by Loya and P&I staff.
- Dec 5, 2019: Dual Language Committee Meeting (2:30–3:30 PM)

Spring 2020 – Staff Development & Alignment

- Jan 6, 2020: Guiding Principles for Dual Language Education Training for Loya teachers
- Feb 12, 2020: Dual Language presentation to Board of Trustees
- March 2020: PLCs focused on ‘Team Teaching’
- April 2020: PLCs focused on ‘Schedules’
- May 2020: Final Parent Information Meeting at Loya

2020–2021 School Year – Program Launch

- Implementation of Dual Language Program at Loya for Pre-K and Kindergarten students

San Elizario ISD’s Current Plan for Dual Language Model Implementation

The San Elizario Independent School District launched its Dual Language program during the 2020-2021 school year, beginning with all Pre-K 4 and Kindergarten students. Initially, Pre-Kindergarten operated under a 50-50 model (balanced instruction in Spanish and English) for the first two years. Starting in 2022–2023, we transitioned Pre-K 3 and Pre-K 4 to a 90-10 model (90% instruction in Spanish and 10% in English), which we have continued implementing for the past three years. Kindergarten has remained under the 50-50 model since its launch. The program has expanded by adding grade level 2 each year: 1st grade and 2nd grade in 2021–2022, 3rd grade in 2022–2023, 4th grade in 2023–2024, and 5th grade in 2024–2025. Spanish STAAR assessments are available starting in the 3rd grade and continue through the 5th grade. At this time, Dual Language has not yet been implemented in the 6th grade or secondary.

Grade Level	Implementation Year	Current Model	Spanish STAAR Available?
Pre-K 3	2022-2023	90-10	N/A
Pre-K 4	2020-2021	90-10	N/A
Kinder	2020-2021	50-50	N/A
1st	2021-2022	50-50	N/A
2nd	2021-2022	50-50	N/A
3rd	2022-2023	50-50	YES
4th	2023-2024	50-50	YES
5th	2024-2025	50-50	YES
6th	2025-2026	50-50	N/A
7th	2026-2027	50-50	N/A
8th	2027-2028	50-50	N/A
9 th -12 th	2028-2029	50-50	N/A

The San Elizario Independent School District launched its Dual Language Program in the 2020–2021 school year, beginning with pre-kinder 4 and Kindergarten using a 50-50 instructional model. 2021–2022, the program expanded to include 1st and 2nd grades. In 2022–2023, as Lorenzo G. Loya Primary School transitioned from a half-day to a full-day schedule, the district implemented the 90-10 Dual Language model in pre-kindergarten 3 and pre-kindergarten 4. That same year, 3rd grade joined the Dual Language model, followed by 4th grade in 2023–2024 and 5th grade in 2024–2025. From Kindergarten through 5th grade, the program uses a 50-50 model, and Spanish STAAR assessments are available only in 3rd through 5th grades.

A key milestone in the program is the cohort of students who began in 2020–2021 as pre-kinder 4 and Kindergarten students. As of the 2024–2025 school year, the pre-kinder 4 students from that year are now in 3rd grade, and the kindergarten group is in 4th grade. Among these early cohorts, 133 students have remained continuously enrolled in the San Elizario Independent School District Dual Language Program and are considered legacy students. A legacy student is a student who has remained continuously enrolled in the San Elizario Independent School

District Dual Language Program since their initial entry as a pre-kinder 4 or Kindergarten student, without interruption. These students have progressed each year within the program as part of the original cohort that began in the 2020–2021 school year. Their long-term participation highlights the district’s commitment to developing bilingual, biliterate, and culturally strong learners, preparing them for academic success in both languages and eligibility for the Texas Seal of Biliteracy by high school graduation.

Pre-Kinder 4 Cohort Information

Below is information about the pre-kinder 4 cohort, which began the Dual Language Program in 2020–2021 and will be third graders in the 2024–2025 school year.

Table #1

Grade Level	Dual Language Year	Number of Legacy Students	STAAR Test English Math	STAAR Test Spanish Math	STAAR Test English Reading	STAAR Test Spanish Reading
Pre-K 4	1 st Year	103	N/A	N/A	N/A	N/A
Kinder	2 nd Year	100	N/A	N/A	N/A	N/A
1st	3 rd Year	101	N/A	N/A	N/A	N/A
2nd	4 th Year	99	N/A	N/A	N/A	N/A
3rd	5 th Year	99	YES	YES	YES	YES
4th	6 th Year					

*Please note these are estimated numbers

Kinder Cohort Information - STAAR Math & Reading Grade 3

Below is information about the Kindergarten cohort that began the Dual Language Program in 2020–2021 and were third graders in the 2023–2024 school year.

Table #2

	Spanish Math	Spanish Reading	English Math	English Reading
Total Number of Students	39	54	136	121
Legacy Number of Students	22	34	107	95
Number of Students Non-Legacy	17	19	29	26
SPED Legacy	8	9	20	19
SPED Non-Legacy	0	1	9	8
Number of Legacy Students who Approached	6	5	35	32
Number of Legacy Students at Meets	1	5	22	29
Number of Legacy Students at Master's	0	2	4	12
Percentage	30.47%	37.69%	44.51%	49.17%

*Please note this information was from Eduphoria

Kinder Cohort Information - STAAR Math & Reading Grade 4

Below is information about the Kindergarten cohort that began the Dual Language Program in 2020–2021 and are now fourth graders in the 2024–2025 school year.

Table #4

Grade Level Kinder	Dual Language Year	Number of Legacy Students	STAAR Test English Math	STAAR Test Spanish Math	STAAR Test English Reading	STAAR Test Spanish Reading
Kinder	1 st Year	142	N/A	N/A	N/A	N/A
1st	2 nd Year	136	N/A	N/A	N/A	N/A
2nd	3 rd Year	135	N/A	N/A	N/A	N/A
3rd	4 th Year	129	YES	YES	YES	YES
4th	5 th Year	135	YES	YES	YES	YES
5th	6 th Year					

*Please note these are estimated numbers

The San Elizario Independent School District began tracking two key legacy cohorts of students who started the Dual Language Program in the 2020–2021 school year: Pre-Kinder 4 and Kindergarten groups. These legacy groups include only those students who have remained continuously enrolled in the Dual Language Program without interruption.

Table #1 - The pre-kinder 4 cohort, currently in 3rd grade during the 2024–2025 school year, began with 103 legacy students. Over time, this number has slightly decreased to 99 students. This change is primarily due to student mobility, as some families temporarily relocated or enrolled their children in other districts. In several cases, students returned to San Elizario Independent School District after time away, but no longer met the criteria for continuous enrollment as legacy students. This year marks a significant milestone for this group, as they take the STAAR tests for the first time, with assessments available in both English and Spanish for Math and Reading.

Table #2 - The kindergarten cohort, currently in 4th grade, began with 142 legacy students. By 3rd grade (2023–2024), 129 students remained in the legacy group and participated in STAAR testing:

- 107 took the English and Math STAAR
- 22 took the Spanish Math STAAR
- 95 took the English Reading STAAR
- 34 took the Spanish Reading STAAR

Table #4 - As of 2024–2025, 135 of these students continue in the program as 4th-grade legacy students. Out of 142 students initially tracked from the kindergarten cohort, 129 remain legacy students, and 9 experienced an interruption in their dual language participation.

Current vs. Proposed Program Overview by Grade Level

Grade Level	Current Program	Proposed Change	It will be explained on Page
Pre-K 3 & Pre-K 4	90-10 Dual Language model (90% Spanish, 10% English) focused on strong first language (L1) Spanish literacy development.	Transition to a 70-30 model: 70% Spanish, 30% English. Increase English gradually, especially in math, to better align with the K-5 50-50 model.	9-10
Kindergarten – 2nd Grade	50-50 One-Way Dual Language model at Sambrano. Week A/Week B rotation: alternate language of instruction every week by content area.	Keep the 50-50 model but add a daily Non-Transferable Skills Block to strengthen skills unique to each language (phonics, grammar, vocabulary).	11-12
3rd – 5th Grade	50-50 model at Alarcon and Borrego. Uses a bi-weekly (2-week) rotation cycle. Inconsistent between campuses; less frequent exposure to both languages.	Standardize with Week A/Week B model (like Sambrano) across campuses + daily Non-Transferable Skills Block. Promotes consistent biliteracy instruction and vertical alignment.	13-15
6th Grade	Transitional Bilingual Program (Early Exit). Most instruction is in English. Spanish used minimally. Note: STAAR is only available in English for RLA and Math.	Implement a 50-50 Dual Language model. Equal instruction in Spanish and English. It provides continuity from elementary school and supports the pathway to the Texas Seal of Biliteracy.	15-17
Set to implement during the 2025-2026 School Year.			

Current Dual Language Model at Lorenzo G. Loya Primary School – 90/10

Lorenzo G. Loya Primary School (PreK3 and PreK4) implements a 90/10 One-Way Dual Language Immersion model in pre-K3 and pre-K4. In this model, students receive 90% of instruction in Spanish and 10% in English, strongly emphasizing building foundational literacy, oral language, and academic readiness in the students' first language. This approach supports early language development and aligns with research showing that a solid foundation in the home language accelerates second language acquisition (Cummins, 2000). Instruction is delivered through developmentally appropriate practices integrating language, play, and content learning. One key implementation highlight is the intentional use of Spanish across all core instructional areas. At the same time, English is introduced primarily through songs, basic vocabulary, and structured oral language routines to build listening comprehension. The program also includes active family engagement and culturally relevant teaching to support sociocultural competence.

Proposed Dual Language Model at Lorenzo G. Loya Primary School – 70/30

While the current model effectively fosters strong early literacy in Spanish, a proposed enhancement includes gradually transitioning to a 70/30 model to better align with the district's long-term language allocation plan. This shift would maintain a strong Spanish foundation while slightly increasing English exposure, particularly through math-based vocabulary and concepts, to better prepare students for the K–5 50/50 model used across other campuses.

Proposed Enhancements:

- Strengthens early exposure to academic English in a low-risk, high-support context.
- Encourages language flexibility and confidence in young learners by expanding their bilingual foundation from the earliest years.
- Sets the stage for more robust dual language performance as students' progress through the system.
- Aligns with best practices in bilingual education, including research by Cummins (2000), which shows that strong L1 development enhances second language acquisition.

By transitioning to the 70/30 model, Lorenzo G. Loya Primary School will maintain its commitment to Spanish language development while equipping students with the skills necessary to thrive in a bilingual academic setting. This change ensures that all students, starting in PK3 and PK4, are on a clear, consistent path toward bilingualism, biliteracy, and high academic achievement.

Proposed Changes – Benefits

The proposed shift from a 90/10 to a 70/30 Dual Language model at Lorenzo G. Loya Primary would provide multiple benefits, supporting student development and district-wide instructional coherence.

More substantial Academic Alignment Across Grades:

- Creates a more seamless progression into the 50/50 model used in kindergarten through 5th grade.
- Ensures language allocation is vertically aligned, reducing instructional gaps during transitions between grade levels.

Balanced Language Development:

- Continues emphasizing strong Spanish literacy in the early years (70%) while thoughtfully introducing English (30%).
- Helps students build academic vocabulary in English without compromising first language development.

Strategic Use of English in Math:

- Math provides a concrete, symbol-based entry point for English instruction, making it easier for young learners to grasp language concepts in a meaningful context.
- Builds foundational skills in academic English while reinforcing numeracy.

Supports Biliteracy Goals:

- Aligns with the district’s vision of producing bilingual and biliterate graduates prepared to earn the Texas Seal of Biliteracy.
- Encourages early cognitive flexibility and dual-language confidence.

Promotes Equity and Consistency:

- Standardizes the approach to Dual Language instruction across campuses, ensuring that all students receive a high-quality bilingual education regardless of their school assignment.
- Supports equitable access to rigorous content in both languages.

Grounded in Research-Based Best Practices:

- Reflects the work of Cummins (2000) and other experts who emphasize that a strong foundation in a child’s first language enhances long-term success in a second language.
- Builds on proven Dual Language strategies that promote academic achievement and sociocultural competence.

The proposed changes support early biliteracy, build readiness for future bilingual instruction, and help establish a transparent, sustainable, and effective dual-language pathway from PK3 through 12th grade.

Current Dual Language Model at Josefa L. Sambrano Elementary School – 50/50

Josefa L. Sambrano Elementary School (Kindergarten – 2nd) implements a 50-50, One-Way Dual Language model in Kindergarten through 2nd grade. In this model, students receive equal instruction in English and Spanish across content areas. The school uses a structured Week A / Week B rotation to alternate the language of instruction for each subject area:

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Reading (Spanish)	Reading (English)
Social Studies (Spanish)	Social Studies (English)

- Week A: Math and Science are taught in English, while Reading and Social Studies are taught in Spanish.
- Week B: Math and Science are taught in Spanish, while Reading and Social Studies are taught in English.

This systematic rotation ensures balanced exposure to both languages and supports the development of academic vocabulary and content knowledge in English and Spanish. The model fosters cross-linguistic transfer and reinforces learning through consistent academic routines.

Implementation Highlights:

- Equal instructional time in both English and Spanish.
- Content areas are rotated weekly to provide authentic practice with academic concepts in both languages.
- Students build metalinguistic awareness by engaging in similar content in two languages.
- Instructional consistency across classrooms promotes equity and alignment with districtwide goals.

Proposed Dual Language Model at Josefa L. Sambrano Elementary School

To strengthen students' biliteracy development, SEISD proposes enhancing the existing 50-50 model at Josefa L. Sambrano Elementary School by incorporating a dedicated Non-Transferable Skills Block into the daily schedule. This instructional block would take place in the morning and afternoon to maximize impact.

The Non-Transferable Skills Block will provide explicit instruction in language features that do not directly transfer between English and Spanish. The areas of focus will include:

- Phonics and orthographic skills that are unique to each language.
- Grammar and syntax instruction specific to each linguistic system, such as sentence structure, gender agreement, and verb conjugations.
- Academic vocabulary development with a focus on non-cognates and idiomatic expressions.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Non-Transferable Skills (English)	Non-Transferable Skills (Spanish)
Reading (Spanish)	Reading (English)
Non-Transferable Skills (Spanish)	Non-Transferable Skills (English)
Social Studies (Spanish)	Social Studies (English)

Implementation Highlights:

- Strategically embedded into the instructional day to ensure consistent, focused language support.
- Complements the Week A / Week B rotation by reinforcing specific language structures in both English and Spanish.
- Builds language precision, oral fluency, and writing accuracy in each language.

Proposed Enhancements:

- Reinforces foundational language systems to support reading and writing in both languages.
- Fosters deeper cross-linguistic awareness and stronger academic discourse.
- Promotes linguistic equity and prepares students for higher levels of bilingual proficiency.

By integrating this daily instructional block, Josefa L. Sambrano Elementary School will further align with best practices in Dual Language education while empowering students with the tools needed to succeed academically in both languages.

Current Dual Language Model at Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary Schools implement a 50-50 Dual Language model in grades 3 through 5. Instruction is equally divided between English and Spanish to promote bilingualism, biliteracy, and academic achievement in both languages. These campuses follow a bi-weekly rotation schedule to deliver instruction in each language.

The current language rotation follows this pattern:

- Weeks 1–2 (Cycle A): Math and Science are taught in English, while Reading and Social Studies are taught in Spanish.
- Weeks 3–4 (Cycle B): Math and Science are taught in Spanish, while Reading and Social Studies are taught in English.

Weeks 1-2 (Cycle A)		Weeks 3-4 (Cycle B)	
Math	Science	Math	Science
English		Spanish	
Reading	Social Studies	Reading	Social Studies
Spanish		English	

This extended rotation allows students to learn deeper content in each language before switching. However, the longer cycles may limit the frequency with which students mobilize both languages for academic tasks. Additionally, variations in implementation between campuses can lead to instructional inconsistencies.

Implementation Highlights:

- Balanced exposure to both languages across all core content areas.
- Two-week rotation supports in-depth instruction and project-based learning in each language.
- Promotes cognitive flexibility by applying content knowledge in both linguistic contexts.

Proposed Dual Language Model at Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

To ensure instructional consistency, strengthen biliteracy, and promote vertical alignment across campuses, San Elizario Independent School District proposes transitioning Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School from their current bi-weekly rotation to a unified Week A / Week B language rotation model and incorporating a dedicated

Non-Transferable Skills Block into the daily schedule., consistent with what is implemented at Josefa L. Sambrano Elementary School (K–2).

Under the proposed model:

- Week A: Math and Science will be taught in English; Reading and Social Studies will be taught in Spanish.
- Week B: Math and Science will be taught in Spanish; Reading and Social Studies will be taught in English.
- Incorporating a dedicated Non-Transferable Skills Block into the daily schedule.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Non-Transferable Skills (English)	Non-Transferable Skills (Spanish)
Reading (Spanish)	Reading (English)
Non-Transferable Skills (Spanish)	Non-Transferable Skills (English)
Social Studies (Spanish)	Social Studies (English)

This alternating weekly structure increases the frequency with which students engage with academic content in both languages. It also allows for more consistent language practice and enhances opportunities for cross-linguistic connections compared to the previous bi-weekly model.

In addition, the district proposes implementing a daily Non-Transferable Skills Block, like the initiative in grades K–2. This block will provide explicit instruction in phonics, grammar, and vocabulary unique to each language, ensuring students receive targeted support in developing language-specific skills.

Implementation Highlights

- Aligns instructional schedules across all elementary campuses.
- Encourages deeper student engagement in both languages every week.
- Promotes equitable access to academic content in English and Spanish.
- Enhances collaborative planning and data analysis opportunities across grade levels and campuses.

Proposed Enhancements

- Ensures students are consistently using and developing both of their language repertoires.
- Provides structured opportunities to practice non-transferable skills in context.
- Fosters more substantial alignment with the district’s bilingualism, biliteracy, and sociocultural competence goals.

By adopting the Week A / Week B model and incorporating the Non-Transferable Skills Block, both Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School will further support students on the path toward academic success in two languages and long-term preparation for the Texas Seal of Biliteracy.

The San Elizario Independent School District met with campus principals to gather feedback and support collaborative decision-making to ensure that this transition reflects campus needs and teacher capacity. Mrs. Martha Santana-Garcia, Principal of Alfonso Borrego Sr. Elementary School, and Mrs. Monika Ruiz, Principal of Lorenzo G. Alarcon Elementary School, actively participated in the planning process and provided valuable insight and leadership for the proposed shift. We reviewed the Dual Language model, assessed campus-specific needs, explored various instructional options, and analyzed proposed schedules by instructional minutes to ensure alignment with program goals and compliance requirements.

This effort was further supported by the San Elizario Independent School District Curriculum and Instruction Team, including Associate Superintendent Mrs. Blanca Cruz, Director of Instructional Programs Ms. Leticia de Santos, Bilingual Instructional Officer Mr. Josue Palomino, Elementary Instructional Officer for Reading Language Arts and Social Studies Ms. Georgina Diaz, and Elementary Instructional Officer for Math and Science Mrs. Debbie Cortez.

Sixth Grade Dual Language Implementation

Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

Implementing a structured 50-50 Dual Language model in sixth grade ensures continuity, alignment, and academic success for Emergent Bilingual students. By maintaining a consistent language allocation across grade levels, we promote vertical alignment and avoid instructional gaps. This consistency helps reinforce English and Spanish academic development and supports students' long-term success in a bilingual environment.

This model also reflects the Texas Education Agency (TEA) guidance, which emphasizes the importance of a clearly defined Language Allocation Plan that ensures equitable exposure to English and the partner language. TEA expects districts to provide intentional instruction in both languages throughout the day, aligned to the goals of bilingualism, biliteracy, and high academic achievement.

Research consistently shows that Dual Language programs offering sustained, balanced instruction in both languages lead to stronger academic outcomes. These programs enhance cognitive flexibility, improve literacy skills in both languages, and increase language proficiency. A balanced model ensures our instructional practices align with evidence-based strategies supporting biliteracy and academic growth.

Using both languages to deliver core content allows students to develop academic vocabulary, comprehension, and critical thinking skills across disciplines. It ensures students engage meaningfully with grade-level content in both English and Spanish, promoting academic rigor and bilingual competence without sacrificing one language for the other.

Current Status

This proposed model is currently under development. The San Elizario Independent School District Curriculum and Instruction Team has already met with Mrs. Martha Santana-Garcia, Principal of Alfonso Borrego Sr. Elementary School, and Mrs. Monika Ruiz, Principal of Lorenzo G. Alarcon Elementary School, to gather input and collaboratively explore implementation options for the proposed transition. The Curriculum and Instruction Team included Associate Superintendent Mrs. Blanca Cruz, Director of Instructional Programs Ms. Leticia de Santos, Bilingual Instructional Officer Mr. Josue Palomino, Elementary Instructional Officer for Reading, Language Arts, and Social Studies Ms. Georgina Diaz, and Elementary Instructional Officer for Math and Science Mrs. Debbie Cortez. Mr. Josue Palomino is actively consulting with the Texas Education Agency (TEA) and learning from other districts, including Tomball Independent School District and El Paso Independent School District (EPISD). These conversations will help ensure our model is informed and aligned with best practices statewide.

Options

The following sample schedule represents a one-week sixth-grade model that maintains a structured 50-50 Dual Language approach aligned with Texas Education Agency (TEA) requirements. It ensures intentional instruction in English and Spanish, focusing on equal allocation of Reading and Language Arts in both languages, as outlined in TEA guidance.

In this model, students receive Math (95 minutes) and Reading/Language Arts in English (48 minutes), totaling 143 minutes of English instruction. In Spanish, students are instructed in science (35 minutes), Social Studies (35 minutes), and lectura/Spanish Language Arts (48 minutes), totaling 142 minutes. Importantly, Reading and Language Arts are evenly split between English and Spanish—48 minutes each—supporting biliteracy and academic development in both languages.

This one-week schedule reflects a consistent and sustainable approach to sixth-grade Dual Language implementation. It promotes cognitive and linguistic growth across content areas while meeting TEA's expectation of a clearly defined and equitable Language Allocation Plan. It can also serve as a foundational model allowing flexibility, including possible future rotations or co-teaching adaptations, while preserving language balance and program integrity.

Example Schedule A:

Content	Language	Minutes
Breakfast		
Math	English	95
Reading/Language Arts	English	48
Lunch		
P.E.		
Science	Spanish	35
Social Studies	Spanish	35
Lectura/Spanish Language Arts	Spanish	48

Total English minutes 143 / Total Spanish minutes 142

The following sample schedule represents a two-week rotating instructional model designed to implement a 50-50 Dual Language Program in sixth grade. This approach ensures that students receive equal academic instruction in English and Spanish across all core content areas over the course of two weeks, in alignment with Texas Education Agency (TEA) guidelines.

In Week A, Math and Science are taught in English, while Reading and Social Studies are taught in Spanish. In Week B, the language of instruction is reversed: Math and Science are taught in Spanish, while Reading and Social Studies are delivered in English. This structure ensures that all students engage with each content area in both languages regularly, promoting strong biliteracy and academic vocabulary development.

This model also fulfills TEA's requirement for an equal division of Reading and Language Arts instruction between English and Spanish. By alternating the language of literacy instruction weekly, students benefit from balanced exposure to both language systems, supporting their reading comprehension, writing skills, and oral fluency in both English and Spanish.

In addition to supporting academic achievement and biliteracy, this rotation model allows for collaborative planning among teaching teams, offering flexibility and sustainability in scheduling. It is a strong option for schools seeking to maintain program integrity while ensuring that students develop cognitive and linguistic skills across both languages.

Example Schedule B:

- Week A: Math and Science will be taught in English; Reading and Social Studies will be taught in Spanish.
- Week B: Math and Science will be taught in Spanish; Reading and Social Studies will be taught in English.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Reading (Spanish)	Reading (English)
Social Studies (Spanish)	Social Studies (English)

A third option is to conclude the Dual Language Program at the end of 5th grade and maintain sixth grade as it currently operates, with bilingual classrooms that provide instruction primarily in English but continue to support Emergent Bilingual students. In this model, there would be no formal 50-50 Dual Language structure, and the focus would shift toward supporting students' academic success in English, particularly in preparation for STAAR assessments in Reading and Math. However, it is important to note that students would still receive bilingual support, and teachers would remain responsible for implementing the English Language Proficiency Standards (ELPS) to ensure the continued development of language proficiency. This model does not remove services for Emergent Bilingual students but rather maintains the current sixth-grade bilingual setting without expanding the formal Dual Language framework. It is one of the options being explored to offer flexibility based on campus needs, staffing capacity, and district priorities.

If the Dual Language Program concludes at 5th grade, students still may qualify to receive high school credit for completing a dual language immersion program at the elementary level. In accordance with TEC §28.0051 and TAC §74.12(b)(5)(F), a student may satisfy one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion (DLI) program at elementary school.

To successfully complete a DLI program, a student must satisfy the following three requirements.

1. The student must have participated in a dual language immersion program for at least five consecutive school years.
2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas

Assessments of Academic Readiness (STAAR®) in English and Spanish, as applicable, in at least one grade level.

3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

The district is responsible for the award of credit and is allowed a variety of methods to determine student proficiency in course content. If a district determines, by whatever method is approved by the district, that the student demonstrates mastery in the TEKS for a LOTE course and the expected level of language proficiency, then the student may be awarded credit.

Challenges

Scheduling:

Creating a true 50-50 model—particularly one that ensures equal time for Reading and Language Arts in both languages, as required by TEA—requires careful scheduling. Campus principals have expressed the importance of developing strong readers and how it is not simple to create this schedule.

STAAR Assessments Offered Only in English:

STAAR Reading and Math are administered only in English at the sixth-grade level. This reality presents a challenge in balancing the goals of biliteracy with the need to prepare students for state assessments. While the Dual Language model supports long-term academic and cognitive gains, it must also address immediate needs for English language proficiency in tested subjects.

Implementation of New Math Curriculum:

The adoption of a new, high-quality Math curriculum adds another layer of complexity to instructional planning. Teachers require focused training and time to implement the curriculum with fidelity. Delivering this curriculum in both English and Spanish—depending on the model—requires bilingual academic language support, curriculum bridging, and consistent instructional alignment across classrooms.

Teacher Certification Requirements:

To implement a structured Dual Language model, teachers must hold appropriate Bilingual Certification, and in many cases, subject-specific content certifications as well. Ensuring that teachers are qualified to deliver content instruction in both languages remains a significant challenge and may limit flexibility when creating balanced instructional teams.

Staffing for Secondary Dual Language Expansion:

As the district considers future expansion of Dual Language into secondary campuses such as Ann M. Garcia-Enriquez Middle School and San Elizario High School, staffing capacity becomes a critical issue. Secondary settings often require content-specific certifications, and the availability of bilingual-certified teachers in core subjects such as Math, Science, and Social Studies is limited. Without intentional recruitment, retention strategies, and partnerships with teacher preparation programs, it will be difficult to scale structured Dual Language instruction

beyond elementary. Planning for future needs into account to ensure a seamless and sustainable K–12 Dual Language pathway.

These challenges are not insurmountable but must be addressed through strategic planning, resource allocation, and collaboration. Each proposed model—whether structured 50-50, rotational, or continuation of current bilingual classrooms—must be evaluated with these considerations in mind to ensure strong academic outcomes and program continuity for Emergent Bilingual students.

Also, maintaining strong English and Spanish instruction builds a foundation for advanced bilingual coursework in secondary grades. Students will be better prepared for Spanish for Heritage Speakers, Advanced Placement (AP) Spanish, and dual credit classes. This progression supports students in earning the Texas Seal of Biliteracy, a distinction that enhances college and career readiness.

Dual Language Outlook 2026–2029

Grade Level	Implementation Year	Proposed DLI Model	Teacher Certification Requirements
7th	2026-2027	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification
8th	2027-2028	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification
9 th -12 th	2028-2029	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification

Teacher Certifications

As the San Elizario Independent School District evaluates the long-term expansion of Dual Language programming into middle and high school, it is critical to assess current staffing capacity and forecast future needs. Sustaining a structured Dual Language model at the secondary level will require both content-specific certifications and language certifications, aligned with the instructional language of each course.

The current certification data for secondary-level teachers (grades 7–12) highlights the presence of 9 teachers who hold ESL (English as a Second Language) certifications. Specifically at Ann M. Garcia-Enriquez Middle School, there is:

- 1 Social Studies teacher with an Elementary/ESL Certification, but not Bilingual certified.
- 4 English Language Arts teachers with ESL certification but not Bilingual certification.
- 3 Special Education teachers with ESL certification.
- 1 ESL teacher who provides targeted language support.

Per TEA guidance, any core content instruction delivered in Spanish must be taught by a teacher with a valid Bilingual Certification. If the district intends to implement structured Dual Language instruction in Spanish for Math, Science, or Social Studies, additional Bilingual-certified content teachers will be required. For courses taught in English, ESL-certified teachers are qualified to provide instruction to Dual Language students, if they implement the English Language Proficiency Standards (ELPS) to support language development.

Currently, most secondary teachers are qualified to serve Emergent Bilingual students through English as a Second Language support, but do not hold the Bilingual certification required for content delivered in Spanish. This represents a significant barrier to expanding the Dual Language model beyond 6th grade. The challenge is compounded at the high school level, where highly specialized content and graduation requirements demand teachers with appropriate subject matter and language certification.

TEA acknowledges these certification constraints, and it is common for districts, especially at the secondary level, to apply for teacher certification waivers to temporarily address staffing limitations. While this may serve as a short-term solution, the district must also invest in long-term planning to:

- Identify current staff interested in pursuing Bilingual Certification and provide support for obtaining it.
- Recruit Bilingual-certified secondary teachers in key content areas such as Social Studies, Science, and Math.
- Develop internal pipelines by encouraging ESL-certified teachers to pursue Bilingual endorsements.
- Collaborate with educator preparation programs to build a sustainable recruitment strategy.

In summary, to support the continued growth of Dual Language into middle and high school, the San Elizario Independent School District will need to strategically expand its pool of Bilingual-certified teachers while maximizing the strengths of current English as a Second Language-certified staff. This investment in human capital is essential to delivering a high-quality, equity-driven program that supports biliteracy and college- and career-readiness for all Emergent Bilingual students.

Role	Job Title	Level	Certs	Campus
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	EC-12 EC-12	Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher Social Studies-Middle School	1-8 1-8	Elementary Self-Contained Elementary Bilingual/ESL-Spanish	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School ESL	Teacher English/ESL-Middle School	4-8 4-8	Generalist English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	1-8 1-8 4-8 1-8	Elementary Self-Contained Elementary Physical Education English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School ESL	Teacher ESL-Middle School	EC-12 4-8 EC-12	Special Education English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	EC-12 4-8 EC-12	Reading Specialist English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	PK-12 PK-12	Generic Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	8-12 EC-12 EC-12	Social Studies Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	4-8 4-8	English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-At Risk Services	Teacher At Risk Services-Middle School	4-8 EC-12 EC-12	Generalist Reading Specialist English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School

The district is taking deliberate steps to support students on this path to ensure biliteracy development is intentional, data-driven, and sustained across grade levels. These efforts include:

- Offering specialized coursework such as Spanish for Heritage Speakers, Advanced Placement (AP) Spanish, and possible Dual Credit courses to develop advanced academic language proficiency.
- Work on aligning instructional strategies and assessments in middle school.
- Training teachers to embed language objectives across all content areas, ensuring language development is supported in every classroom.
- Utilizing data to monitor individual student progress.

Certification Requirements for Dual Language Teachers

The success of a high-quality Dual Language Program depends on well-prepared educators who understand both language acquisition and academic content delivery in two languages. To that end, San Elizario ISD follows Texas Education Agency certification requirements, ensuring all teachers are equipped to meet the needs of Emergent Bilingual students.

Pathway to the Texas Seal of Biliteracy

The San Elizario Independent School District is committed to preparing students to earn the Texas Seal of Biliteracy by graduation through a structured and research-based Dual Language Program that begins in early childhood and extends through secondary education. The pathway starts with foundational instruction in Pre-K 3 and Pre-K 4 using a 70-30 model, where most instruction is delivered in Spanish to build strong first-language literacy and academic skills. The program shifts to a 50-50 model in all grade levels as students' progress. This progression ensures that students develop proficiency in both English and Spanish, supporting academic achievement and biliteracy.

To maintain continuity, SEISD plans to expand the Dual Language Program into 6th grade beginning in the 2025–2026 school year, ensuring students receive at least 50% of their instruction in Spanish, in compliance with state requirements for secondary Dual Language programs (TAC §89.1228). In high school, students continue their biliteracy development by enrolling in advanced Spanish courses such as Spanish for Spanish Speakers, AP Spanish Language and Culture, or Dual Credit Spanish, while meeting English Language Arts graduation requirements. Students on this pathway will demonstrate English proficiency through STAAR End-of-Course exams or TELPAS (Advanced High), and Spanish proficiency through qualifying assessments such as AP Spanish, TELPAS, AAPPL, or other approved LOTE (Languages Other Than English) assessments.

Graduating seniors who meet all academic and language proficiency criteria will be awarded the **Texas Seal of Biliteracy**, which is affixed to their diploma and noted on their academic transcript. SEISD will also recognize these students during graduation ceremonies and other district-wide celebrations. As part of its long-term vision, the district is working to align secondary course offerings, provide targeted exam preparation, and train counselors and instructional staff to support students on their path to biliteracy.

Long Term Vision for Biliteracy and Equity in San Elizario ISD

The San Elizario Independent School District envisions a transformative Dual Language Program that not only strengthens early language development but also fully actualizes the Three Pillars of Dual Language:

1. Bilingualism and Biliteracy
2. High Academic Achievement in Both Program Languages
3. Sociocultural Competence

Our long-term goal is to build a seamless and sustainable pathway from Pre-Kindergarten through 12th grade, in which every student is empowered to thrive academically, linguistically, and culturally in both English and Spanish. This vision goes beyond supporting language acquisition—it is about cultivating confident, competent, and culturally grounded scholars prepared to lead in a diverse and interconnected world.

Through a unified instructional framework, intentional language allocation, and high-impact professional development, the San Elizario Independent School District will:

- Ensure all students achieve true biliteracy, with rigorous and equitable academic opportunities across content areas.
- Promote academic excellence, with high expectations in both English and Spanish
- Foster pride in cultural identity, empathy, and global citizenship through culturally responsive pedagogy

This proposed shift will:

- Create a clear, aligned PreK–12 pipeline for Dual Language success, culminating in opportunities for students to earn the Seal of Biliteracy
- Provide consistent instructional models and language expectations across campuses and grade levels.
- Empower teachers with the training and tools to deliver high-quality bilingual instruction.
- Ensure that all students, regardless of background, have access to the transformative power of bilingualism.

The Dual Language Program in San Elizario Independent School District is more than an instructional model—it is a commitment to equity, excellence, and empowerment. By investing in this vision today, we are preparing our students not only to graduate with a Seal but also to lead with purpose, pride, and the power of two languages.

TELPAS

TELPAS Kinder Legacy Students TELPAS Performance in 3rd Grade

The Texas English Language Proficiency Assessment System (TELPAS) is the annual state-mandated assessment used to measure the English language proficiency of students in grades K–12 identified as English Learners (now referred to as Emergent Bilinguals).

It assesses four domains: Listening, Speaking, Reading, and Writing. In grades K–1, TELPAS ratings are based on teacher observations using Proficiency Level Descriptors (PLDs). In grades 2–12, students take standardized online assessments. One test integrates Listening and Speaking, while another evaluates Reading and Writing.

Each domain receives a Beginning, Intermediate, Advanced, or Advanced High rating. These are averaged to create a composite score, with each domain weighted equally at 25%.

In spring 2023, TELPAS introduced a redesigned Writing domain for grades 2–12, now assessed through online prompts rather than teacher-collected samples. Composite scores continue to reflect an equal average across the four domains. Grades K–1 continue to be assessed through classroom observations. As of the 2024–2025 school year, no additional format changes have been announced beyond the 2023 updates.

The composite TELPAS score is calculated by weighting each domain equally: Listening (25%), Speaking (25%), Reading (25%), and Writing (25%). This overall rating determines a student's English proficiency and is used as a key factor in the reclassification process.

To be reclassified from Emergent Bilingual to English Proficient, a student must meet three criteria: an Advanced High composite rating on TELPAS, a qualifying score on a state-approved English reading assessment, and a satisfactory performance rating by the classroom teacher using the state rubric. The reclassification criteria vary slightly by grade level.

Kindergarten Students - Not eligible for reclassification.

Grades 1–2 - Students must score Advanced High on TELPAS and at or above the 40th percentile on both the Reading and Language subtests of the Iowa Assessments (Form F) and a positive teacher evaluation.

Grades 3–5 and 6–8 - students must also score Advanced High on TELPAS and achieve at least an Approaches grade-level performance on the STAAR Reading exam. The same applies to grades 9 and 10, using the STAAR English I and II EOC exams.

Grades 11–12, if no STAAR English exams are given, students must again rely on the Iowa Assessments, scoring at or above the 40th percentile on both subtests.

The Language Proficiency Assessment Committee (LPAC) must confirm that all criteria are met before reclassifying a student. Parent notification and approval are required before a student is

officially exited from the program. Students who require linguistic accommodations on STAAR due to limited English proficiency are not eligible for reclassification. Students with significant cognitive disabilities may take the TELPAS Alternate, with decisions made jointly by the ARD and LPAC teams.

TELPAS and our Legacy Students

Table #1

	Legacy	SPED / Legacy	Non-Legacy	SPED / Non-Legacy	Total
Number of Students	95	17 out of 95 students	29	4 out of 29 students	124
TELPAS Composite Rating Advanced High	4	0	1	0	6
TELPAS Composite Rating Advanced	38	1	5	0	43
TELPAS Composite Rating Intermediate	45	11	17	2	62
TELPAS Composite Rating Beginning	8	5	6	2	14

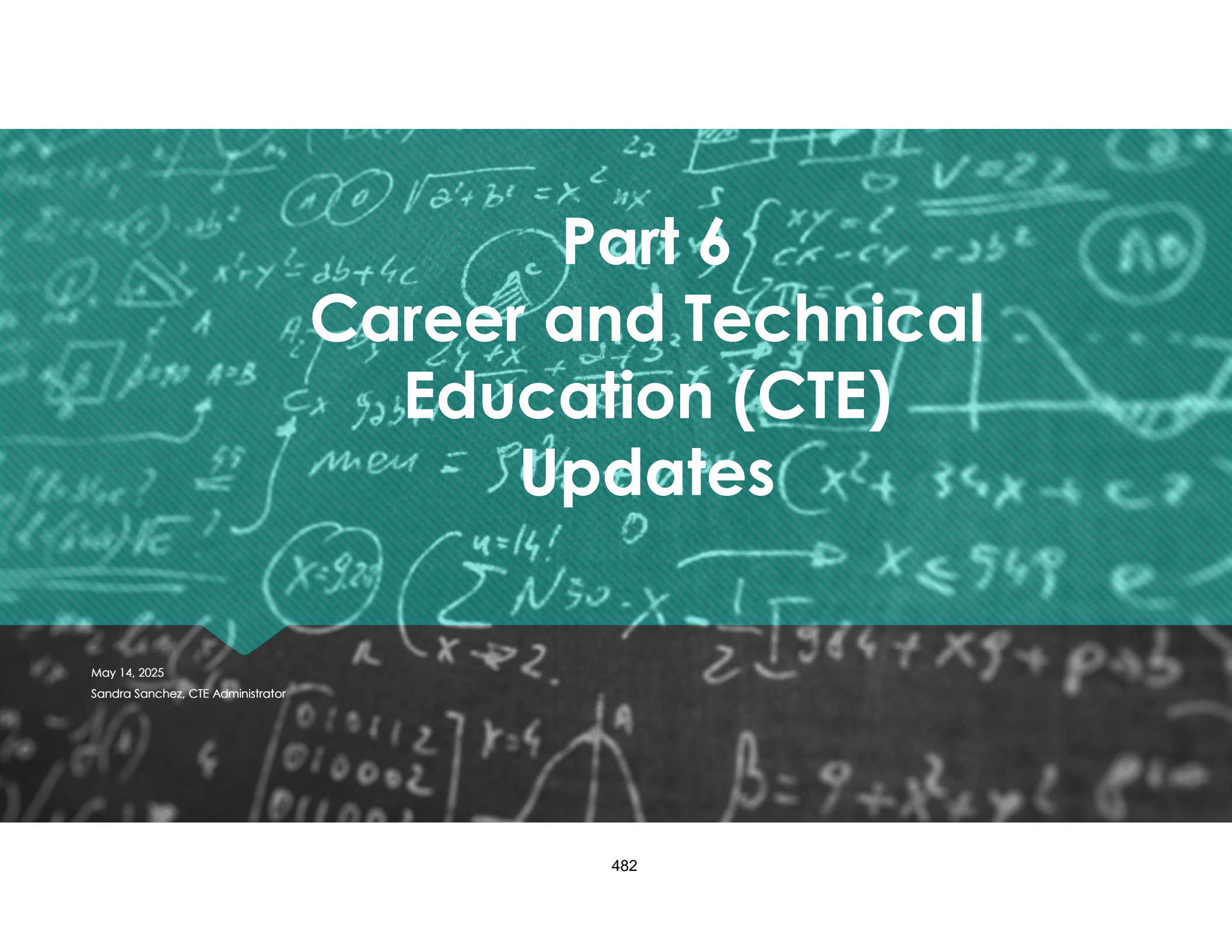
Table #1 Information

A total of 124 third-grade students were assessed in TELPAS, including 95 kinder legacy students—17 of whom receive Special Education services—and 29 non-legacy students, with 4 identified as SPED. Among legacy students, 4 achieved an Advanced High composite score, and 38 scored at the Advanced level, with just 1 of those being SPED. The largest group of legacy students (45) scored at the Intermediate level, including 11 SPED students. At the Beginning level, 8 legacy students were identified, 5 of whom were SPED. In contrast, non-legacy students showed lower overall performance: only 1 reached Advanced High and 5 scored Advanced, none of whom were SPED. Seventeen non-legacy students placed at the Intermediate level (2 SPED), while 6 scored at the Beginning level (2 SPED). These results highlight stronger language development outcomes for legacy students, particularly those who began the Dual Language Program in early grades, although additional support remains essential for SPED learners across both groups.

According to the Texas Education Agency (TEA), the LPAC is responsible for reviewing each English learner’s data and determining eligibility for reclassification. To remove the EB (Emergent Bilingual) coding, students must meet all four of the following criteria:

1. Advanced High composite rating on TELPAS,
2. Meets grade-level standard on the STAAR Reading (or STAAR Alt2 if applicable),
3. Teacher evaluation of academic proficiency, and
4. Parental consultation and approval conducted by the LPAC.

In this cohort, 4 legacy students earned an Advanced High TELPAS composite score, satisfying the first criterion. However, only 3 are eligible for reclassification. One student took the STAAR Reading assessment in Spanish and therefore did not meet the English-language STAAR requirement for reclassification. The LPAC must review the data for each qualifying student to make a final reclassification decision, in consultation with the parents or guardians.



Part 6 Career and Technical Education (CTE) Updates

May 14, 2025

Sandra Sanchez, CTE Administrator

Questions

- What is the student interest?
- How many students are taking CTE classes as electives?
- How many certifications did students receive?

Student Interest Survey - Top 5

- SEECHS
- Culinary
- Cosmetology
- Graphic Design
- Law Enforcement

Based on a scale of 1 to 10

Sample questions

Example 1:

- **Career Pathway: Biomedical Science:** Students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students investigate how to prevent, diagnose, and treat disease. This is a Project Lead the Way Program.

Example 2:

- **Career Pathway: Business Management:** Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet using charts and graphs, formulate a database, and make an electronic presentation using appropriate multimedia software. Students can receive a certification in NOCTI - Administrative Assisting.

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
Automotive	41	Auto Basics - 15 students / 5 will not continue to Auto Tech I Auto Tech I - 15 Students / 1 elective Auto Tech II - 8 Students Auto Pract - 3 Students	12.86%

Automotive (16)

(#)– The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
A/V Production	93	AV Production 1 - 30 Students / 17 elective AV Production II - 27 Students AV Production II - 29 Students Prac AV Production -9 Students	7.61%

A/V Production (25)

(#)- The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses	Endorsement
Business Management	167	Carrer Prep -26 Students / 21 elective Bus Inf Mgt I - 21 Students / 16 elective Bus Mgt - 27 Students / 21 elective Bus Inf Mgt II - 14 Students / 7 elective Bus Inf Mgt I - 24 Students / 19 elective Bus Inf Mgt II - 9 Students / 3 elective Bus Info Mgt I - 22 Students / 20 elective	5.04%	Career Prep Only 14- Multi 1-B & I - Const 1-B & I AV 1-PS Law 3-STEM 1-PCT

Business Management (25)

(#)– The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
Culinary	59	Intro Culinary -16 Students / 1 switched from Public Service / 1 switched from Auto Tech / 1 elective Culinary Arts - 17 Students / 1 elective Adv Culinary - 12 Students Prac Culinary - 14 Students	3.07%

Culinary Arts (15)

(#) – The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
Engineering	44	Prin of Applied Engineering - 7 students / 1 elective Eng Design I - 24 Students / 15 elective Eng Design II - 17 students / 12 elective	25.73%

Engineering (25)

(#)- The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
Graphic Design	50	Prin Arts, A/V Tech & Comm - 23 Students / 16 elective Graph Design I - 10 Students / 7 elective Graphic Design II - 9 Students Prac Graphic Design - 9 Students	8.93%

Graphic Design (18)

(#)- The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

Program of Study (POS)	Number of Students Enrolled in the POS	Number of Students enrolled in Class who selected the POS /choose course as an elective	Percentage of Students Failing the courses
Law Enforcement	135	Law Enforcement 1 - 20 Students / 6 elective Law Enforcement 1 - 20 Students / 5 elective Correctional Services - 19 Students / 3 elective Correctional Services - 22 Students / 1 elective Law Enforcement 2 - 32 Students / 2 elective Prac Law, Pub Safety, Corrections & Security - 23 Students	0.23%

Law Enforcement (25)

(#)- The student cap for each program as per the THECB/EPCC.

Data provided by Ms. Jula, SEHS School Counselor

CTE Certifications - Testing May 13-16

LEGEND:

90%-100%

75%-89%

60%-74%

0%-59%

Certifications/Actual Students Enrolled in Tested Course									
No.	CTE Career Pathway	SY 2021- 2022	Cert/Act Students	SY 2022-2023	Cert/Act Students	SY 2023-2024	Cert/Act Students	SY 2024-2025	Cert/Act Students
1	Automotive (16)			16.7%	2/12	0.0%	0/6	41.7%	5/12
2	A/V Production (25)	VACANT		NEW Teacher - Mid Year		---		New Pending	
3	Biomedical Science - Prin Biomedical (25)	90.0%	27/30	94.9%	56/59	80.6%	50/62	Pending	
	Biomedical Science - Human Systems (25)	100.0%	25/25	96.0%	24/25	90.5%	38/42	Pending	
	Biomedical Science - Med Interventions (25)	95.5%	21/22	90.5%	19/21	79.2%	19/24	Pending	
4	Business Management (25)	12.0%	14/117	86.3%	82/95	42.6%	26/61	New Pending	
5	Cosmetology (25)	66.7%	10/15	90.9%	10/11	81.3%	13/16	Pending	
6	Culinary Arts (15)	VACANT		28.6%	2/7	64.3%	9/14	68.4%	13/19
7	Engineering (25)	VACANT		VACANT		Teacher New To SEHS		New Fall 2025	
8	Graphic Design (18)	76.9%	10/13	75.0%	12/16	100.0%	16/16	77.8%	7/9
9	Health Science - EPCC EMT (12)			100.0%	7/7	88.9%	8/9	Pending	
	Health Science - EPCC CNA (10)							100.0%	7/7
	Health Science - EPCC EKG (10)							100.0%	7/7
	Health Science - EPCC Phlebotomy (10)							Pending	
	Health Science - EPCC Patient Care Tech (10)							Pending	
10	Law Enforcement (25)	100.00%	9/9	53.85%	7/13	100.00%	15/15	100.00%	23/23
CLOSED PROGRAMS OF STUDY									
1	Teaching and Learning	VACANT		CLOSED		CLOSED		CLOSED	
2	IT - Networking	66.67%	2/3	0.00%	0/2	CLOSED		CLOSED	
3	Construction	30.0%	6/20	100.0%	8/8	57.1%	4/7	CLOSED	

NEXT STEPS

Certification Testing Schedule Change

- Once Texas Education Agency (TEA) finalizes the 2026 certifications, testing will shift to Juniors in Spring and Seniors in Fall.

Curriculum Format Change

- Business Management courses will transition from an online format to using textbooks.

Certification Progress Discussions

- SEHS Administration will conduct discussions on student progress and goal setting.

Internship Opportunities

- Internship programs will be expanded further to local industry.

Special Education Transitions

- Special education transitions will be partnered with the Texas Workforce Commission for better targeting and support in creating the S.O.A.R. (Strengthening Occupational Advancement & Readiness) Academy.