

Agenda of AMENDED - Special Meeting - Quarterly Meeting #1: Board Budget & Instruction Workshop

The Board of Trustees

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

A AMENDED - Special Meeting - Quarterly Meeting #1: Board Budget & Instruction Workshop of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, May 20, 2026, 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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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 Board action to approve Trustee Alexis Tellez to attend TASB SLI Convention
Board of Trustees
 - B. Quarterly Meeting #1: Discussion and purpose of Quarterly Meetings
Mr. Eduardo Chavez, Board President
 - C. Budget Workshop for the 2026 - 2027 Fiscal Year 6
Ms. Elizabeth Perez, Chief Financial Officer, and Ms. Gina Ramirez, Executive Director Human Resources
 1. Attachment #1 30
 - D. Board Instructional Workshop for the 2025-2026 School Year
Dr. Jeannie Meza-Chavez, Superintendent, Dr. Blanca Cruz, Associate Superintendent, and Curriculum & Instruction Staff
 1. Part 1 — District Priorities 41
 2. Part 2 — Update: Secondary Math & Science 56
Ms. Eva Quezada, Instructional Officer
 3. Part 3 — Update: Secondary RLA 80
Ms. Anna Alvarez, Instructional Officer
 4. Part 4 — Update: Elementary Math & Science 110
Ms. Deborah Cortez, Instructional Officer
 5. Part 5 — Update: Elementary RLA 127
Ms. Leticia De Santos, Instructional Programs Administrator, and Mr. Edgar Ponce, Research & Evaluation Administrator
 6. Part 6 — Update: Bilingual Program 157
Mr. Josue Palomino, Instructional Officer
 7. Part 7 — Next Steps
Dr. Blanca Cruz, Associate Superintendent
4. **NEXT MEETING DATE:**
Wednesday, June 10, 2026, Regular Board Meeting at 5:30 p.m.
Wednesday, June 17, 2026, 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.

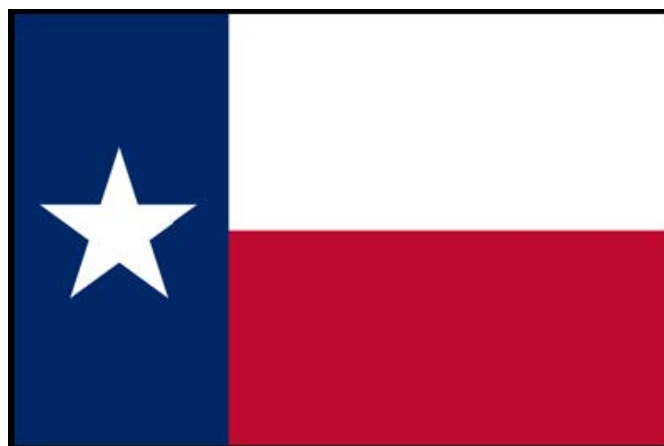
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (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."



2026-2027 Budget Development

Board Workshop

May 20, 2026



Agenda



- 2025-2026 Budget Update
- Data Trends
- Fiscal Year 2027 Budget Development Update

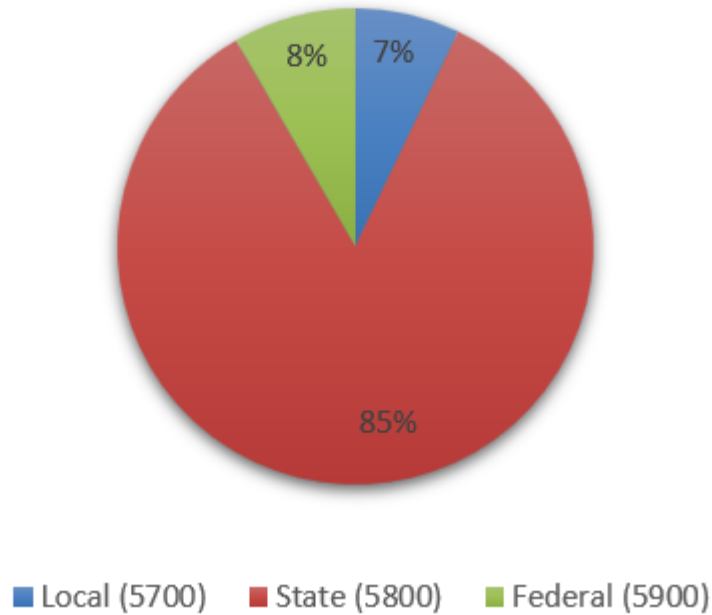


2025-2026 Budget Update

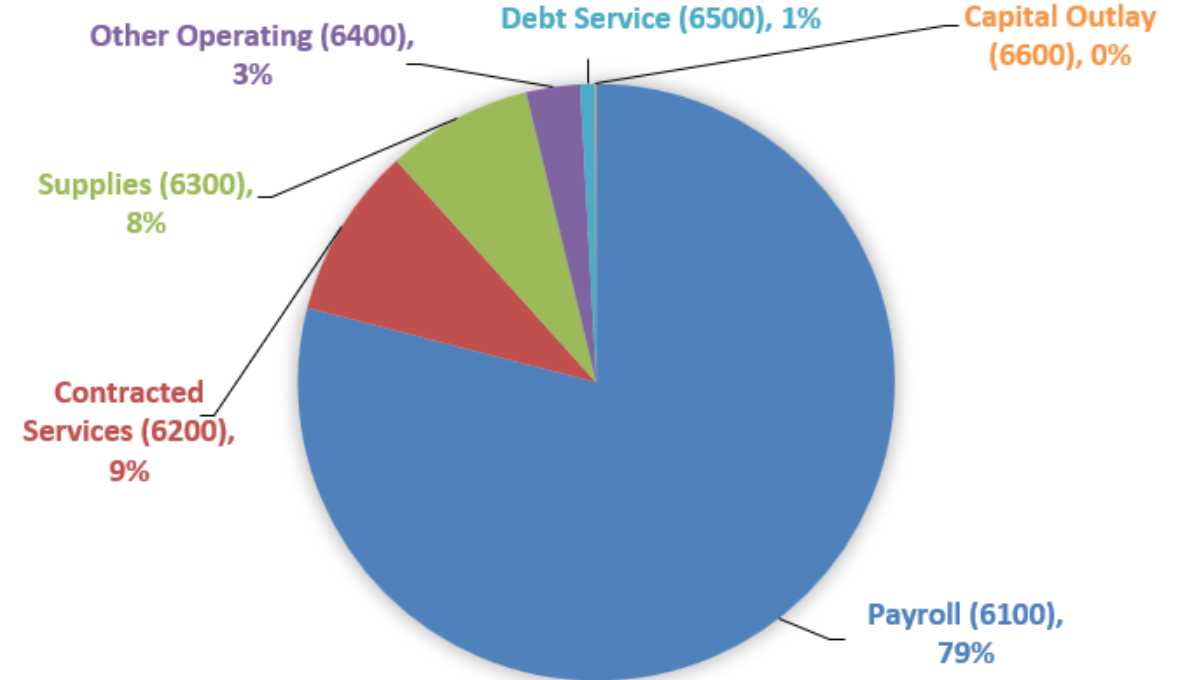
2025-2026 Budget Update



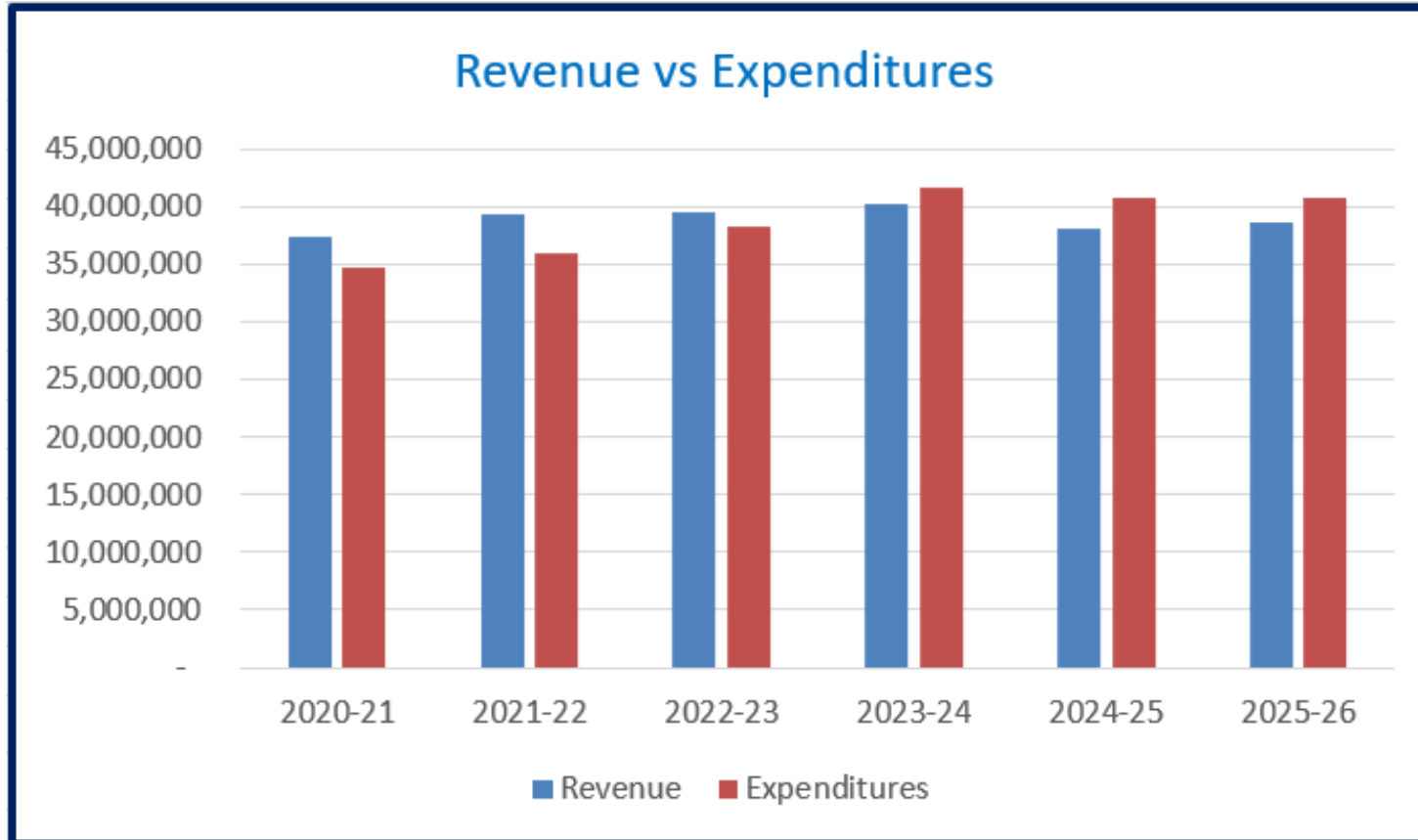
Sources of Revenues



Expenditure Category



2025-2026 Budget Update

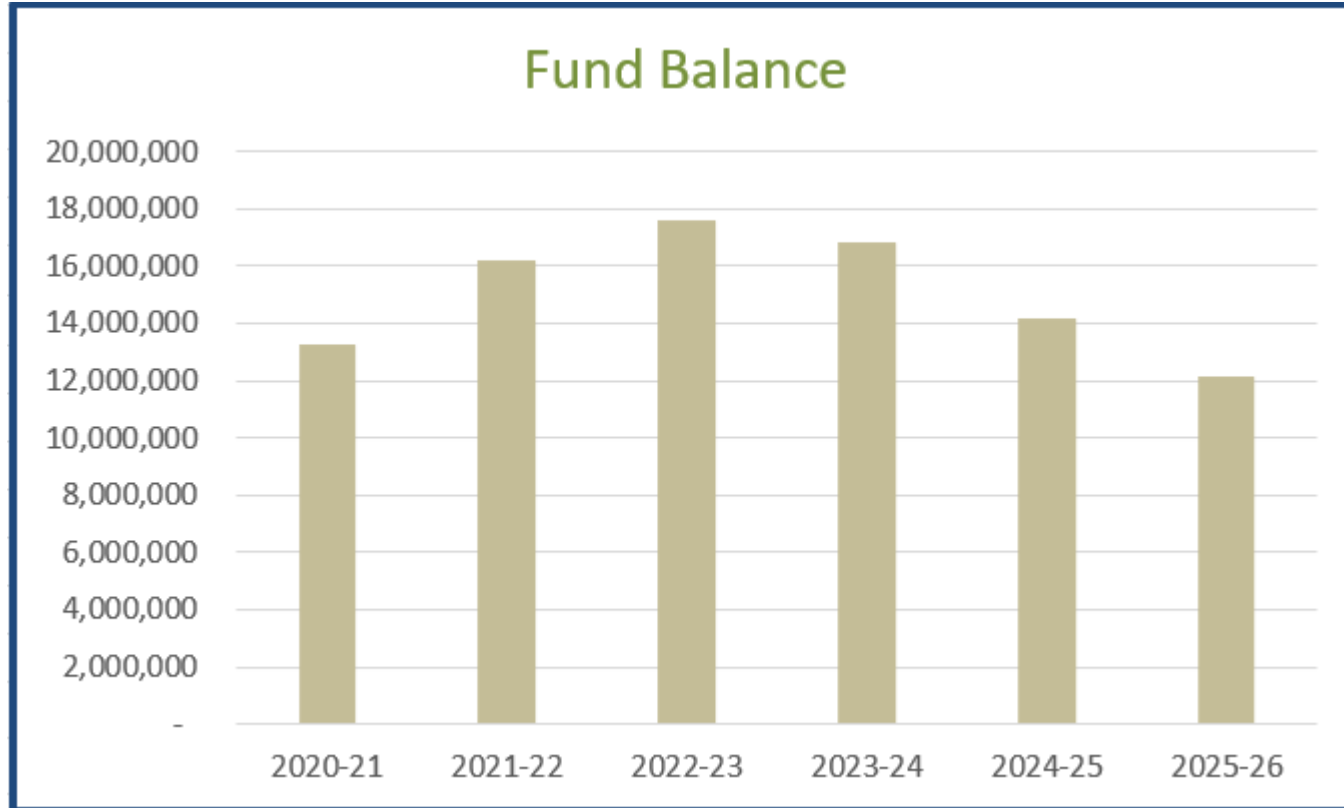


2025-2026 Budget Update



Year	Revenue	Expenditures	Difference
2020-21	37,350,661	34,664,504	2,686,157
2021-22	39,345,226	35,912,983	3,432,243
2022-23	39,446,745	38,340,824	1,105,921
2023-24	40,186,133	41,609,405	(1,423,272)
2024-25	38,049,591	40,698,765	(2,649,174)
2025-26	38,699,697	40,765,175	(2,065,478)

2025-2026 Budget Update



2025-2026 Revenue Update



SAN ELIZARIO ISD GENERAL OPERATING FUND 2025-2026 Budget Summary

	<i>Adopted Budget</i>	<i>Revised Budget</i>	<i>Projected Actuals</i>	<i>Change from Projected Actuals</i>
<i>Revenues</i>	2025-2026	2025-2026	2025-2026	2025-2026
Tax Collections	2,241,145	2,241,145	2,161,963	(79,182)
State Funding	29,300,958	29,300,958	30,783,189	1,482,231
Other Local Revenue	852,001	852,001	593,765	(258,236)
Other State Funding TRS On Behalf	1,930,800	1,930,800	1,925,800	(5,000)
Federal Revenue (SHARS \ Medicaid) & E-Rate	4,305,000	4,305,000	3,234,980	(1,070,020)
Other Resources	-	-	-	-
<i>Estimated Revenues</i>	38,629,904	38,629,904	38,699,697	69,793



2025-2026 Estimated Budget Summary

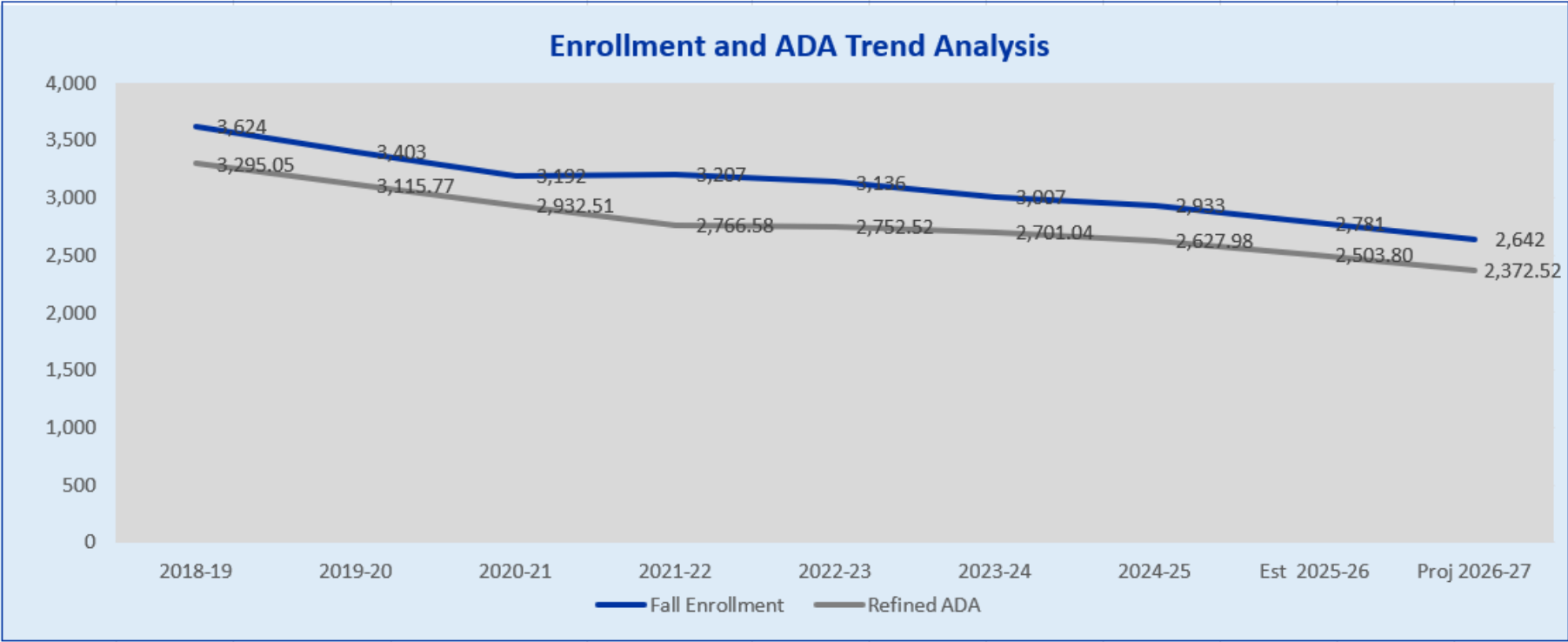
SAN ELIZARIO ISD GENERAL OPERATING FUND 2025-2026 Budget Summary				
	<i>Adopted Budget</i>	<i>Revised Budget</i>	<i>Projected Actuals</i>	<i>Change from Projected Actuals</i>
<i>Revenues</i>	2025-2026	2025-2026	2025-2026	2025-2026
<i>Estimated Revenues</i>	38,629,904	38,629,904	38,699,697	69,793
<i>Estimated Expenditures</i>	40,321,218	41,486,203	40,765,175	721,028
Beginning Fund Balance	\$ 14,185,974	\$ 14,185,974	\$ 14,185,974	\$ -
<i>Inc/Dec in Fund Balance</i>	\$ (1,691,314)	\$ (2,856,299)	\$ (2,065,478)	\$ (651,235)
<i>Estimated End-of-Year Fund Balance</i>	12,494,660	11,329,675	12,120,496	790,821
<i>Estimated Non-spendable</i>	(226,479)	(226,479)	(226,479)	-
<i>Restricted/Committed</i>	(2,051,651)	(2,051,651)	(2,051,651)	-
<i>Estimated Unassigned Fund Balance</i>	11,907,844	9,051,545	9,842,366	790,821
<i>% Operating of Unassigned Fund Balance</i>	29.53%	21.82%	24.14%	2.33%
<i>Average Monthly Expenditures</i>	3,360,102	3,457,184	3,397,098	(60,086)
<i># Months Operating of Unassigned Fund Balance</i>	3.54	2.62	2.90	0.28

2026-2027 Budget Development

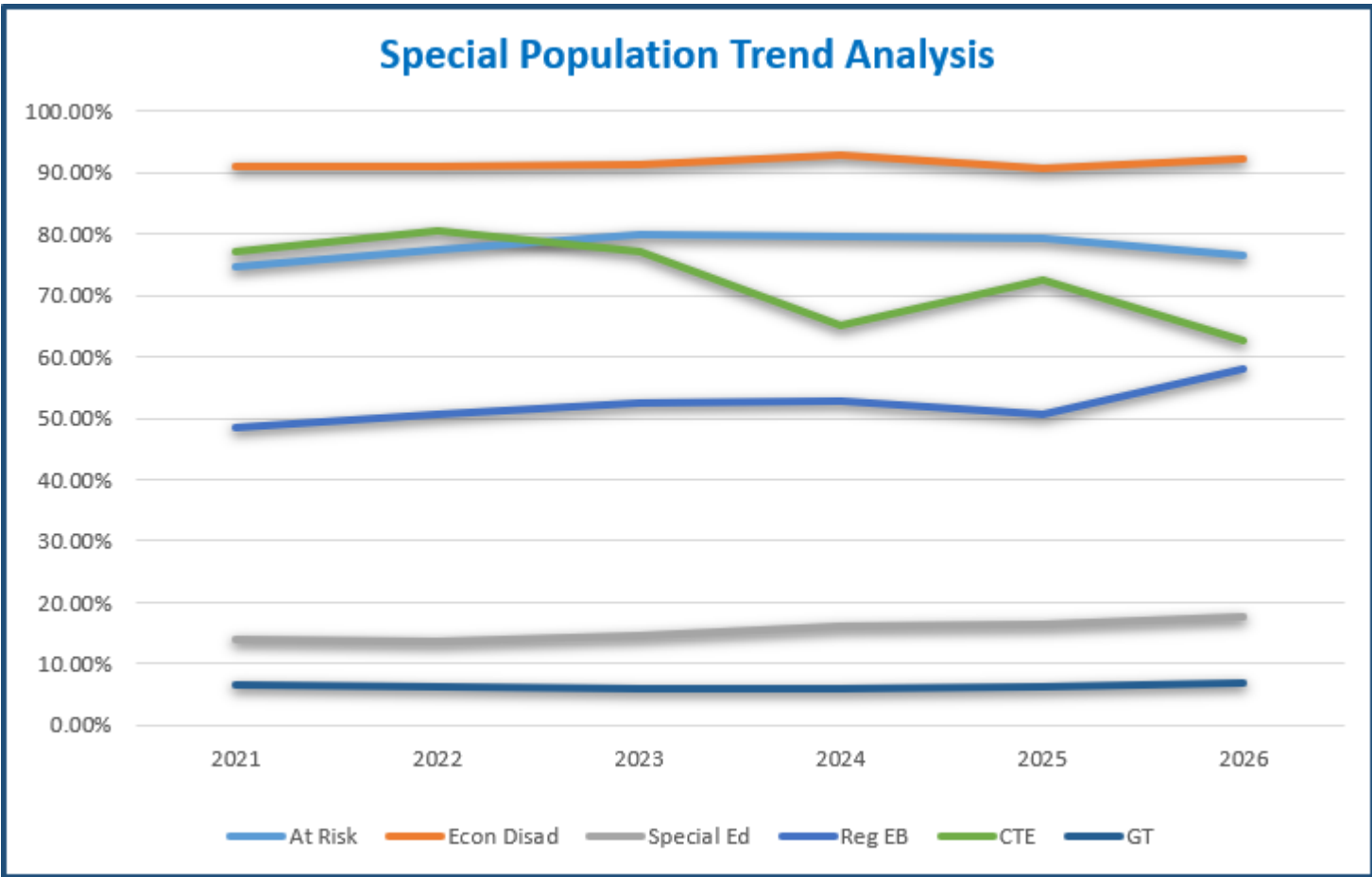


Student Data

2026-2027 Budget Development



2026-2027 Budget Development



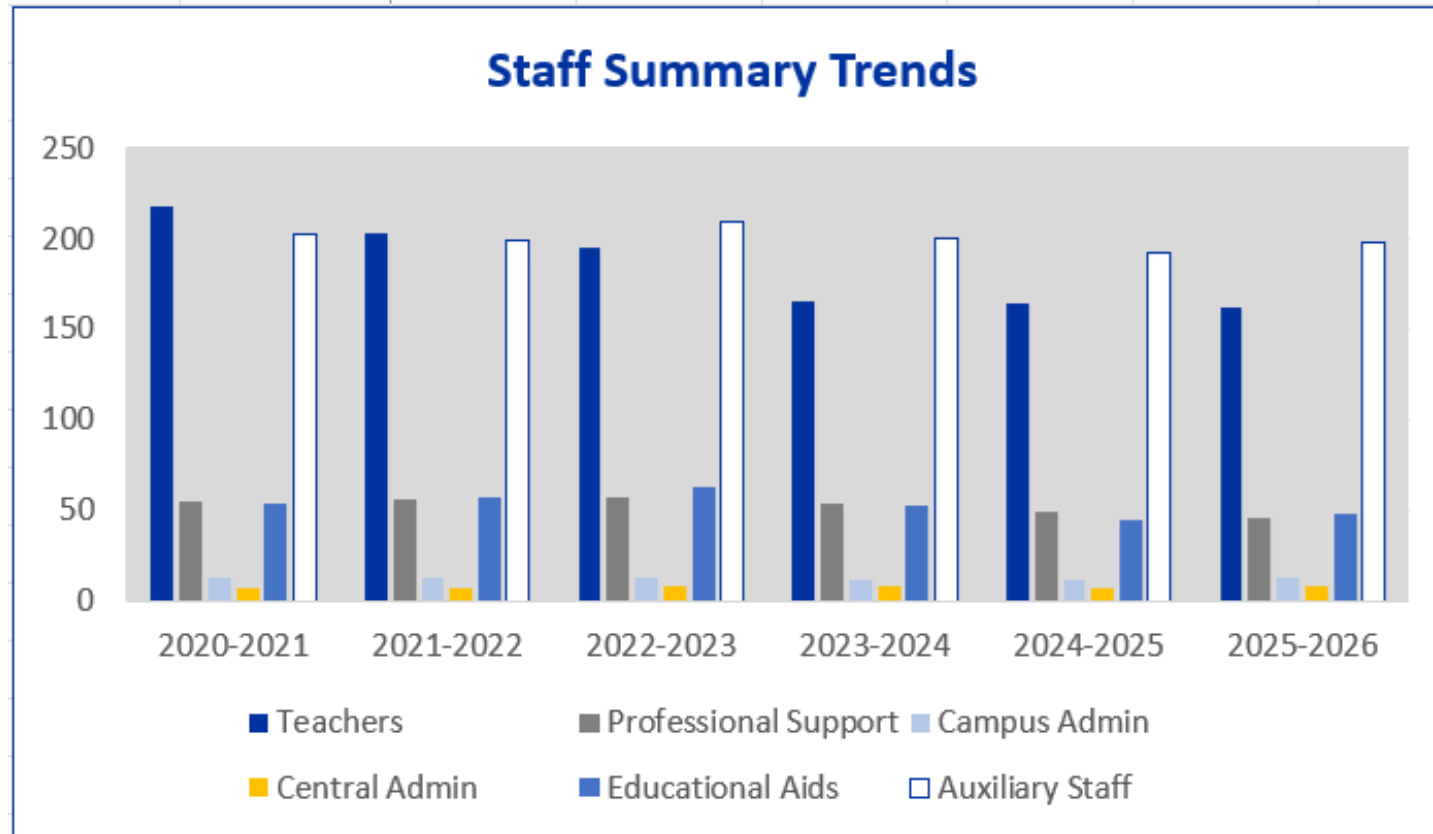
2026-2027 Budget Development



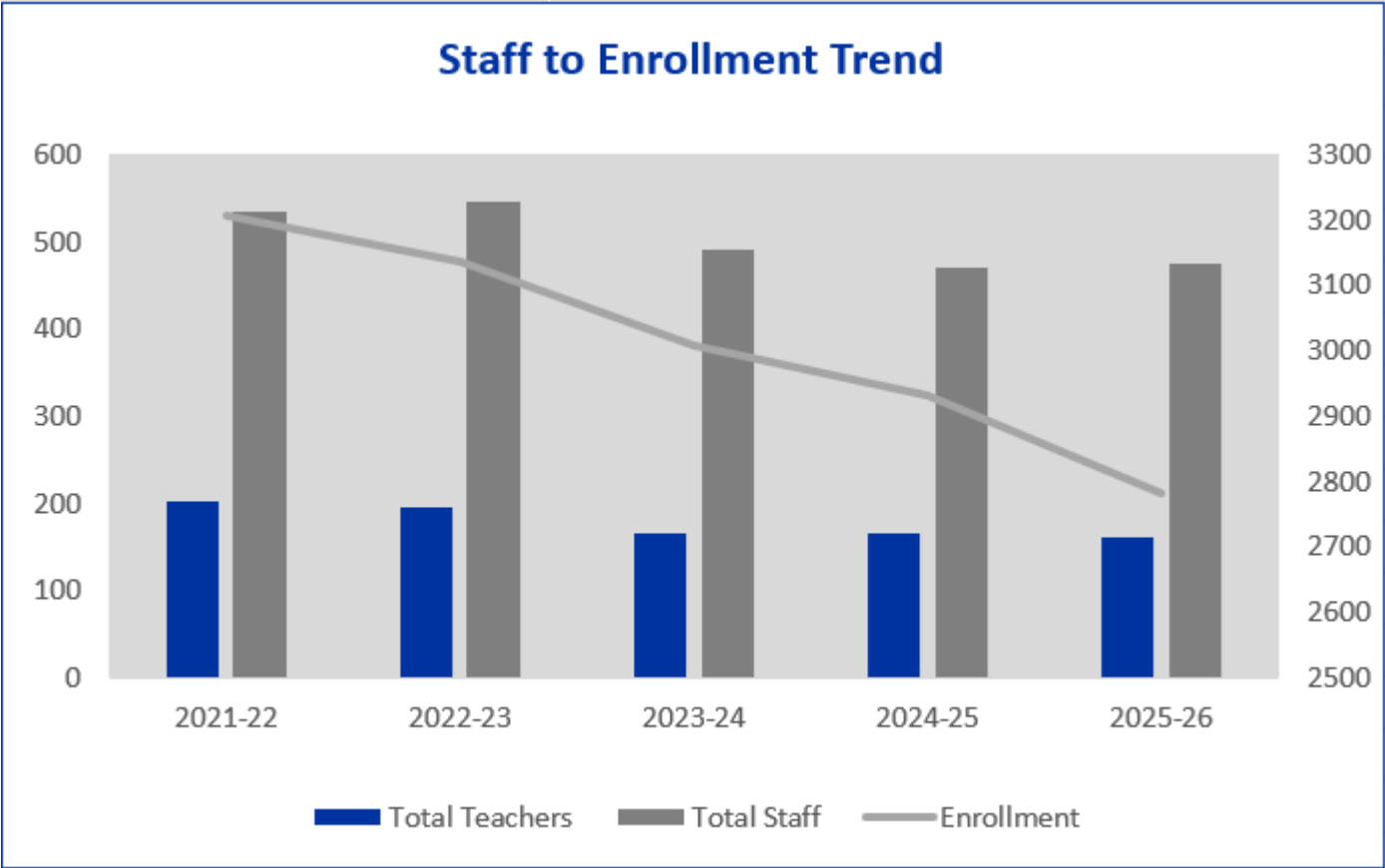
Staff Data



2026-2027 Budget Development



2026-2027 Budget Development



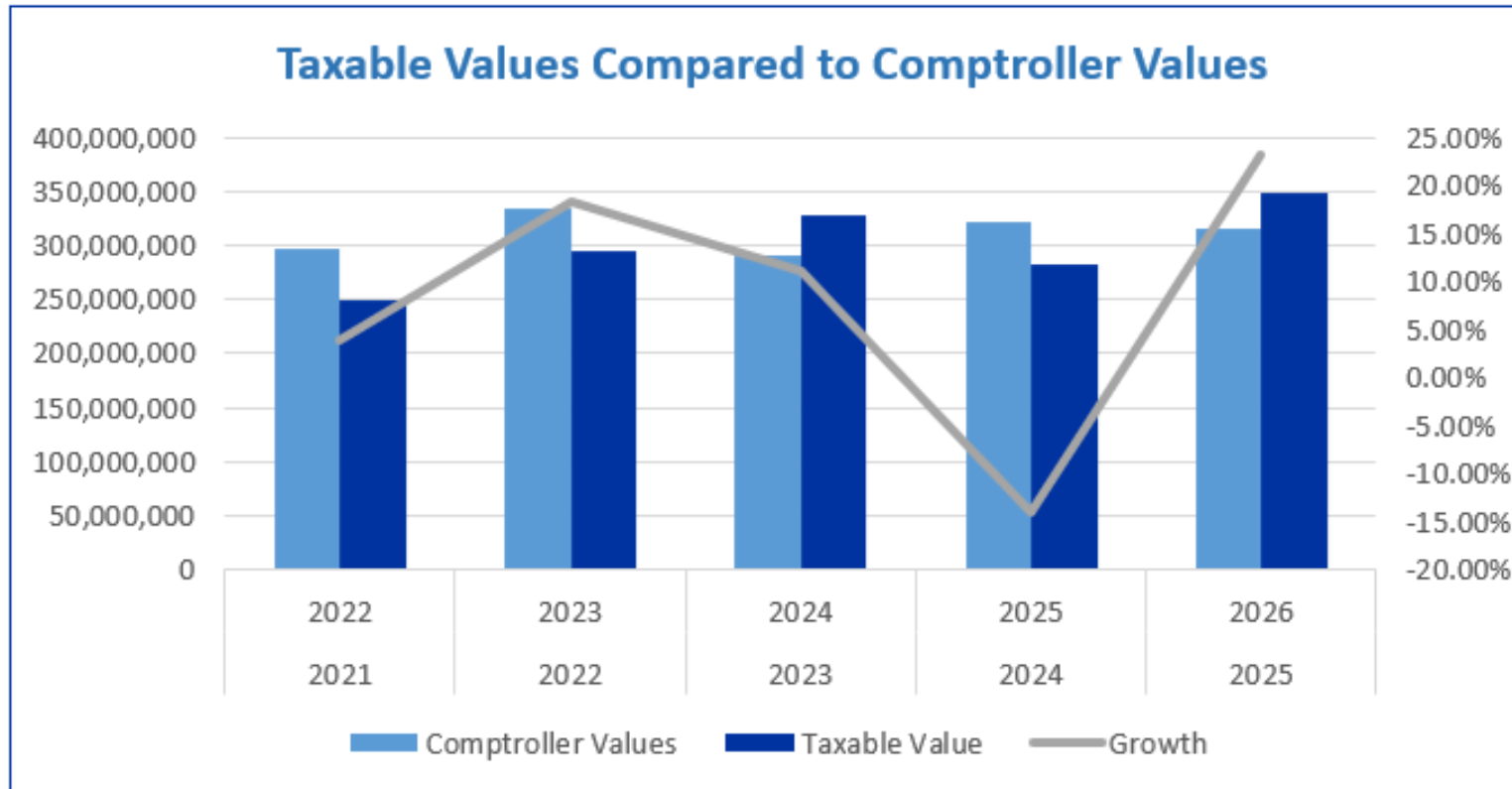
2026-2027 Budget Development



Taxable Values Data



2026-2027 Budget Development





2026-2027 Budget Development Update

2026-2027 Budget Development Challenges



- ❖ The district is projecting a budget deficit of **\$4,139,775** for FY 2026-2027.
- ❖ Without corrective action, expenditures will continue to exceed revenues, impacting fund balance and long-term financial stability.
- ❖ Why do the deficits exist?
 - Declining enrollment
 - Reduced state and federal funding
 - Rising payroll and benefit costs
 - Inflationary increases
 - Operational cost increases
 - One-time ESSER funds ending
- ❖ While the financial challenges are significant, early action and thoughtful planning will help position the district for long-term fiscal stability while continuing to support student services and operational priorities.

2026-2027 Budget Development



Revenue Estimates

SAN ELIZARIO ISD GENERAL OPERATING FUND 2026-2027 Preliminary Budget Summary

	<i>Revised Budget</i>	<i>Projected Actuals</i>	<i>Projected Budget</i>	<i>Change from Projected Actuals</i>
<i>Revenues</i>	2025-2026	2025-2026	2026-2027	
Tax Collections	2,241,145	2,161,963	2,327,501	165,538
State Funding	29,300,958	30,783,189	29,442,528	(1,340,661)
Other Local Revenue	852,001	593,765	513,750	(80,015)
Other State Funding TRS On Behalf	1,930,800	1,925,800	1,925,800	-
Federal Revenue (SHARS \ Medicaid) & E-Rate	4,305,000	3,234,980	2,670,000	(564,980)
Other Resources	-	-	-	-
<i>Estimated Revenues</i>	38,629,904	38,699,697	36,879,579	(1,820,118)

2026-2027 Budget Development



Expenditure Estimates

SAN ELIZARIO ISD GENERAL OPERATING FUND 2026-2027 Preliminary Budget Summary				
	<i>Revised Budget</i>	<i>Projected Actuals</i>	<i>Projected Budget</i>	<i>Change from Projected Actuals</i>
<i>Expenditures</i>	2025-2026	2025-2026	2026-2027	
Payroll	32,908,766	32,212,086	33,165,221	953,135
Total Payroll Expense	32,908,766	32,212,086	33,165,221	953,135
Campus Based Allocations	1,019,366	830,171	865,796	35,625
Department Based Allocations	7,558,071	7,722,918	6,988,337	(734,581)
Total Non Payroll Expense	8,577,437	8,553,089	7,854,133	(698,956)
<i>Estimated Expenditures</i>	41,486,203	40,765,175	41,019,354	254,179

2026-2027 Budget Development



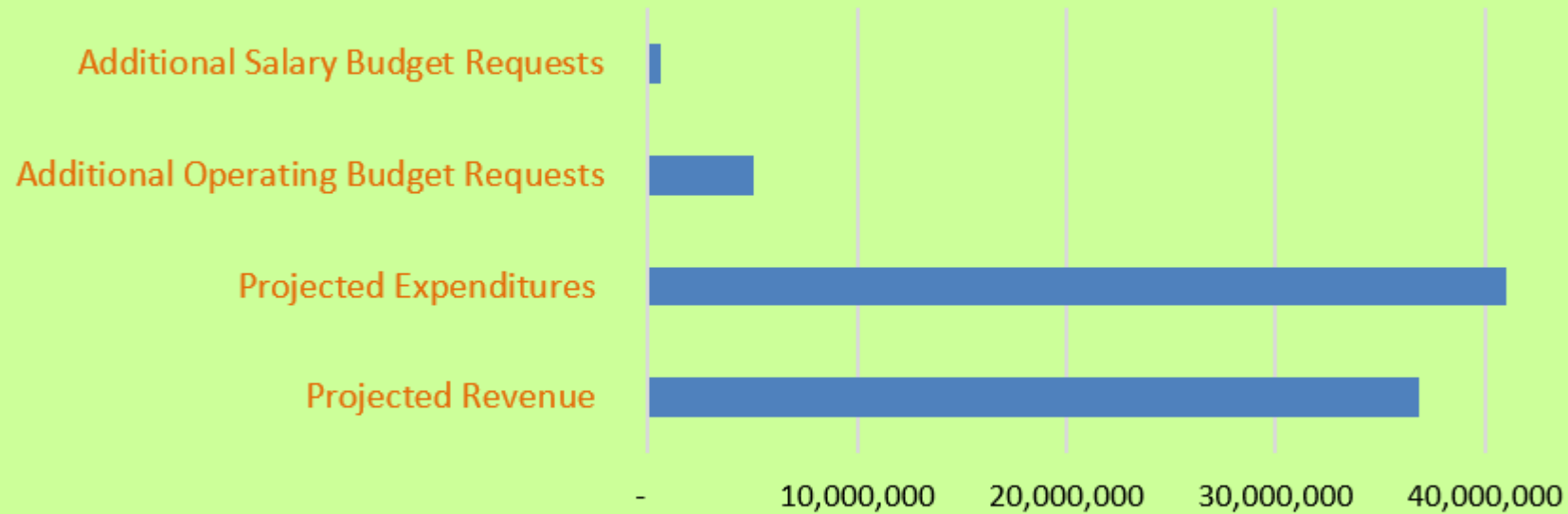
Budget Summary

SAN ELIZARIO ISD GENERAL OPERATING FUND 2026-2027 Preliminary Budget Summary				
	<i>Revised Budget</i>	<i>Projected Actuals</i>	<i>Projected Budget</i>	<i>Change from Projected Actuals</i>
	2025-2026	2025-2026	2026-2027	
<i>Estimated Revenues</i>	38,629,904	38,699,697	36,879,579	(1,820,118)
<i>Estimated Expenditures</i>	41,486,203	40,765,175	41,019,354	254,179
Beginning Fund Balance	\$ 14,185,974	\$ 14,185,974	\$ 12,120,496	\$ (2,065,478)
Inc/Dec in Fund Balance	\$ (2,856,299)	\$ (2,065,478)	\$ (4,139,775)	\$ (2,074,297)
<i>Estimated End-of-Year Fund Balance</i>	11,329,675	12,120,496	7,980,721	(4,139,775)
<i>Estimated Non-spendable</i>	(226,479)	(226,479)	(226,479)	-
<i>Restricted/Committed</i>	(2,051,651)	(2,051,651)	(2,051,651)	-
<i>Estimated Unassigned Fund Balance</i>	9,051,545	9,842,366	5,702,591	(4,139,775)
<i>% Operating of Unassigned Fund Balance</i>	21.82%	24.14%	13.90%	-10.24%
<i>Average Monthly Expenditures</i>	3,457,184	3,397,098	3,418,280	21,182
<i># Months Operating of Unassigned Fund Balance</i>	2.62	2.90	1.67	(1.23)

2026-2027 Budget Development with Additional Requests



2027 Projected Expenditures & Revenue, and Additional Budget Requests



	Projected Revenue	Projected Expenditures	Additional Operating Budget Requests	Additional Salary Budget Requests
■ Series1	36,879,579	41,019,354	5,019,422	636,998

2026-2027 Budget Development – Next Steps



- Finalize Proposed Revenues for General Fund, CNS and Debt Service
- Finalize Proposed Expenditures
- Prepare Preliminary Budgets for GF, CNS, and DS
- Action and Planning for the district's long-term fiscal stability
- Board Budget Adoption

2026-2027 Additional Operating Budget Requests by Campuses

Priority Per Requestor	Budget Owner	ORG	Campus/Department	Date	Funding Source	Amount	Subject of Request	Justification
1	041	041	GEMS	5/5/2026	199	3,170	Door station - 200 & 100 pads	
2	041	041	GEMS	5/5/2026	199	3,200	Cameras in the softball fields & basketball courts	
3	041	041	GEMS	5/5/2026	199	1,500	Cameras in the gym	
4	041	041	GEMS	5/5/2026	199	21,000	Replace carpet in office	100 Hallway main office; to be free from asbestos and any safety hazards for students and staff.
5	041	041	GEMS	5/5/2026	199	22,952	New gym roof replacement	Water leaks into the facility (classroom and locker room) every time it rains. It's an eye sore in visitors locker room during games
6	041	041	GEMS	5/5/2026	199	?	Ceiling tiles	
041		Subtotal				51,822		
1	103	103	Sambrano	5/7/2026	199	31,500	Front Office facelift - counter	<p>The front office acts as the "heartbeat" of a school. It sets the tone for the entire school's reputation, safety, and culture. It serves as the contact point that shapes initial perception of parents, visitors, and students regarding the school's competence and care. Sambrano Elementary's front office requires remodeling to better support student safety, operational efficiency, and a welcoming school environment.</p> <p>The existing space limits staff efficiency and communication. Modernizing the office would allow for improved workflow, better use of technology, and more effective service to students, parents, and staff. An updated, accessible design would also ensure compliance with ADA standards and provide a more inclusive environment for all visitors.</p> <p>Finally, the front office is often the first impression families and community members have of the school. Renovating the space would create a more professional, welcoming atmosphere that reflects the pride and high expectations of Sambrano Elementary, ultimately supporting stronger family engagement and community trust.</p>

2026-2027 Additional Operating Budget Requests by Campuses

Priority Per Requestor	Budget Owner	ORG	Campus/Department	Date	Funding Source	Amount	Subject of Request	Justification
2	103	103	Sambrano	5/7/2026	199	14,008	4 Active panels	<p>Sambrano Elementary needs to update several Promethean ActivePanels to ensure classrooms are equipped with reliable, modern instructional technology that supports high-quality teaching and learning. Some of the current panels are aging, leading to frequent technical issues, slower performance, and reduced functionality, which can interrupt instruction and limit teachers' ability to fully engage students.</p> <p>Upgrading to newer models would provide improved touch responsiveness, clearer displays, and compatibility with current educational software and digital resources. This allows teachers to deliver more interactive, student-centered lessons and better meet the diverse learning needs of all students.</p> <p>Additionally, consistent, and up-to-date technology across classrooms promotes equity, ensuring every student has access to the same high-quality learning tools. Investing in updated ActivePanels will enhance instructional effectiveness, maximize instructional time, and support the school's commitment to preparing students with 21st-century skills.</p>
103		Subtotal				45,508		
1	102	102	Loya	5/7/2026	199	28,016	8 Active panels	We are in need of updated ones for the classrooms. The 8 would go into the general classrooms, where they used more frequently.
102		Subtotal				28,016		
Grand Total						125,346		

2026-2027 Additional Salary Budget Requests by Campuses

Priority	Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification	Budget Review
1		041	GEMS	041	5/5/2026	199	37,382	Paraprofessional for Life Skills classroom	Class load has been 4-6 which is manageable with a teacher and a para, but if it increases need additional support.	
		041	Subtotal				37,382			
1		103	Sambrano	103	5/7/2026	199	85,025	Resource teacher	An additional SPED certified staff member is needed to adequately support students' resource needs, as current group sizes have grown beyond optimal levels for effective individualized instruction. While we have managed by adding students to already large groups, this approach is not sustainable and risks diminishing the quality of services and compliance with student needs.	
		103	Subtotal				85,025			
1		104	Borrego	104	5/5/2026	199	85,025	Reading Interventionist or 2 Interventionist Aides	Ms. Ramirez has had to schedule students on an A/B schedule and added 6th grade students as we got closer to STAAR. Students receiving intervention from her have needs that should be met weekly not bi-weekly. I would like her to also focus on more rigorous writing but her time is limited.	
		834	Subtotal				85,025			
							Grand Total	207,432		

2026-2027 Additional Operating Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification
1	728	738	PEIMS	4/28/2026	199	250	Region 19 TSDS Coop-MOU	TSDS Support Cooperative is designed to provide support w/the TSDS initiative by TEA
2	728	738	PEIMS	4/28/2026	199	500	OnDataSuite-Annual licensing fee-Quote	Annual licensing fee is based on total student enrollment; annual rate district's w/enrollment 1,000-10,000; SEISD enrollment: 2,781
728						Subtotal		750
1	886	886	IT	4/28/2026	199	17,000	Frontline Health Management Software	Need it to comply TX Health Commission
2	886	886	IT	4/28/2026	199	30,000	Server Replacements	Upgrade aging and end of life classroom phones as per E911 requirements
3	886	886	IT	4/28/2026	199	326,000	Phone Handset Replacements	Replace Hyper-V and Domain Controller
4	886	886	IT	4/28/2026	199	338,585	Marquee replacements	Marquees for campuses and central office. \$37,585 at 5 campuses, \$46,285 at Sambrano, \$66,790 at central office, and \$37,585 at Excell bldg.
5	886	886	IT	4/28/2026	199	33,600	Paint Excell Administration Annex building	Aesthetics of building looks run down.
886						Subtotal		745,185
1	836	001	SEHS	4/29/2026	199	114,964	Re-surface Tennis Courts	Need to re-surface tennis courts, many cracked areas; This issue is becoming a safety hazard for student athletes competing and practicing daily. Also, we have had unprofessional matches due to the poor surface in tennis courts.
2	836	001	SEHS	4/29/2026	199	272,700	Install Tennis Court Lights	Due to our tennis courts not having tennis light we have had to: <ul style="list-style-type: none"> •Move tournaments to earlier time and take students out of class in order to finish tournament before 5:00 PM. •Practices are not effective due to having to end practice by 5:15 PM due to lack of visibility. •Not able to host specific tournaments due to losing day light early. •Been forced to co-host with other school districts.
3	836	001	SEHS	4/29/2026	199	562,905	Re-Surface Football Field Turf	The conversion from grass to turf occurred over 10 yrs ago, since then, the turf has not been re-surfaced. The typical lifespan of turf fields is 8 to 10 years. As a result, the field has become flat and lacks the cushioning needed to absorb impact. This has contributed to an increase in injuries over the past few years, particularly collarbone and knee fractures.
4	836	001	SEHS	4/29/2026	199	12,850	Purchase New Football Entrance Ballon	The Football entrance "Mission" balloon is torn in multiple areas and showing significant wear. It has been used for all home and away football games, as well as several district events such as Math STEM, Reading Anthology, Parade, Pathway of Champions, Convocation etc.
5	836	001	SEHS	4/29/2026	199	37,795	Install New Floor at SEHS Aux Gym	The floor in the Auxiliary Gym at San Elizario High School has never been replaced. As a result, the current flooring presents a significant safety hazard, as it becomes worn out posing risks to athletes who practice daily and compete at least twice a week.

2026-2027 Additional Operating Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification	
6	836	041	SEHS	4/29/2026	199	34,458	Install New Floor at GEMS Back Gym	The floor in the Blue Gym at Garcia Enriquez Middle School has never been replaced. As a result, the current flooring presents a significant safety hazard, as it becomes worn out posing risks to athletes who practice daily and compete at least twice a week.	
7	836	001	SEHS	4/29/2026	199	1,500,000	Build a Wrestling Building	The wrestling team currently lacks a designated practice/competition area. SEHS and GEMS Wrestling Teams are currently using the Auxiliary Gym for training. As a result, one half of the Auxiliary Gym is unavailable from November to March. Due to this, different programs schedules need to accommodate or cancel practice due to space in usage. In addition to this, wrestling mats have to be moved and placed in	
8	836	001	SEHS	4/29/2026	199	55,000	Safety High Nets for Baseball & Softball	Both Baseball and Softball currently do not have Safety nets, they only have the covered fence. Not having Safety nets creates a safety hazard toward spectators since many foul balls fly overbehing batters sections. Also, in Sofbtall, many balls fly over to private property which causes us to not recover those balls. In baseball, there has been 3 occations where a classroom window has been broken.	
9	836	001	SEHS	4/29/2026	199	220,000	New Spectadors Bleachers at SEHS AUX Gym	The installation of new bleachers since current bleachers are worn out and a redesign of the court are essential to accommodate more spectators, which would, in turn, foster increased community engagement and support.	
10	836	041	GEMS	4/29/2026	199	220,000	New Spectadors Bleachers at GEMS Back (Blue) Gym	The installation of new bleachers since current bleachers are worn out and a redesign of the court are essential to accommodate more spectators, which would, in turn, foster increased community engagement and support.	
Athletics		836	Subtotal			3,030,672			
1	780	104	Borrego	4/29/2026	199	26,000	Water Fountain at Borrego in Cafeteria	Student use and program requirement	
2	780	001	SEHS	4/29/2026	199	15,000	Window for new Manager's Office	View of the back door for deliveries and staff throughout the workday	
3	780	101	Alarcon	4/29/2026	199	7,000	Concrete Slab in Garden Area	Level the dock for food, equipment and warehouse deliveries	
		780	Subtotal			48,000			
1	805	805	Bilingual	4/28/2026	199	2,147	Frontline Education-ELL/LPAC-eStar; unlimited usage for internal	Total cost for this purchase is \$25,357.86. Total allocated for 805-Bilingual is 23,211.00. We are short 2,146.86 to complete the purchase. Need it for LPAC/ELL documentation	
		805	Subtotal			2,147			
1	806	806	Gifted & Talented	4/28/2026	199	3,500	Academy	Wants to move away from Eduhero to Academy as most large districts are using it. It includes modules for teachers to complete.	
		806	Subtotal			3,500			

2026-2027 Additional Operating Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department ORG	Date	Funding Source	Amount	Subject of Request	Justification
1	834	834	4/29/2026	199	20,000	Lighting in bus lot at Support Services Operations Center	Improve lighting in bus lot at Support Services Operations Ctr. Deters theft, vandalism, and unauthorized access to buses and facilities. Protects district property, including buses, fuel tanks, and equipment. Helps ensure a safer environment for staff working early mornings or late evenings. Lighting reduces blind spots where damage or tampering could occur unnoticed. Well-lit environments reduce the risk of slips, trips, and falls. Staff feel safer arriving or leaving in dark conditions, especially during early morning route starts or late returns from trips. Overall, exterior cameras and extended lighting are proactive measures that reduce risk, improve safety, and protect valuable district resources while supporting efficient day-to-day transportation operations.
2	834	834	4/29/2026	199	12,000	Cameras in bus lot at Support Services Operations Center	Install exterior cameras in bus lot at Support Services Operations Ctr. Deters theft, vandalism, and unauthorized access to buses and facilities. Protects district property, including buses, fuel tanks, and equipment. Helps ensure a safer environment for staff working early mornings or late evenings. Video footage allows for accurate review of incidents such as vehicle damage, accidents in the lot, or unsafe behavior. Staff feel safer arriving or leaving in dark conditions, especially during early morning route starts or late returns from trips. Overall, exterior cameras and extended lighting are proactive measures that reduce risk, improve safety, and protect valuable district resources while supporting efficient day-to-day transportation operations.
3	834	834	4/29/2026	199	154,000	SPED Bus	(36 passenger bus with lift) Currently, the district has not purchased a new school bus in the past three years. As a result, the average age of the transportation fleet continues to increase, placing the district at risk of exceeding the recommended 10–12-year fleet age average. Delaying replacement purchases further will only accelerate the aging of the fleet and create larger financial burdens in future years when multiple buses will need replacement at the same time.
4	834	834	4/29/2026	199	156,000	Regular Bus	(72 passenger bus) Currently, the district has not purchased a new school bus in the past three years. As a result, the average age of the transportation fleet continues to increase, placing the district at risk of exceeding the recommended 10–12-year fleet age average. Delaying replacement purchases further will only accelerate the aging of the fleet and create larger financial burdens in future years when multiple buses will need replacement at the same time.

2026-2027 Additional Operating Budget Requests by Departments

Priority	Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification
5		834	834	Transportation	4/29/2026	199	86,600	Adding a designated crosswalk at bus lot and resurfacing parking lot.	Adding a crosswalk in the transportation bus lot is a proactive, visible step that significantly improves pedestrian safety, reduces risk, and promotes a more organized and safety-conscious work environment. Over time, asphalt or concrete breaks down due to traffic, weather (heat, rain, freezing), and oil or chemical leaks. Small cracks and potholes don't just stay small—they spread. Resurfacing addresses those early issues before they become expensive structural repairs. A deteriorated parking lot creates trip hazards, vehicle damage risks, and poor driving conditions. Fresh pavement reduces potholes, uneven surfaces, and standing water that can cause slips or accidents.
		834	Subtotal				428,600		
1		860	860	Maintenance	4/29/2026	199	9,700	GEMS reinforce 3 door frames	Existing door frames show signs of structural weakness. Impact: compromised building security, safety risks due to instability and accelerated deterioration if not addressed.
2		860	860	Maintenance	4/29/2026	199	9,500	HVAC filter replacements.	Inconsistent or delayed filter replacement schedule. Impacts: poor indoor air quality, increased strain on HVAC systems and higher energy & maintenance costs.
3		860	860	Maintenance	4/29/2026	199	46,000	New Maintenance vehicle.	No allocation for aging fleet replacement. Impact: reduced response time for work orders, increased wear on existing vehicles, and decreased operational efficiency. The requested van will replace existing maintenance trucks that are 28 years old which present reliability concerns higher maintenance costs and potential safety risks.
4		860	860	Maintenance	4/29/2026	199	4,500	Tune up for mosquito fogging machine.	Equipment may not function properly during peak usage periods. Impact: ineffective pest control operations, increased health concerns for students and staff.
5		860	860	Maintenance	4/29/2026	199	4,000	Replace HVAC freon tanks.	Existing refrigerant tanks may be outdated or non-compliant. Impact: reduced HVAC efficiency, potential regulatory compliance issues, and risk of system malfunction or downtime.
6		860	860	Maintenance	4/29/2026	199	2,500	Preventive maintenance-4 lifts	Yearly preventive maintenance for four lifts. Lack of scheduled preventive maintenance increases risk of equipment failure. Impact: non-compliance with safety standards (OSHA), increased likelihood of costly emergency repairs and reduced equipment lifespan.
7		860	860	Maintenance	4/29/2026	199	175,000	GEMS lift station replacement	Aging lift station with declining performance and reliability. Impact: potential system failure & service disruption, risk of sanitary or environmental issues, and high emergency replacement costs if failure occurs.
		860	860	Maintenance	4/29/2026	199	3,000	Two-man scissor lift repair	No budget allocated for necessary repairs. Impact: limited ability to safely perform elevated maintenance tasks (lighting, roofing, etc.), increasing reliance on outsourcing or unsafe alternatives.
		860	860	Maintenance	4/29/2026	199	11,500	Replacement fo 3 light poles annually.	Replacement of aging or damaged light poles. Impact: safety & security risks in poorly lit areas, increased liability, and reduced visibility in parking lots and campuses.

2026-2027 Additional Operating Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department ORG	Date	Funding Source	Amount	Subject of Request	Justification	
	860	860	Maintenance	4/29/2026	199	2,700	Plumbing leak detector equipment	No funds allocated for leak detection tools. Impact: delayed identification of leaks leading to water waste, structural damage, mold growth and higher repair costs.
	860	860	Maintenance	4/29/2026	199	12,000	Yearly water heater replacements.	No funds allocated for replacement cycle. Impact: unexpected failures disrupting operations, potential safety hazards, and costly emergency replacements.
	860	860	Maintenance	4/29/2026	199	8,800	550 gallon water trailer	No allocation for a water trailer to support maintenance and grounds operations. Impact: limited ability to transport & supply water for tasks such as landscaping, dust control, cleaning, and emergency response situations. This may result in inefficiencies, increase labor time, and reliance on less effective methods.
	860	860	Maintenance	4/29/2026	199	7,600	Replacement of aging backflow preventers (various facilities)	No budget allocated for the replacement of aging backflow prevention devices. Impact: increased risk of water contamination, non-compliance with health and safety regulations, potential fines, and liability concerns. Aging or failing backflow devices can compromise potable water systems across district facilities.
860		Subtotal		296,800				
1	841	841	Warehouse	4/29/2026	199	1,450	IMCAT Conference	IMCAT Conference in San Marcos. As the District Instructional Materials Coordinator for TEA (Joe Gomez), I must be aware of all the new laws that are only given at the conference. The new laws, rules and requirements used to order instructional materials for our students annually are presented at the conference.
841		Subtotal		1,450				
1	851	851	Grounds	4/29/2026	199	7,000	Herbicide Chemicals	Herbicide for all campuses and buildings. We must maintain weed control for the safety of the children; many weeds are dangerous, they could cause injury and serious allergies to them, we also need them for the maintenance of our buildings, playgrounds and athletic fields.
2	851	851	Grounds	4/29/2026	199	49,000	Truck	We presently have a truck that is so old, 1994, it could be considered dangerous to our employee.
3	851	851	Grounds	4/29/2026	199	1,800	Trash bags	Trash bags for SEHS to pick up lunch and breakfast. Trash bags are required to maintain the safety for our students and maintain cleanliness and hygiene, picking up trash for breakfast and lunch. If we don't change them out as needed, it could cause infections and diseases.
4	851	851	Grounds	4/29/2026	199	3,500	Rockscape	Rockscape for all campuses and buildings. The rock is needed to maintain our building, to create a clean and positive atmosphere for our students, staff and visitors.
5	851	851	Grounds	4/29/2026	199	80,000	Skid Steer	The skid steer is a piece of equipment that is utilized for the maintenance of our district. It helps with the safety of our employees, so they don't have to do it by hand, possibly preventing and injury.
851		Subtotal		141,300		37		
1	850	850	Security	4/29/2026	199	21,000	Purchase digital radio repeater.	Analog to digital needs

2026-2027 Additional Operating Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification
2	850	850	Security	4/29/2026	199	10,000	Keep same number of K9 visits as FY2026.	Marshalls have a K9, Mr. Martinez will reach out to supplement with their K9 who needs to practice hours. For safety.
3	850	850	Security	4/29/2026	199	21,002	Two-way radios	Replace old radios
4	850	850	Security	4/29/2026	199	88,500	Automated vehicular gates at Support Services Operations Center (SSOC).	To strengthen perimeter by ensuring that access is limited to authorized persons and to make more efficient. In addition it would add to the secured perimeter of Sambrano and Loya.
5	850	850	Security	4/29/2026	199	9,000	Replace fencing in the back of SSOC lot.	To strengthen the perimeter security.
6	850	850	Security	4/29/2026	199	30,000	Security vehicle	
7	850	850	Security	4/29/2026	199	15,000	Server	For camera storage
8	850	850	Security	4/29/2026	199	170	Uniforms	Outfit all employees
9	850	850	Security	4/29/2026	199	1,000	Enroll at on demand courses from TASBO	Security training
850		Subtotal				195,672		
Grand Total						4,894,076		

2026-2027 Additional Salary Budget Requests by Departments

Priority Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification
1	728	001	SEHS	4/28/2026	199	3,930	4 Additional days for attendance clerk	To complete reports at year end.
728		Subtotal				3,930		
1	803	803	SPED	4/28/2026	199	106,694	LSSP full-time employee	other options which was a contracted position. Since it is a part-time contracted position, they are limited on the timelines to do evaluations for Austim and Behavior.
2	803	001	SEHS	4/28/2026	199	85,025	SLC Teacher for secondary	The unit is currently at Sambrano and Borrego. Once they go to secondary they are not provided with the same environment they are accustomed to in elementary. SLC
3	803	803	SPED	4/28/2026	199	85,024	Dyslexia Teacher	Position is currently split between two employees and is not an efficient implementation for the program due to their other responsibilities.
4	803	001	SEHS	4/28/2026	199	37,382	SPED Aide	The unit is currently at Sambrano and Borrego. Once they go to secondary they are not provided with the same environment they are accustomed to in elementary. SLC students are typically placed in the life skills unit or ASC both which are different from elementary. SLC is specific to students with Autism and is structured such as opposed to life skills or ASC.
	803	803	SPED	4/28/2026	211	97,857	SPED Instructional Officer - w/b funded w/LASO grant	To provide differentiation, accommodations, modifications, strategies, ensurance of proper documentation on IEPs.
803		Subtotal				314,125		
1	834	834	Transportation	4/29/2026	199	13,655	Bus monitors	For our ten Loya/Sambrano routes, sometimes we have response drivers and office staff available to assist. However, on certain days, not all routes can be covered with a bus monitor, requiring bus drivers to manage the routes alone. The absence of a bus monitor poses a significant risk to student safety on the school bus, as there is no designated person to supervise student conduct, ensure safe boarding and disembarking, and oversee the children while the driver concentrates on driving. This lack of supervision could result in heightened disruptions, accidents, and concerns regarding student well-being.
834		Subtotal				13,655		
		Grand Total				331,710		

2026-2027 Additional Budget Requests by Food Service

Priority Per Requestor	Budget Owner	Campus/Department	ORG	Date	Funding Source	Amount	Subject of Request	Justification
1	780	780	CNS	4/29/2026	101		CNS Maintenance Repair Staff	Provide preventive maintenance to food service equipment. Ms. Reyes is working with HR since the position does not exist.
780		Subtotal				-		
4	780	103	Sambrano	4/29/2026	101	6,731	Ice Machine at Sambrano	Continuous work orders/service calls to fix
3	780	780	CNS	4/29/2026	101	43,000	Mini Van	Van for courier daily needs
1	780	101	Alarcon	4/29/2026	101	7,900	Replace Shelving for Freezer	To prevent losing points with the health department
2	780	001	SEHS	4/29/2026	101	4,380	Student trays for SEHS	Old trays don't get cleaned with current dishwasher to cut down on paper supplies
5	780	001	SEHS	4/29/2026	101	161,000	Refrigerator & Freezer Pass-throughs	Refrigerator & Freezer units require continuous work orders/service calls to fix them
780		Subtotal				223,011		
780		Subtotal				223,011		

Instructional Workshop

May 20, 2026



Strategic Plan Priorities – Lever 4

Strategic Priority 1 Lever 4 Academic Experience

Effective District Framework Key Practices

Key Practice 4.2.5

Implementation Monitoring for Alignment to District Curriculum and Instruction

Approach District establishes routine monitoring systems to ensure campuses implement district adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

San Elizario ISD Aligned Initiatives

Initiatives

- Instructional Framework RBIS
- Adopted Curriculum Implementation and Use
- PLC Lesson Internalization/Lesson Planning

Strategic Plan Priorities – Lever 5

Strategic Priority 2 Lever 5 Instructional Capacity Building

Effective District Framework Key Practices

Key Practice 5.2.4

Instructional Planning & Support

District delivers ongoing job embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

San Elizario ISD Aligned Initiatives

Initiatives

Texas Instructional Leadership MIA

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.

Instructional Strategies (Shared 2-12-25)

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

School Improvement Strategies

2025-2026 Existing
2026-2027 Refinement Needed



2026-2027 School Improvement Strategies Refinement

Early Literacy

PreK Alignment (TCMPC)

Early Grade Literacy & 2nd Grade Reading

Intensive support for Sambrano Elementary

Intervention systems to prioritize student identification, data protocols, and aligned instructional materials

Strengthen literacy systems through structured HMH implementation

Assessment Systems & Data-Driven Instruction

Consistent implementation of module assessments

Shift from compliance-based review to action-oriented instructional planning

Strengthen campus use of assessment data for immediate instructional response

2026-2027 School Improvement Strategies Refinement

PLC Facilitation & Collaborative Planning

Protect PLC time and align with assessment cycles

Increase principal leadership in instructional conversations

Strengthen writing across content areas and collaborative planning practices

Special Education Integration

Full integration of Special Education staff into PLCs and MTSS systems

Reinforce that Tier 3 interventions and Special Education services are distinct supports

Eliminate isolated planning structures

Observation & Feedback Systems

Increase coaching cycle frequency and walkthrough accountability (TPESS Goal Connection)

Prioritize support for lowest-performing teachers

Implement tighter monitoring systems and coaching scoreboards

Home Connection

Targeted homework assignments (Fluency, Math, etc.)

Learning Camps with Parent Component

2026-2027 School Improvement Strategies Refinement

Classroom Instruction

Aggressive Monitoring

Student Discourse

Grade Level Text

Student Work Analysis Protocol (Extend to Elem.)

Intentional Integration of Social Studies and Science as content reading blocks

PE Teacher support in reading and writing integration

Summit K-12 (EB support)

Classroom Instruction

Read-Out-Louds (consistency)

Exit Tickets (consistency)

High Quality Instructional Materials



Performance Management Site Visit – Feedback Summary

Date of Visit: November 12, 2025

School Name: San Elizario High School

Overall Summary of Metric Results:

Ratings based on School Improvement Classroom Observation Tool- SY25-26 Pilot LIFT Content Agnostic

% of classrooms within \pm 5 days of scope and sequence	The district approved curriculum is used for Tier 1 instruction.	Students spend the majority of the lesson engaging with meaningful, grade-level practice, tasks, and questions.
5/7	7/7	6/7

Strengths:

- Classrooms demonstrated strong management, creating environments conducive to learning.
- Students were visibly engaged and demonstrated a desire to learn.
- In 100% of the classrooms observed, the district-approved curriculum was used for Tier 1 instruction.

Areas for Growth:

- Increase the quality of purposeful student talk to promote academic discourse and critical thinking.
- In several classrooms, teachers were observed doing the cognitive work that students should be doing.
- Create consistency in student learning by standardizing instructional practices and expectations across classrooms.

Glows

Start Date: 7/22/2025				
End Date: 5/8/2026				
Report Date: 5/12/2026				
Administrator	WT	Obs.	Sum.	Eval
Carranco, Fabiola	196	16	10	0
Chavez, Valerie	297	9	8	0
Corona, Alexander	353	16	1	0
Enriquez, Troy	141	3	1	0
Esquivel, Julissa	258	13	1	0
Frescas, Susana	311	15	13	0
Nunn, Melissa	287	22	0	0
Robles, Lorena	174	17	17	1
Ruiz, Monika	162	11	12	0
Sandate, Lydia	210	15	15	0
Santana-Garcia, Martha	227	21	15	1
Silva, Laura	211	18	10	0
Talamantes, Concepcion	158	10	9	0

Start Date: 7/22/2025	
End Date: 5/8/2026	
Report Date: 5/12/2026	
IS	Obs.
Duran, Cesar	132
Gomez, Marilyn	34
Jara, Brenda	154
Morales, Erika	58
Murphy, Claudia	90
Nakay, Claudia	104
Padilla, Alyssa	84
Pulido, Veronica	54
Vallejo, Maribel	94

Start Date: 7/22/2025	
End Date: 5/8/2026	
Report Date: 5/12/2026	
IO	Obs.
Alvarez, Anna	109
Cortez, Deborah	74
Quezada, Eva	88
Palomino, Josue	87

Continuous Improvement Culture

<p>School Improvement & Accountability Focus</p>	<ul style="list-style-type: none"> • The most immediate exit pathway from school improvement remains strengthening Domain 2 (School Progress). • Long-term sustainability depends on improving Domain 1 (Student Achievement), especially increasing performance at Meets level and above across all content areas. • Continued alignment of district systems with HB3 board goals, assessment plans, and Bluebonnet implementation. • Emphasis on ensuring coherence between district priorities and campus-level execution. • Site Visits to San Elizario HS even after exit to ensure transition and sustainability after School Improvement interventions.
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<p>Instructional Systems & Core Practices</p>	<ul style="list-style-type: none"> • Strong systems are emerging through: <ul style="list-style-type: none"> ○ Professional Learning Communities (PLCs) ○ Lesson internalization structures ○ Data-driven instruction (DDI)
<p>Key instructional district priorities discussed today that align to LIFT</p>	<ul style="list-style-type: none"> • Consistent use of SWAP, Aggressive Monitoring, and misconception tracking • Strengthening internalization → rehearsal → delivery cycle • Ensuring alignment between instruction and assessment design • Data Systems, Progress Monitoring & Assessment <ul style="list-style-type: none"> ○ Performance management systems are embedded within LIFT and include: <ul style="list-style-type: none"> ▪ Regular formative (e.g. exit ticket) and common/module assessments ▪ Ongoing data cycles and trend analysis ○ Embedded assessment analysis days within PLC calendars ○ Student data conferences to build ownership • Consistent progress monitoring trackers aligned to CCMR, intervention, and domain goals • Emphasis on identifying and maintaining non-negotiables (assessment windows, system fidelity, and consistency). • A consistent expectation that all students belong to all teachers (“All students are our students”) remains central. • Need for stronger: Data walls at grade level
<p>Instructional Leadership, Observation & Feedback</p>	<ul style="list-style-type: none"> • Observation and feedback cycles are embedded in LIFT but require increased intensity and consistency. • Priority actions include: <ul style="list-style-type: none"> ○ In-the-moment coaching and side-by-side support ○ Feedback delivered within 48 hours ○ Stronger modeling of effective instructional delivery (“this is how it should have been taught”) • Principals must build capacity to provide frequent, specific, and actionable feedback. • Continued exploration of identifying “model campuses” for observation and replication of best practices.
<p>Professional Learning & Capacity Building</p>	<ul style="list-style-type: none"> • Leadership development must be intentional, embedded, and action oriented. • Focus areas: <ul style="list-style-type: none"> ○ Strengthening PLC facilitation (including potential district PLC exemplar at high school level) ○ RBIS/math refinement training ○ Expanding coaching models (co-teach, co-delivery, rehearsal-based instruction) • Ongoing need for aligned, streamlined professional development that directly impacts classroom practice.

LIFT Support

One Word...

Coherenc
e

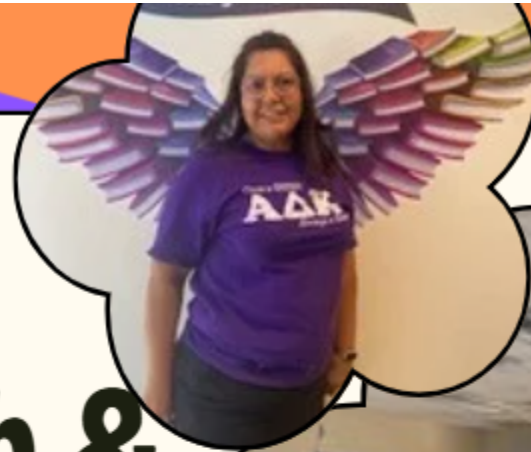


Thank you for your support!
Questions

Secondary Math & Science Board Workshop

Progress Update

Presented by: Eva Quezada



Data-Driven Celebrations

B is for Brisket.



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ANN M GARCIA-ENRIQUEZ MS

District: **San Elizario ISD** Grades Served: **Grade 7 - Grade 8**

[PROFILE](#) [PERFORMANCE](#) [FINANCE](#)

SCHOOL PRO

Overall Rating



85 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

[TELL ME MORE](#) [Additional Details](#)

Address:
12280 Socorro Rd
San Elizario, TX 79849

Phone:
(915) 872-3960

Principal Name:
Mr Alexander Corona

[School Website](#)

Address, phone, administrator, and website reflect school year 2025-26. For details see [AskTED](#)

High Quality Instructional Materials

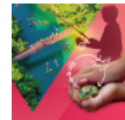
Science



Science
Texas Experience Chemistry



Science
Texas Experience Physics



Science
Texas Experience Science Grade 7



Science
Texas Experience Science Grade 8



Science
Texas Miller & Levine Experience Biology

58

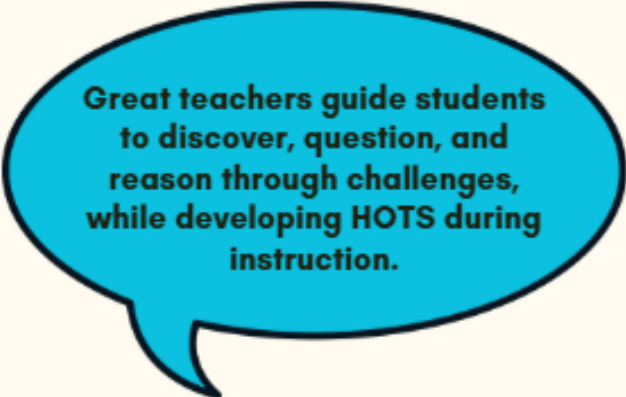
Math



Math & Science Strategy Implementation

Effective Strategies for Instruction

Implementing research-based practices in math and science classrooms helps students build conceptual understanding and develop analytical skills. These strategies support teachers and learners at all levels while promoting deeper engagement with Math and Science Content



Great teachers guide students to discover, question, and reason through challenges, while developing HOTS during instruction.



HQIM Bluebonnet Internalization

- Module/Topic/Lesson

HQIM Science SAVVAS Internalization

- Topic/Experience

Talk - Read - Talk - Write

"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

To strengthen instructional effectiveness, we will intentionally refine lesson plan expectations and instructional practices to ensure alignment with curriculum and standards and campus goals. This refinement will focus on clarity of objectives, purposeful lesson structure, and consistent use of best practices already in place



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

Dedicated time will be set aside for rehearsal and collaborative planning, allowing educators to practice lesson delivery, anticipate student responses, and refine instructional strategies prior to implementation. These rehearsals will support instructional confidence and consistency across classrooms.



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

Ongoing monitoring of lesson plan implementation and curriculum fidelity will be conducted through walkthroughs, observations, and feedback cycles. This monitoring will ensure that instructional practices are being implemented as designed and will allow us to identify strengths and areas for growth.



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

By intentionally reflecting on outcomes and refining practices, we will build on the instructional foundation already established, ensuring continuous improvement and higher levels of student engagement and achievement.



Direct Support to students



Science Fair Workshops

Teach 7th and 8th Math during Spring Intersession

CoTeach with Middle School Science during labs

Weekly interaction with students during learning walks

Direct Support to Teachers



Teaching and Co Teach during STAAR Labs
at SEHS

STAAR Review Collaboration among Secondary
Math and Science

Advocate for planning time, assessment creation
aligned to content

Mediating ideas between teachers and
administrators

Building Capacity

- **Facilitating the Development of Professional Learning Community (PLC) Norms at GEMS**
 - o Led and supported the establishment of shared PLC norms to promote collaboration, accountability, and continuous improvement across teams.
- **Supporting New Instructional Specialist (IS)**
 - o Provided targeted onboarding and coaching to support new Instructional Specialist in transitioning successfully into her new roll and responsibilities at GEMS.
- **Aligning Instruction and Assessment**
 - o Facilitated structured collaboration among SEHS Algebra II teachers to ensure alignment between taught content and the assessed curriculum, strengthening instructional coherence and student outcomes



Science Success Team Professional Learning Community Norms

- Stay Focused and Productive
- Collaborate with Purpose
- Honor Time and Process



Math Success Team Professional Learning Community Norms

- Begin and End on Time
- Prepare
- Respect the Ideas
- Blind Trust

Shared Vision



1. Have a truly shared vision in your department...
2. What do you **WANT TO BECOME** as a department?
3. How will your PLC inspire, educate, and celebrate.
4. Consider our school vision statement.

Vision Statement

Our vision at Garcia-Enriquez Middle School is to continue to meet and exceed state and federal accountability standards in order to ensure the success of our students.

District Analysis: SI Strategy Implementation

Strategy	"GAP"	Next Steps
Math and Science Lesson Internalization	Vertical Alignment among departments	<p>Collaboration with EDUCATION SERVICE CENTER REGION 19 to roll out an alignment for all math teachers to internalize their lessons in a timely manner.</p>
Pull Out Interventions	Monitoring regularly for effectiveness	<ul style="list-style-type: none"> - Luis F. Loera, M. Ed. Professional Development Consultant Academic Instruction and School Support
STAAR Lab Instruction	Tiered grouping State approved resources Lesson Planning	<ul style="list-style-type: none"> - Paola Vasquez, Ph.D. Strategic Integration Liaison - MTSS & Meaningful Access Special Education

	Professional Development	Presenter
Q1		
Q2	<ul style="list-style-type: none"> - Guest Teacher Orientation - GEMS Dig Deeper with Inquiry - RBIS #3 - SEHS Math Strategic Planning 	<ul style="list-style-type: none"> - IOs - SAVVAS - Region XIX - Agile Mind; E. Quezada
Q3	<ul style="list-style-type: none"> - RBIS #4 - STAAR Review 	<ul style="list-style-type: none"> - Region XIX - E. Quezada
Q4	<ul style="list-style-type: none"> - SEISD 6th Grade Bluebonnet Support Collaboration - SEISD Bluebonnet Pacing Calendars Collaboration 	<ul style="list-style-type: none"> - Region XIX; D. Cortez - Region XIX - Luis Loera



Student Outcomes

What We'll Cover:



Recap of 2025 STAAR Data

Revisit SEISD STAAR Data sharing goals set by campuses



STAAR 2025 vs Interim

Comparison of progress made during the first semester



Analysis: Student Outcomes

Highlight celebratory practices that have the potential for continued growth with small refinements

Recap of 2025 STAAR Data

	Science	Math
Overall	8th - 65% Biology - 87%	7th - 43% 8th - 72% Algebra I - 69%
EB	8th - 32% Biology - 80%	7th - 33% 8th - 62% Algebra I - 61%
Sp Ed	8th - 10% Biology - 64%	7th - 32% 8th - 43% Algebra I - 51%

Secondary Math and Science Interim 2026

Grade Level/Test	2026 Target STAAR Score	2026 Interim Scores
7th Math	A- 82%	A - 33%
	Me- 47%	Me - 31%
	Ma- 16%	Ma- 2%
8th Math	A- 77%	A - 53%
	Me- 46%	Me - 34%
	Ma- 14%	Ma - 19%
Algebra 1	A- 100%	A - 93%
	Me- 100%	Me - 89%
	Ma- 80%	Ma - 72%
8th Science	A- 71%	A - 56%
	Me- 37%	Me - 39%
	Ma- 15%	Ma - 20%
SEHS Algebra I	A - 70%	A - 48%
	Me - 32%	Me - 36%
	Ma - 10%	Ma - 12%
SEHS Biology	A - 90%	A - 52%
	Me - 60%	Me - 32%
	Ma - 10%	Ma - 21%

2025 STAAR Data vs. Interim

8 th Science	2025 STAAR	Interim	Gains/Regressions
Approaches	65%	56%	-9%
Meets	32%	39%	+7%
Masters	10%	20%	+10%

2025 STAAR Data vs. Interim

Biology EOC	2025 STAAR	Interim	Gains/Regressions
Approaches	65%	52%	-13%
Meets	32%	32%	0%
Masters	10%	21%	-11%

2025 STAAR Data vs. Interim

7th Math	2025 STAAR	Interim	Gains/Regressions
Approaches	43%	33%	-10%
Meets	13%	31%	+18%
Masters	2%	2%	0%

2025 STAAR Data vs. Interim

8th Math	2025 STAAR	Interim	Gains/Regressions
Approaches	63%	53%	+10%
Meets	14%	34%	+20%
Masters	1%	19%	+18%

2025 STAAR Data vs. Interim

GEMS Algebra I	2025 STAAR	Interim	Gains/Regressions
Approaches	98%	93%	-5%
Meets	91%	89%	-2%
Masters	73%	72%	+1%

2025 STAAR Data vs. Interim

SEHS Algebra I	2025 STAAR	Interim	Gains/Regressions
Approaches	58 %	48%	-10%
Meets	17%	36%	+19%
Masters	5%	12%	+7%

Analysis: Student Outcomes



Celebrations	GAPS	Continue with fidelity or revise/phase out
Continuous growth in Meets and Masters with content using HQIM	Achievement gains at Meets and Masters levels are widening the gap for students who are currently below grade level.	Revising our focus will require a review of lesson plans to incorporate RBIS and instructional practices that promote student interaction, collaboration, and reflection.
High School Science students demonstrating strong engagement through writing	Need for developing common exemplars and calibrating expectations across the Science Department	Continue with fidelity - if students can write to show understanding, cognitive development is increasing in all areas.

Develop & Grow

Objective: To cultivate a sustainable culture of learning in secondary mathematics and science classrooms by supporting and empowering teachers to develop instructional mindsets aligned with district expectations for measurable student success, while intentionally embedding post-secondary readiness skills that prepare students for college, careers, and lifelong learning.



Goal 1: Provide targeted support in secondary math to build instructional capacity while fostering a strong collaborative culture across both campuses.

Goal 2: Provide targeted support in secondary science to build instructional capacity while fostering a strong collaborative culture across both campuses.

Goal 3: Strengthen my coaching practice to effectively support Instructional Specialists and Administrators by providing strategic second lenses to identify instructional needs and co-design targeted improvement actions.



Secondary

Reading Language Arts Social Studies

Intentional Instruction. Measurable Impact.



San Elizario ISD Curriculum & Instruction

Data That Tells Our Story

Campus Target STAAR Score vs. Interim



Grade Level/ Test	2026 Target STAAR Score		
7th Reading	A- 75%	Me- 44%	Ma- 15%
Zaragoza, Stephanie	A- 65.66%	Me- 48.48%	Ma-32.32%
8th Reading	A- 81%	Me- 50%	Ma- 23%
Alvarez, Claudia <i>(1 student)</i>	A- 100%	Me- 100%	Ma- 0%
Gonzalez, Soledad	A- 64.66%	Me- 43.10%	Ma- 27.59%
Kimmel Genoveva	A- 63.64%	Me- 49.09%	Ma- 30.91%
8th Social Studies	A- 58%	Me- 19%	Ma- 10%
Gutierrez, Alejandro	A- 36.47%	Me- 29.41%	Ma- 16.47%

Grade Level/ Test	2026 Target STAAR Score		
English I	A- 51%	Me- 35%	Ma- 10%
Carrizales, Hugo	A- 53%	Me- 45%	Ma- 13%
Estrada, Jasmine	A- 60%	Me- 52%	Ma-16%
English II	A- 63%	Me- 38%	Ma- 5%
Mack-Rodriguez, Angelica	A- 71%	Me- 47%	Ma- 4%
Martinez, Christina	A- 70%	Me- 59%	Ma- 8%

In January, teachers are already outperforming end of year goals!

Data That Tells Our Story

Interim Performance in Context



English I			
	DNM	APP	Meets
SEHS	45%	9%	33%
Region	38%	6%	26%
Clint ISD	44%	8%	27%
Ysleta HS	41%	4%	25%
Riverside HS	51%	3%	24%

English II			
	DNM	APP	Meets
SEHS	32%	19%	43%
Region	27%	15%	38%
Clint ISD	35%	19%	35%
Ysleta HS	31%	17%	37%
Riverside HS	28%	19%	33%

Data That Tells Our Story

SEHS Writing Sample Insights

You reposted

T. Enriquez SEHS @TroyEnriquezSE · Oct 29, 2025
From social studies to RLA, reviewing student writing.

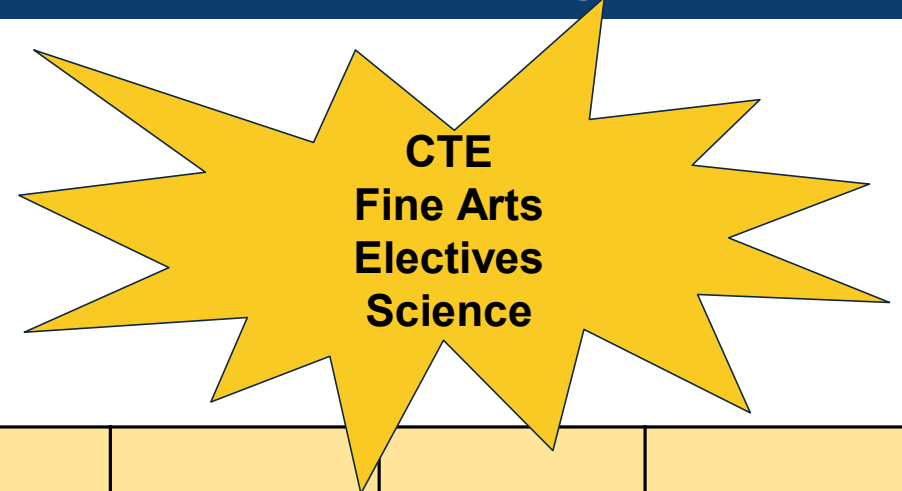
@SanElizarioISD



San Elizario High School @SanElizarioHS · Oct 29, 2025
Our Eagles are rising above the rest! Creativity and determination fill our classrooms ❤️👉 @TroyEnriquezSE x.com/MrsErikaMorale...

3 12 844

Phase One



Content	No Response	Met Criteria	Did Not Meet
SS (Nov)	26% (5)	21% (4)	53% (10)
CTE (Feb)	14% (5)	57% (20)	0% (0)

Grounded in High Quality Materials

GEMS SS	Lowman Education Newsela Supplemental
GEMS RLA ★	Savvas realize Newsela Supplemental
SEHS RLA ★	Newsela Supplemental
SEHS SS	Primary Sources Newsela Supplemental



Strategy Implementation

Valerie Chavez @ValChavez2018 · Jan 6

Welcoming back our teachers 🧑🏫🧑🏫 with an awesome PD on TRTW, Think Pair Share and QSSSA strategies by our AMAZING Instructional Officer, @Alvarez_SEISD! 🍷🍷 Thank you for offering an excellent session @SanElizarioHS! 💙👩🏫💛 @SanElizarioISD @TroyEnriquezSE



Texas Education Agency



Performance Management Site Visit – Feedback Summary

Date of Visit: November 12, 2025

School Name: San Elizario High School

Overall Summary of Metric Results:

Ratings based on School Improvement Classroom Observation Tool- SY25-26 Pilot LIFT Content Agnostic

% of classrooms within ± 5 days of scope and sequence	The district approved curriculum is used for Tier 1 instruction.	Students spend the majority of the lesson engaging with meaningful, grade-level practice, tasks, and questions.
5/7	7/7	6/7


Strengths:

- Classrooms demonstrated strong management, creating environments conducive to learning.
- Students were visibly engaged and demonstrated a desire to learn.
- In 100% of the classrooms observed, the district-approved curriculum was used for Tier 1 instruction.

Areas for Growth:

- Increase the quality of purposeful student talk to promote academic discourse and critical thinking.
- In several classrooms, teachers were observed doing the cognitive work that students should be doing.
- Create consistency in student learning by standardizing instructional practices and expectations across classrooms.

Structured Conversations



TRTW


A Practical Routine for Learning

TALK #1 Students talk to each other to engage with the topic

READ Students read a text to learn or apply a standard

TALK #2 Students talk to each other to deepen their understanding of the content

WRITE Students write to continue processing and to demonstrate what they've learned



THINK

Spend time thinking by yourself first



PAIR

Talk with a partner or your table group and take turns sharing your ideas



SHARE

Share your collaborative thoughts with the whole class



QSSSA


Question - Key Concept

Signal - For Processing

Stem - Target Language

Share - Turn & Talk

Assess - Random or Written



One Expectation. Two Lenses.

Reading Language Arts

RLA &
SS

R re-state the question



A answer all parts of the question

C cite the text

E explain how your citation supports your answer

2021

Science

Science,
CTE, &
electives

C **CLAIM**
A statement that answers a question.

E **EVIDENCE**
What do you know that supports your claim?
Facts, examples, quotes, data, descriptions, etc.

R **REASONING**
How and why do you know this is true?
Explain how your evidence supports your claim.

Teacher Testimony

I was skeptical about the benefits of the textbook at first but have found that our students have developed both their reading stamina and their writing skills with SAVVAS.

The integrated writing assignments associated with the units' essential questions have been crucial in advancing student writing. A feature that is especially helpful is the unit "EQ NOTES" page that allows students to gather significant text evidence from each reading selection that will ultimately answer the prompt in the performance assessment. This enables students to practice collecting text evidence for academic writing and literary analysis.

I believe the consistent challenges of grade level reading with writing assignments centered on critical and literary analysis have prepared our sophomores for state testing and beyond. The curriculum from the textbook grants a strong foundation for academic writing at the college level.

Christina Martinez, SEHS English II



Side-by-Side with Students

- Mock Interviews at GEMS
- Writing Conferences at GEMS
- SEHS Retester RLA Intervention- Model Writing
- Organized Experiences: SEHS Holocaust Museum Field Trips



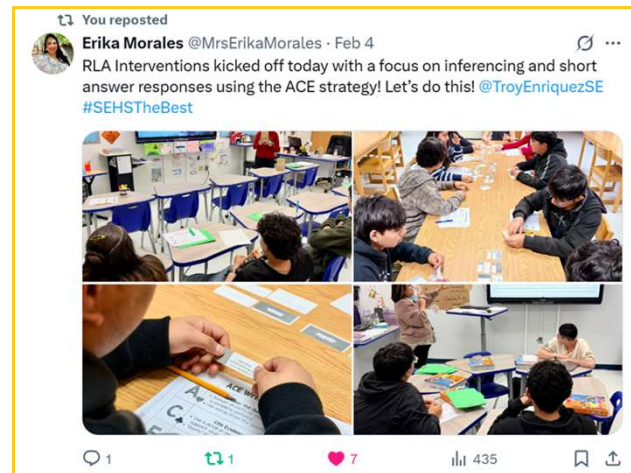
Side-by-Side with Teachers



- GEMS Amira Interventionist Support
- GEMS Writing Conferences
- SEHS Retester RLA Intervention-Model Writing
- SEHS Organized Experiences: Holocaust Museum Field-Trips (2)
- SEHS phone calls to parents
 - RLA phone calls for intersession
- SEHS STAAR Blitz store
- Parent Writing Workshops

Building Capacity, Strengthening Impact

- Built teacher capacity in Savvas engagement (6–12)
 - Teachers modeled strategies at October Strategy Showcase
- SEHS IS designed targeted intervention supports
 - Provided retester support for English III & IV teachers
- Literary Anthology Coordinators organized district judging to include community members



Building Capacity, Strengthening Impact

You reposted



Claudia Murphy @cmurphy41617 · Feb 15



RLA Rockin' Review was a success. We were able to present different activities & ideas to the teachers. Was great to see the engagement & enthusiasm. Thank you @Alvarez_SEISD for your help and guidance. Also thank you to my partner Ms.Nakay! #WeAreSomosSanEli @SanElizarioISD



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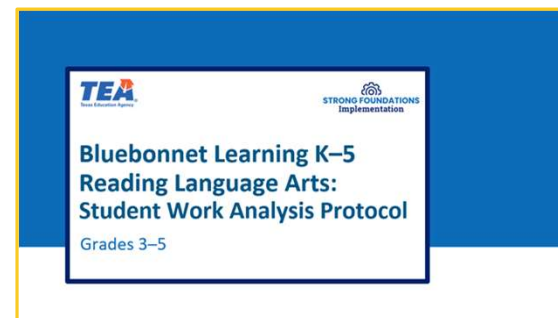
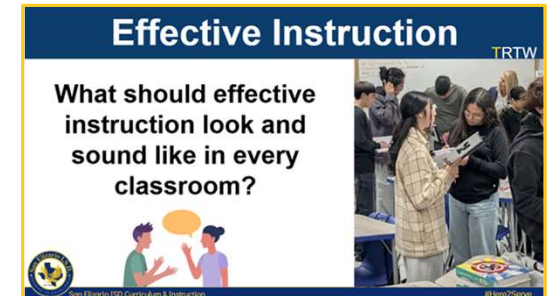
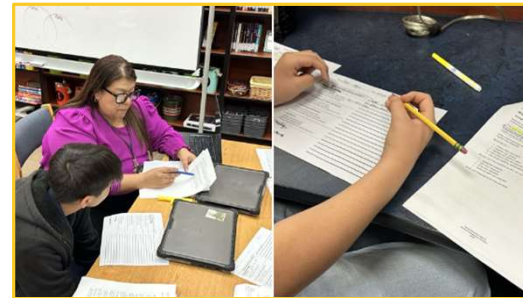
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- Leveraged teacher leadership: SEHS English I data dig & calibration
 - Aligned intersession planning to student need
- Built Elementary ISs (2) capacity to lead RLA Rockin' Review
 - Produced 10 days of ready-to-implement lessons & activities

Building Capacity, Strengthening Impact

- GEMS IS organized targeted writing conferences to prepare students for STAAR
- SEHS Administrative team led January 6th PD make-up session on January 30th
- Borrego Principal led SWAP Analysis with RLA teams
 - Support for 2 PLCs



District Analysis: SI Strategy Implementation

Strategy

- Implementation of HQIM (High Quality Instructional Materials)
- SEHS Structured Academic Conversations
 - Talk-Read-Talk-Write
 - QSSSA
 - Think-Pair-Share
- SEHS focus on reading & writing across content areas
- SEHS Short Constructed
- Weekly review of short constructed responses with targeted emphasis on emergent bilinguals

List the “GAP”

- Inconsistent fidelity to HQIM implementation in RLA; requires ongoing monitoring through learning walks
- Lack of HQIM in Social Studies
- Inconsistent PLC structures across departments; limited opportunities for systematic review of student writing

Next steps

- Establish clear expectations for HQIM and instructional practices
- Sentence stems and monitoring
- Build capacity at GEMS to monitor and support teacher HQIM implementation & student writing review
- Ensure accountability through consistent follow-up and progress monitoring

Professional Development



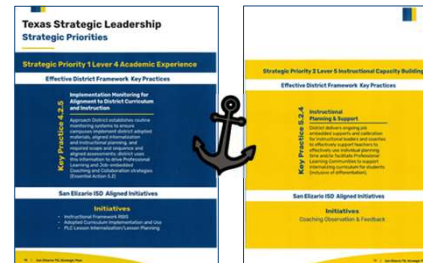
3rd Quarter

- SEHS Boosting Discourse & Writing As We Launch the New Year (*TRTW, QSSSA, Think-Pair-Share*)
- SEHS RLA Interim Data Analysis & ECR
- Secondary RLA Rockin' Review
- Secondary SS Rockin' Review

4th Quarter

- Seidlitz Building Better Writers
- End-of-Year Unit Reflection & Selection (*Upcoming*)
 - GEMS RLA & SS
 - SEHS RLA & SS

Purple indicates PD designed and delivered by me.



GEMS RLA Data

thematic



STAAR 2.0 Began	2023 STAAR Reading			2024 STAAR Reading			2025 STAAR Reading		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
Grade 7	64%	29%	6%	58%	30%	9%	69%	36%	9%
Grade 8	76%	42%	13%	77%	42%	9%	74%	42%	17%

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
Grade 7	11% ✨ ✨	6%	0%
Grade 8	-3%	0%	8% ✨ ✨

**CLASS OF
2029**

Write Now, Then, and Next: Data-Driven Insights 2023–2025

	Spring 2023 STAAR Extended Constructed Response				Spring 2024 STAAR Extended Constructed Response				Spring 2025 STAAR Extended Constructed Response		
	Total Students	0 to 10	By Students		Total Students	0 to 10	By Students		Total Students	0 to 10	By Students
6th	195	0 (46.26%)	90	7th	199	0 (38.69%)	77	8th	196	0 (25.51%)	50
		1 (17.46%)	34			1 (11.06%)	22			1 (4.08%)	8
		2 (24.8%)	48			2 (7.54%)	15			2 (10.2%)	20
		3 (26.55%)	52			3 (6.03%)	12			3 (3.57%)	7
		4 (23.1%)	45			4 (14.57%)	29			4 (6.12%)	12
		5 (21.07%)	41			5 (6.53%)	13			5 (8.67%)	17
		6 (5.99%)	12			6 (5.53%)	11			6 (8.16%)	16
		7 (15.42%)	30			7 (4.02%)	8			7 (5.61%)	11
		8 (9.88%)	19			8 (2.51%)	5			8 (9.69%)	19
		9 (3.9%)	8			9 (1.01%)	2			9 (8.67%)	17
		10 (5.59%)	11			10 (2.51%)	5			10 (9.69%)	19



8th Grade Science #8
Spring 2024 STAAR
Short Constructed Response

Total Students	0 to 2	By Students
211	0 (66.82%)	141
	1 (26.54%)	56
	2 (6.64%)	

8th Grade Science #34
Spring 2024 STAAR
Short Constructed Response

Total Students	0 to 2	By Students
211	0 (65.4%)	138
	1 (21.8%)	46
	2 (6.64%)	27

8th SS #9
Spring 2024 STAAR
Short Constructed Response

Total Students	0 to 2	By Students
189	0 (64.02%)	121
	1 (24.34%)	46
	2 (11.64%)	22



8th SS #35
Spring 2024 STAAR
Short Constructed Res

Total Students	0 to 2	By Students
189	0 (51.32%)	97
	1 (41.8%)	79
	2 (6.88%)	13

Short Constructed Response	
	By Students
0 to 10	78
0 (37.86%)	
1 (9.71%)	20
2 (13.11%)	27
3 (9.71%)	20
4 (13.11%)	27
5 (7.77%)	16
6 (4.37%)	9
7 (2.91%)	6
8 (0.97%)	2
9 (0%)	0
10 (0.49%)	1

Spring 2025 STAAR		
Extended Constructed Response		
	Total Students	By Students
8th	196	50
		0 (25.51%)
		1 (4.08%)
		2 (10.2%)
		3 (3.57%)
		4 (6.12%)
		5 (8.67%)
		6 (8.16%)
		7 (5.61%)
		8 (9.69%)
		9 (8.67%)
		10 (9.69%)

**CLASS OF
2027**

Write Now, Then, and Next: Data-Driven Insights 2023–2025

	Spring 2023 STAAR EOC Extended Constructed Response				Spring 2024 STAAR EOC Extended Constructed Response				Spring 2025 STAAR EOC Extended Constructed Response		
	Total Students	0 to 10	By Students		Total Students	0 to 10	By Students		Total Students	0 to 10	By Students
8th	263	0 (25%)	65	English I	267	0 (49%)	131	English II	260	0 (45%)	116
		1 (2%)	5			1 (5%)	13	WHAT IS going		1 (3%)	7
		2 (10%)	26			2 (6%)	17			2 (7%)	18
		3 (2%)	6			3 (5%)	14			3 (5%)	13
		4 (10%)	26			4 (7%)	18			4 (7%)	19
		5 (7%)	19			5 (4%)	12			5 (6%)	15
		6 (12%)	31			6 (6%)	17			6 (6%)	16
		7 (7%)	18			7 (9%)	24			7 (4%)	11
		8 (13%)	35			8 (3%)	9			8 (11%)	29
		9 (5%)	13			9 (3%)	8			9 (4%)	11
		10 (7%)	19			10 (1%)	4			10 (2%)	5



Biology #17
Spring 2024 STAAR EOC
Short Constructed Response

Total Students	0 to 2	By Students
251	0 (71.71%)	180
	1 (16.73%)	42
	2 (11.55%)	29

Biology #26
Spring 2024 STAAR EOC
Short Constructed Response

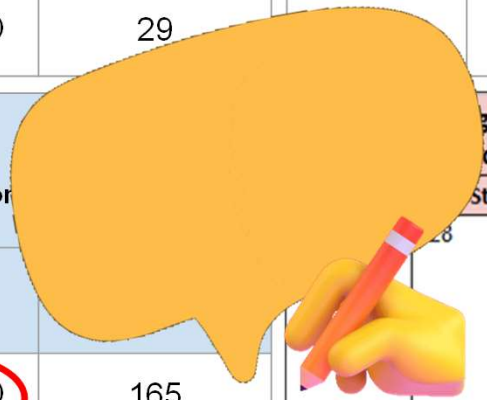
Total Students	0 to 2	By Students
251	0 (84.06%)	212
	1 (7.57%)	19
	2 (8.37%)	21

US History #14
Spring 2024 STAAR EOC
Short Constructed Response

Total Students	0 to 2	By Students
225	0 (51.56%)	116
	1 (13.78%)	31
	2 (34.67%)	78

US History #56
Spring 2024 STAAR EOC
Short Constructed Response

Total Students	0 to 2	By Students
225	0 (73.78%)	165
	1 (17.78%)	40
	2 (8.44%)	19



Spring 2025 STAAR EOC
Extended Constructed Response

Total Students	0 to 10	By Students
228	0 (40%)	91
	1 (2%)	5
	2 (5%)	11
	3 (3%)	7
	4 (11%)	26
	5 (9%)	21
	6 (7%)	15
	7 (4%)	8
	8 (11%)	25
	9 (5%)	11
	10 (4%)	8

Spring 2025 STAAR EOC
Extended Constructed Response

English II	Total Students	0 to 10	By Students
	260	0 (45%)	116
		1 (3%)	7
		2 (7%)	18
		3 (5%)	13
		4 (7%)	19
		5 (6%)	15
		6 (6%)	16
		7 (4%)	11
		8 (11%)	29
		9 (4%)	11
		10 (2%)	5

SEHS RLA Data- All Testers

STAAR 2.0 Began	2023 EOC			2024 EOC (TAPR)			2025 EOC		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
English I	59%	36%	4%	51%	35%	6%	45%	28%	4%
English II	65%	38%	4%	63%	38%	3%	52%	33%	1%

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
English I	-6%	-7%	-2%
English II	-11%	-5%	-2%

SEHS RLA Data- First Time Testers

2024 EOC (TAPR)			2025 EOC		
Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
51%	35%	6%	61%	41%	6%
63%	38%	3%	62%	42%	2%

 thematic

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
English I	10%	6%	0%
English II	-1%	4%	-1%

SS Data

GEMS 2025 STAAR		
Approaches %	Meets %	Masters %
48%	13%	4%

SEHS 2025 EOC		
Approaches %	Meets %	Masters %
93%	49%	15%

SS	Grade 8	43%	61%	73%
	US History	29%	47%	65%

STAAR Data vs Interim

Grade Level/ Test	2025 STAAR			2026 Interim		
	Approaches	Meets	Masters	Approaches	Meets	Masters
7th Reading	69%	36%	9%	50%	36%	21%
8th Reading	74%	42%	17%	61%	43%	27%
8th Social Studies	48%	13%	4%	27%	21%	12%

Grade Level/ Test	2025 STAAR			2026 Interim		
	Approaches	Meets	Masters	Approaches	Meets	Masters
English I	45%	28%	4%	57%	49%	15%
English II	52%	33%	1%	66%	47%	6%
US History	93%	49%	15%	36%	28%	19%

**Interim does not include SCRs or ECRS. English I & II did do a separate ECR.*

Analysis: Student Outcomes

Celebrations

- RLA Interim data exceeding End-of-Year-Targets
- Interim data outpacing Region 19 in English I & II
 - Growth in Masters performance
- SEHS growth in first-time testers
- Increase in students meeting writing criteria
 - 0-few blanks

GAPS

- Inconsistency across secondary campuses
- ECR performance

What will you continue or abandon?

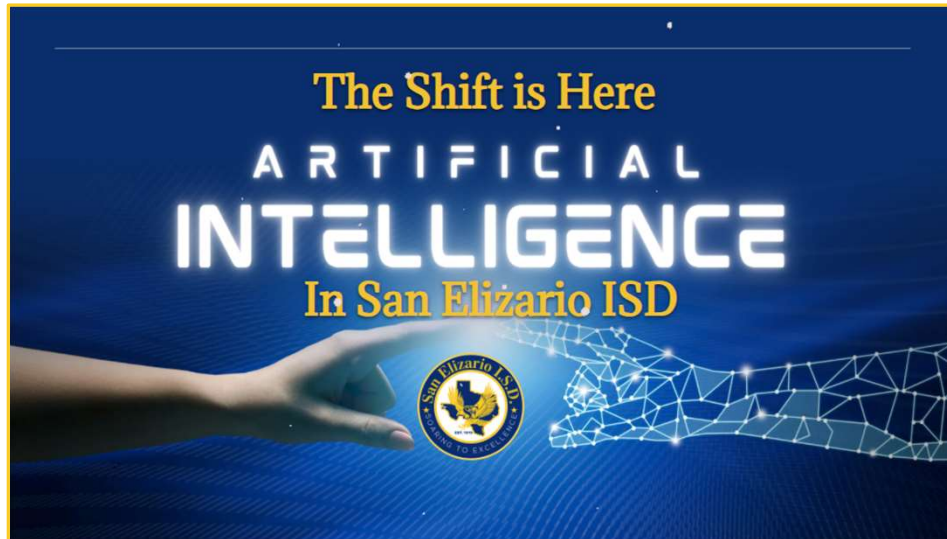
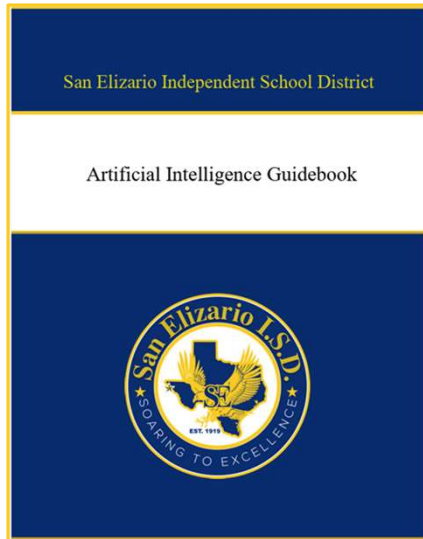
- Going into year 2, double down on HQIM and structured academic conversations to drive text-based writing, with fidelity and focus.
- RLA: ECRs at the end of each unit

Literacy Revolution



Artificial Intelligence Committee

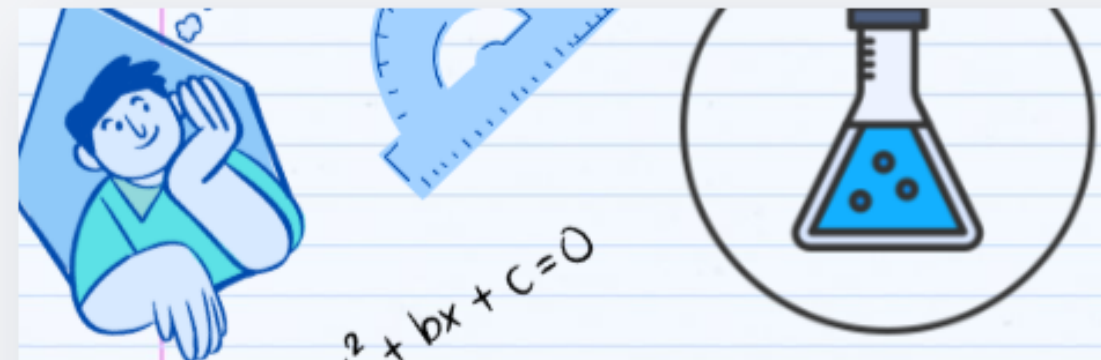
Established in 2024





**AI Responsible
Use &
Governance**

Questions?




$$ax^2 + bx + c = 0$$


$$ax + by = c$$


$$A = \pi r^2$$

Elementary



Math & Science



Instructional Officer: Debbie Cortez

Data-Driven Celebrations



Increased Scores at Meets Level, Masters Level, and Special Populations

4th Grade Borrego 2025 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Borrego Elementary	138	10	61.79%	45.24%	13.92%
Economic Disadvantage	122	10	61.70%	45.83%	14.06%
Hispanic	138	10	61.79%	45.24%	13.92%
Currently Emergent Bilingual	85	10	62.05%	46.70%	15.23%
First Year of Monitoring	4	12	73.38%	65.38%	23.08%
Second Year of Monitoring	1	9	50.73%	28.57%	0%
Special Ed Indicator	29	8	50.50%	27.07%	4.48%

4th Grade Borrego 2026 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Borrego Elementary	140	10	70.94%	59.18%	22.72%
Economic Disadvantage	122	10	70.30%	57.36%	21.4%
Hispanic	138	10	71.13%	59.61%	23.1%
White	2	8	59.22%	33.33%	0%
Currently Emergent Bilingual	90	10	68.97%	54.3%	21.72%
First Year of Monitoring	2	12	86.98%	91.67%	41.67%
Special Ed Indicator	24	9	64.74%	46.46%	19.68%

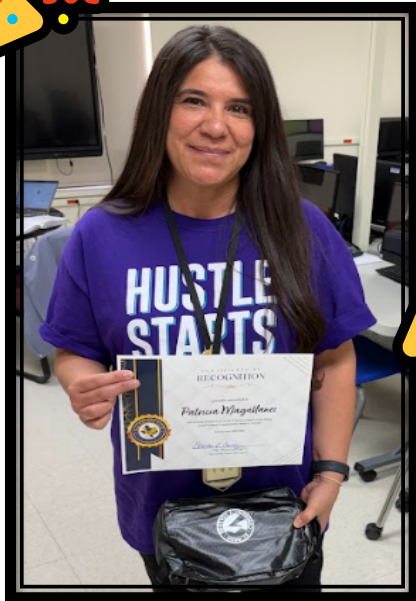
K-2 Sambrano 2025 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Sambrano Elementary	479	23	71.81%	62.94%	32.02%
Economic Disadvantage	435	23	70.91%	61.85%	30.59%
American Indian/Alaskan Native	1	15	41.08%	0%	0%
Hispanic	474	23	71.84%	63.03%	32%
Two or More Races	1	27	88.14%	80%	80%
White	3	20	68.93%	66.67%	16.67%
Currently Emergent Bilingual	305	23	72.87%	64.6%	35.11%
Special Ed Indicator	91	20	60.08%	44.78%	17.85%

K-2 Sambrano 2026 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Sambrano Elementary	563	12	76.02%	67.55%	35.98%
Economic Disadvantage	465	11	75.48%	66.86%	34.91%
American Indian/Alaskan Native	1	11	81.06%	100%	25%
Hispanic	556	12	76.02%	67.43%	36.15%
Two or More Races	1	11	98%	100%	100%
White	5	13	70.02%	68%	8%
Currently Emergent Bilingual	344	12	77.20%	69.66%	37.93%
Special Ed Indicator	110	10	68.01%	54.07%	27.13%

Data-Driven Celebrations



Interim Testing Recognition 2026

Teacher Name	Exam Name	Campus Name
3rd Grade		
Guillen, Allison	Mathematics-Meets & Masters	Alarcon
4th Grade		
Morales, Claudia	Mathematics-Meets & Masters	Alarcon
5th Grade		
Magallanez, Patricia	Science-Approaches, Meets, and Masters	Alarcon
Carrillo, Claudia	Science-Meets & Masters	Borrego
6th Grade		
Contreras, Shalimar	Mathematics-Meets & Masters	Borrego
Olivas, John	Mathematics-Meets & Masters	Borrego

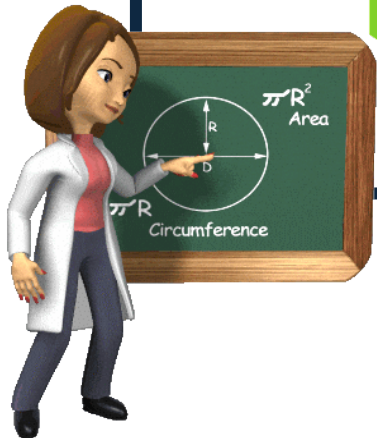
High Quality Instructional Materials

- Mathematics

- Bluebonnet Math



- i-Ready Learning



- Science

- McGraw Hill Texas Science



- STEMscopes Pulse (5th grade)



Strategy Implementation

Read • Draw • Write

A structured math problem-solving strategy that helps students make sense of problems, connect mathematical thinking, and apply their understanding with confidence. This is used consistently across grades 1-5.

How it works:

- **Read:** Students visualize and understand the problem (What is happening? What do I notice?)
- **Draw:** Students identify the math concept or strategy needed (What kind of problem is this?)
- **Write:** Students solve the problem and explain their thinking (How do I solve it and justify my answer?)

Read, draw, write

Some frogs are in the pond.
6 are on a lily pad, and 3 are in the water.
How many frogs are in the pond?

label Pond

Draw

9
3 6
number bond

$3 + 6 = 9$
number sentence

There are 9 frogs in the pond.
statement



Strategy Implementation

CER: Claim • Evidence • Reasoning



❖ What is CER?

A science strategy that helps students construct clear, evidence-based explanations by organizing their thinking and justifying their ideas.

❖ How it works:

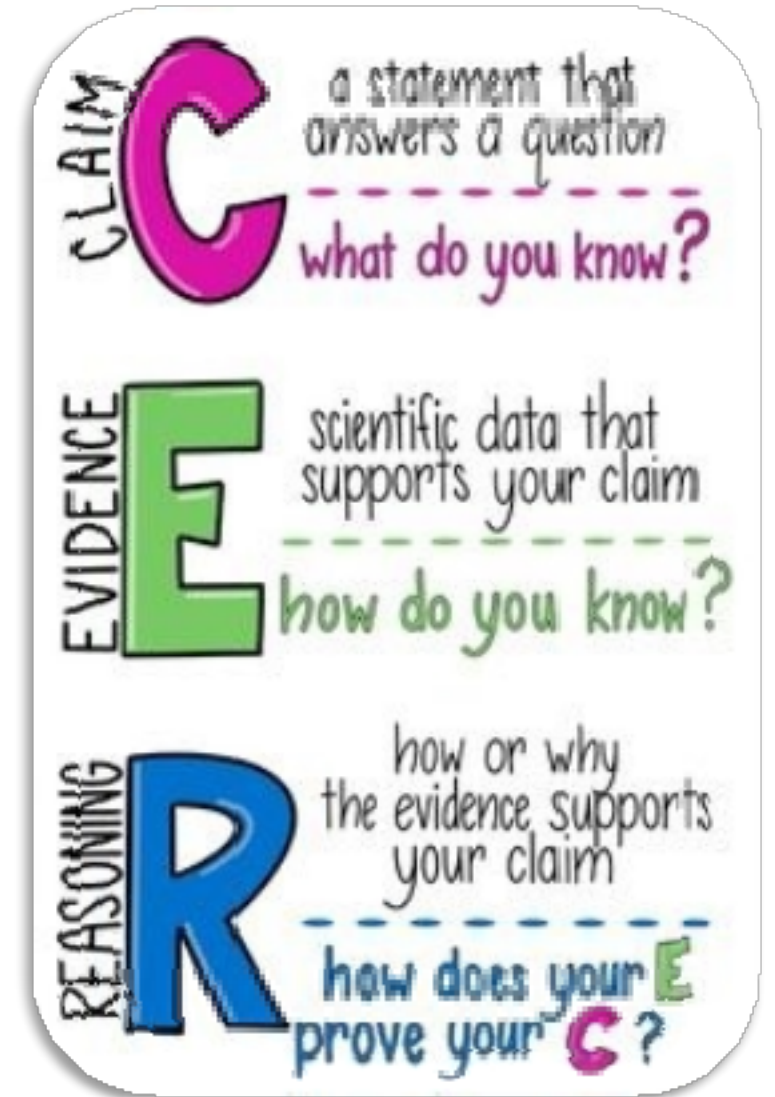
- **Claim:** A statement that answers the question or problem
- **Evidence:** Scientific data or observations that support the claim
- **Reasoning:** The explanation that connects the evidence to the claim using scientific principles

❖ Why it matters:

- Strengthens critical thinking and scientific reasoning
 - Builds students' ability to justify answers with evidence
- Promotes clear communication of scientific ideas

❖ Implementation:

- Used across 5th grade science classrooms to support sensemaking and inquiry-based
- Aligned to TEKS Process Standards and supports readiness for assessments



Direct Support to Students

Science Instruction (Grade 5):

- Modeled multiple science lessons for new 5th grade teachers, providing students with high-quality, standards-aligned instruction
- Delivered full lessons grounded in the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate)
- Engaged students in collaborative learning and hands-on experiences
- Incorporated best instructional practices to deepen understanding and student engagement

Math Support (Grade 6 STAAR Review):

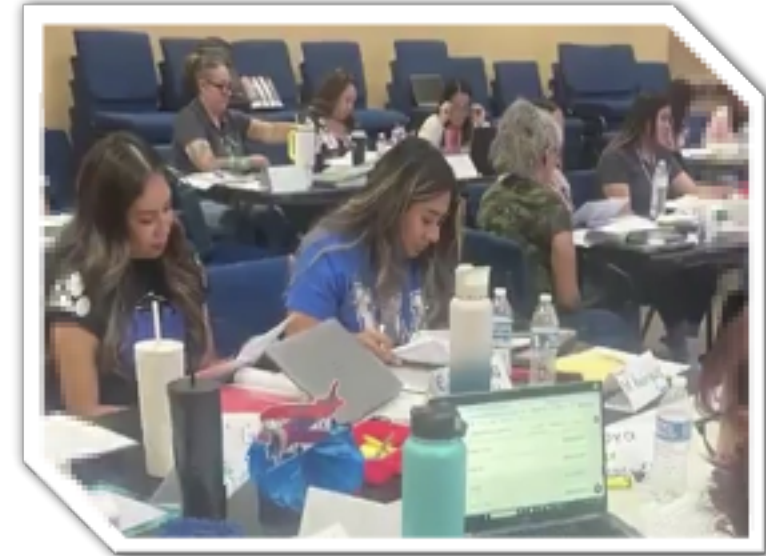
- Taught and supported 6th grade students during STAAR review sessions
- Focused on high-priority TEKS to strengthen readiness for high-stakes assessment
- Implemented collaborative structures to promote discussion and shared problem-solving
- Provided opportunities for students to “think more about it”, encouraging deeper reasoning and critical thinking



Direct Support to Teachers

Instructional Coaching & Lesson Internalization:

- Led math and science internalization processes to strengthen lesson delivery
- Supported teachers through lesson rehearsal, planning, and feedback cycles
- Engaged in weekly learning walks with targeted feedback in math and science
- Provided ongoing coaching during PLCs to refine instructional practices



Math & Science Professional Development:

- Trained teachers and ISs on the Read–Draw–Write process and reinforced implementation during PLCs
- Trained math and science teachers for STAAR Blitz with a focus on high-impact strategies
- Facilitated PD: *“Say Less, Explore More: Science Through Sensemaking”* & Mastering CER
- Provided grade 6 Advanced Math teachers with STAAR deep dive and lesson internalization processes
- Facilitated PD. *“Decoding Data to Drive Achievement for All”*



Direct Support to Teachers

Science Instructional Support:

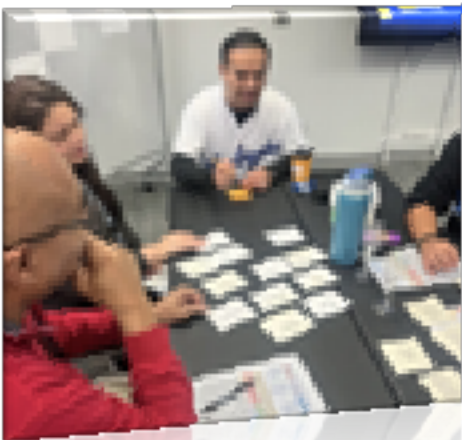
- Provided science 5 launch to include training of new resources, STAAR Data deep dive, and lesson internalization
- Supported science teachers with CER (Claim, Evidence, Reasoning) and curriculum implementation)
- Modeled CER lessons for new teachers and provided feedback after classroom observations
- Trained 5th grade teachers on Lead4ward ePLC components and supported lesson design using STEMscopes Pulse
- Provided training on the Lowman components to include spiraling and STAAR Review

STEM:

- Trained GT teachers on VEX Robotics and provided year-long curriculum support
- Supported GEMS STEM/STEAM Academy instructors with LEGO Robotics training
- Facilitated STEM Tank Challenge training and guided preparation for robotics competitions

New Teacher & Ongoing Support:

- Facilitated First Year Teacher Academy and followed up with coaching, PLC support, and classroom modeling
- Provided continuous support through coaching cycles, modeling, and co-teaching opportunities



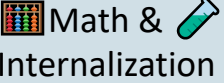
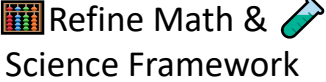
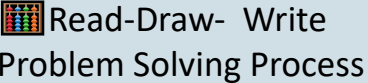
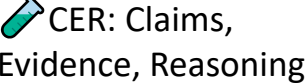
Building Capacity

Building Capacity Across Teachers & Instructional Leaders

- **Supported** the implementation of the Math and Science Internalization Process, ensuring teachers were held accountable for weekly internalization of content and standards.
- **Empowered** Instructional Coaches to take ownership by leading math Internalization PLCs, with ongoing support from Region 19 and district leadership.
- **Collaborated** closely with Elementary Instructional Specialists to strengthen the Read–Draw–Write process, building their expertise to support campus-wide implementation.
- **Facilitated** training alongside Instructional Specialists on October 31, 2025, equipping all elementary teachers with strategies to effectively implement Read–Draw–Write in their classrooms.
- **Facilitated** training alongside Alarcon instructional Specialist regarding math vertical alignment for grades 3-6.
- **Built** long-term capacity through the Elementary Math Bee, where Instructional Specialists have independently expanded the event, making it larger, more rigorous, and sustainable.
- **Developed** capacity with GT teachers by supporting the implementation of VEX Robotics, enabling them to train students in completing STEM challenges and preparing them to compete at STEM Tank.



Strategy Implementation Analysis

Strategy	List the "Gap"	Next Steps
 Math & Science Internalization	Inconsistent deep lesson internalization is limiting effective instruction.	<ul style="list-style-type: none"> Strengthen math internalization through structured PLC collaboration with Region 19, campus IS, and district support Ensure weekly accountability, highlight strong practices, and align the process district-wide.
 Refine Math & Science Framework	Does not include a daily spiral review and intervention.	<ul style="list-style-type: none"> Customize the framework to include a daily spiral review aligned to previously taught TEKS to reinforce retention and build fluency. Implement intentional lesson closures using exit tickets that assess daily learning objectives. Develop a structure for same-day or next-day intervention based on exit ticket data.
 Read-Draw- Write Problem Solving Process	It is not being used consistently across all grade levels.	Clarify and standardize expectations for the Read–Draw–Write process across all campuses. Provide targeted training and modeling during PLCs, with instructional coaches supporting implementation in classrooms. Conduct regular walkthroughs focused on fidelity of the process, and offer timely feedback.
 CER: Claims, Evidence, Reasoning	Inconsistent understanding of CER components. Teachers interpret claim, evidence, and reasoning differently, leading to uneven expectations across classrooms.	<ul style="list-style-type: none"> Create and calibrate with exemplars Develop grade-level exemplars (strong vs. developing CER responses). Use PLC time for teachers to analyze and norm expectations using these samples to build consistency.

Professional Development

Instructional Coaching & Lesson Internalization:

- Led math and science internalization processes to strengthen lesson delivery
- Supported teachers through lesson rehearsal, planning, and feedback cycles
- Engaged in weekly learning walks with targeted feedback in math and science
- Provided ongoing coaching during PLCs to refine instructional practices

Math & Science Professional Development:

- Organized Bluebonnet Math Support from Region 19 for the 2025-2026 school-year
- Trained teachers and instructional specialists on the Read–Draw–Write process and reinforced implementation during PLCs
- Trained math and science teachers for STAAR Blitz with a focus on high-impact strategies
- Facilitated PD: *“Say Less, Explore More: Science Through Sensemaking”* & Mastering CER
- Provided grade 6 Advanced Math teachers with STAAR deep dive and lesson internalization processes
- Facilitated PD. *“Decoding Data to Drive Achievement for All”*

Science Instructional Support:

- Provided science 5 launch to include training of new resources, STAAR Data deep dive, and lesson internalization
- Supported science teachers with CER (Claim, Evidence, Reasoning) and curriculum implementation (including McGraw Hill resources)
- Trained 5th grade teachers on Lead4ward ePLC components and supported lesson design using STEMscopes Pulse

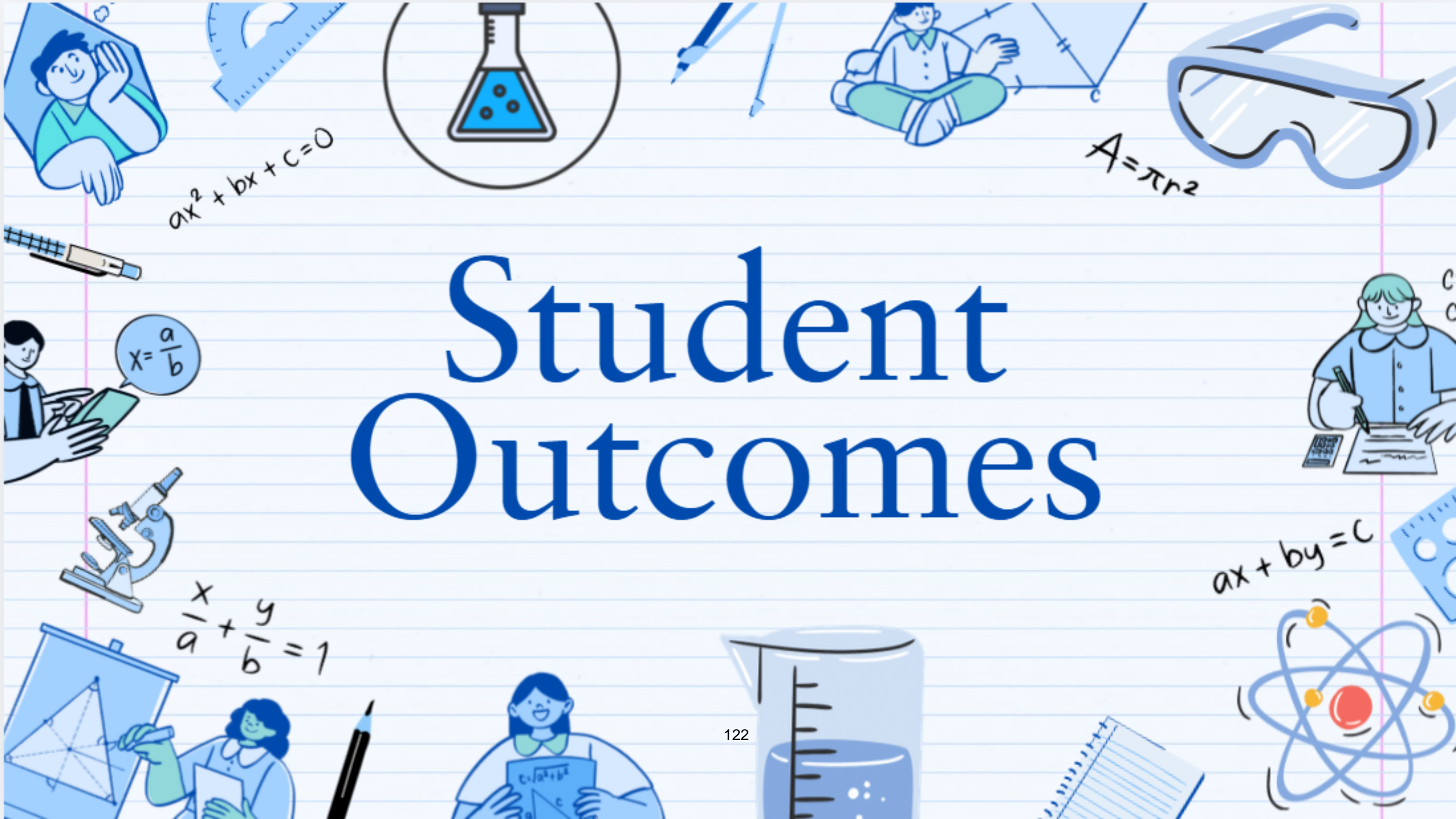
STEM:

- Trained GT teachers on VEX Robotics and provided year-long curriculum support
- Supported GEMS STEM/STEAM Academy instructors with LEGO Robotics training
- Facilitated STEM Tank Challenge training and guided preparation for robotics competitions

New Teacher & Ongoing Support:

- Facilitated First Year Teacher Academy and followed up with coaching, PLC support, and classroom modeling
- Provided continuous support through coaching cycles, modeling, and co-teaching opportunities

Student Outcomes



Recap of 2025 STAAR Data

	3rd Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	69	61.76%	27.94%	1.47%
Currently Emergent Bilingual	37	67.57%	40.54%	2.70%
Special Ed Indicator	15	6.67%	0%	0%
Borrego Elementary	133	50.36%	21.58%	3.60%
Currently Emergent Bilingual	84	44.05%	20.24%	1.19%
Special Ed Indicator	27	18.52%	11.11%	0%
	4th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	69	55.07%	28.99%	7.25%
Currently Emergent Bilingual	48	45.83%	18.75%	4.17%
Special Ed Indicator	7	42.86%	14.29%	14.29%
Borrego Elementary	135	52.59%	28.89%	11.11%
Currently Emergent Bilingual	85	50.59%	24.71%	9.41%
Special Ed Indicator	29	24.14%	10.34%	0%
	5th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	78	66.67%	29.49%	3.85%
Currently Emergent Bilingual	51	58.82%	25.49%	1.96%
Special Ed Indicator	16	62.50%	6.25%	0%
Borrego Elementary	120	57.50%	26.67%	8.33%
Currently Emergent Bilingual	66	50%	19.70%	1.52%
Special Ed Indicator	23	21.74%	0%	0%
	6th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	80	82.50%	42.50%	11.25%
Currently Emergent Bilingual	47	76.60%	31.91%	10.64%
Special Ed Indicator	7	71.43%	14.29%	0%
Borrego Elementary	113	80.53%	49.56%	18.58%
Currently Emergent Bilingual	60	73.33%	36.67%	8.33%
Special Ed Indicator	20	60%	30%	0%

2025 STAAR Data Vs. Interim

	STAAR 2025	2026 Interim
3rd Grade	A -- 54.11%	A—35.23%
	Me--23.67%	Me—21.24%
	Ma--2.9%	Ma—12.44%
4th Grade	A—53.43%	A—36.07%
	Me—28.92%	Me—19.63%
	Ma—9.8%	Ma—10.5%
5th Grade	A—61.11%	A—25.58%
	Me—27.78%	Me—8.84%
	Ma—6.57%	Ma—2.33%
6th Grade	A—81.35%	A—53.77%
	Me—46.63%	Me—37.19%
	Ma—15.54% ¹²⁴	Ma—24.62%

Analysis: Student Outcomes



Celebrations

- The mathematics data for grades 3–5 indicate that students performing at the mastery level demonstrated the greatest growth.

GAPS

- Limited growth among approaching and meets levels. Students performing at the *Approaches* and *Meets* levels are not demonstrating comparable progress, indicating a need for more targeted support to move them toward mastery.

What will you continue or abandon?

- With next year marking our second year of implementation of the Bluebonnet curriculum, teachers are expected to begin with a stronger understanding of the instructional framework and content. Planned adjustments will include incorporating a year-long spiral review of previously taught skills, as well as implementing targeted interventions based on exit ticket data to better address student needs.



Analysis: Student Outcomes



Celebrations

- K–2 mathematics data show stronger performance this year compared to previous years.

GAPS

- Foundational skill gaps for some students
Despite overall gains, certain students may still lack key number sense or early math skills.

What will you continue or abandon?

- With next year marking our second year of implementation of the Bluebonnet curriculum, teachers are expected to begin with a stronger understanding of the instructional framework and content. Planned adjustments will include incorporating a year-long spiral review of previously taught skills, as well as implementing targeted interventions based on exit ticket data to better address student needs.





PK-ELEMENTARY ELAR PROGRESS UPDATE FOR BOARD OF TRUSTEES

Reviewing advancements in early
literacy and reading programs

PURPOSE AND CONTEXT

PK-ELEMENTARY ELAR PROGRESS UPDATE OVERVIEW

Alignment with District Goals

Instructional priorities are aligned with district goals to strengthen literacy outcomes for students in PK through grade 6.

Implementation of Evidence-Based Strategies

HMH

is being implemented across campuses (Borrego following the program with fidelity; Alarcon using a genre-based approach)

SAVVAS is also in use to support instruction

Small group instruction is incorporated within Tier 1 and targeted group settings

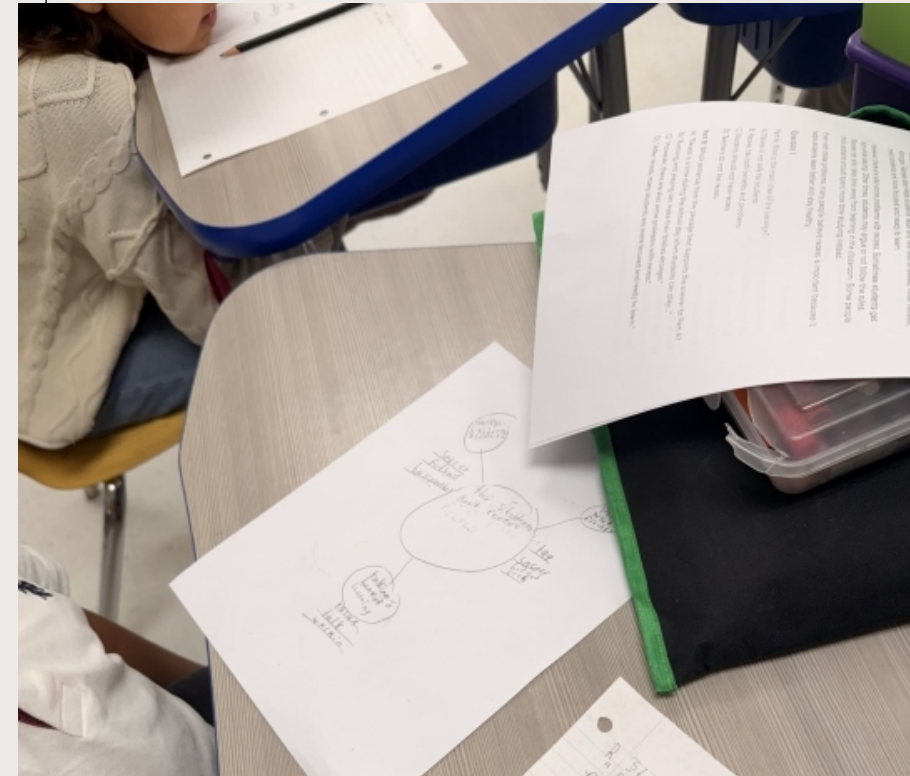
Programs such as iReady, Amira, and IXL are utilized during Tier 1 and small group instruction

Leadership and Accountability

Principals actively engage in walkthroughs and feedback cycles to promote instructional consistency and ensure accountability.

Data-Informed Continuous Improvement

Student data is reviewed prior to PLC meetings to allow for intentional planning of interventions during PLCs.



CELEBRATIONS AND INSTRUCTIONAL FOUNDATIONS

DATA-DRIVEN CELEBRATIONS IN ELAR INSTRUCTION

Improved Student Writing

Student writing samples show stronger evidence, clearer organization, and better alignment to grade-level standards.

Teachers are consistently collecting writing samples and implementing AVID writing strategies, such as problem-and-solution journals and one-pagers, to support cross-curricular learning. Additionally, students engage in daily writing prompts, with writing integrated across content areas, including science and social studies.

Collaborative Lesson Planning

Teachers engage in intentional planning and lesson rehearsals, enhancing instructional coherence and effectiveness.

Active Leadership Involvement

Principals participate in classroom walkthroughs, providing timely feedback to support instructional alignment.





INSTRUCTIONAL PRACTICES AND SUPPORTS

IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL STRATEGIES

RACE Strategy for Writing

*The RACE strategy helps students' structure written responses by **restating**, **answering**, **citing evidence**, and **explaining**.*

R – Restate the question

A – Answer the question

C – Cite evidence

E – Explain your reasoning

Standards-Aligned Instruction

Teachers anchor instruction in HQIM to ensure lessons are standards-aligned and appropriately sequenced.

Coaching and Feedback Cycles

Ongoing coaching and lesson rehearsals support consistent implementation and instructional quality improvement.





DIRECT SUPPORT PROVIDED TO STUDENTS

Targeted Small Group Instruction

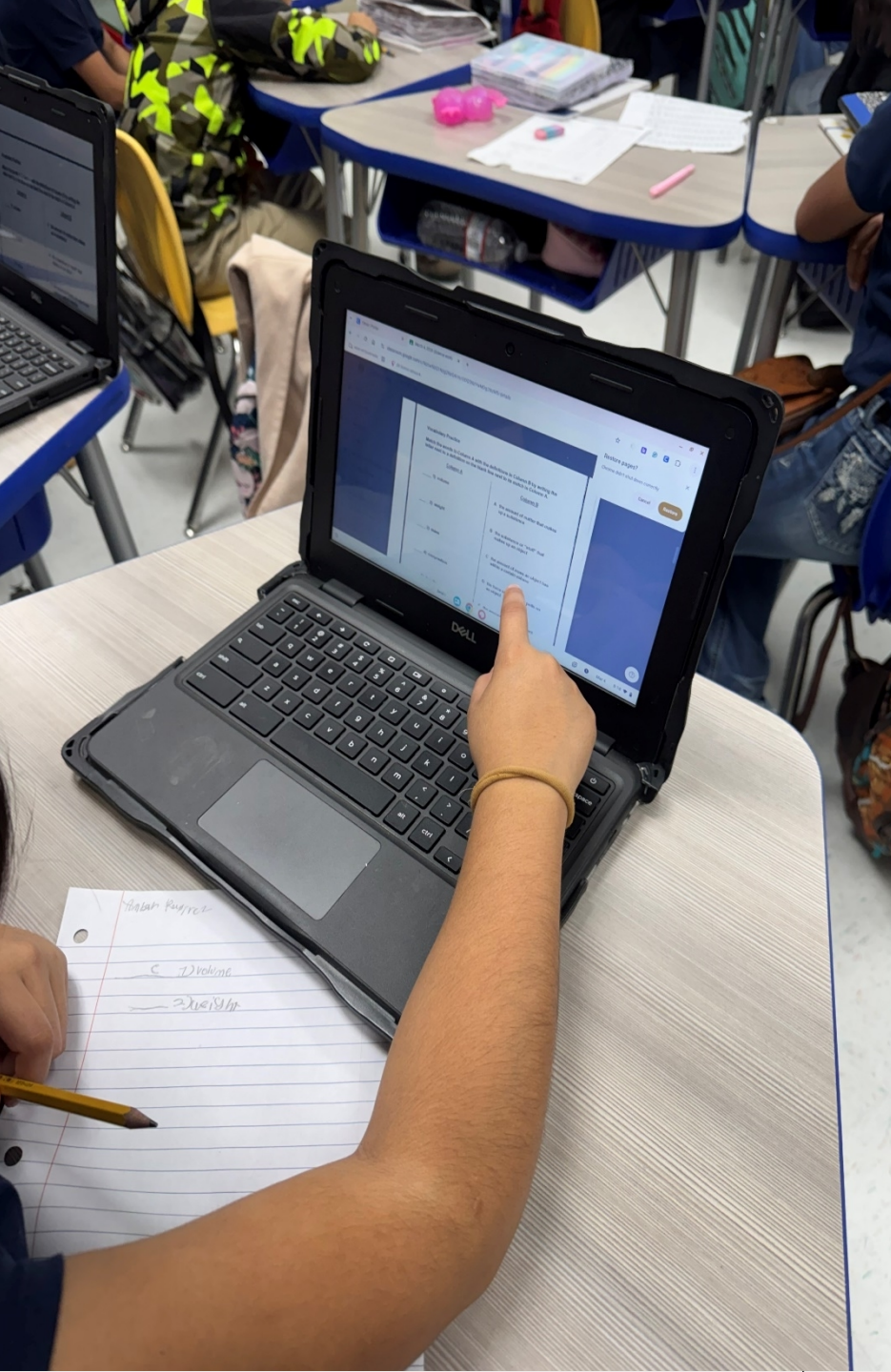
Teachers use assessment data to form small groups that address specific skill gaps, allowing for timely and responsive instruction. Programs such as iReady and IXL are also used to support and reinforce learning during small group instruction.

Progress Monitoring and Milestones

Established milestones and formative assessments, including the use of mCLASS to monitor student progress, enable educators to evaluate the effectiveness of instructional strategies and make timely adjustments as needed.

Remediation and Acceleration Support

Students approaching proficiency receive acceleration, while those with greater needs get intensive scaffolded support aligned to core instruction.



DIRECT SUPPORT AND PROFESSIONAL LEARNING FOR TEACHERS

Focused Professional Development

Ongoing training emphasizes effective use of instructional resources and research-based strategies for ELAR instruction.

HMH

Small Group Instruction/RBIS (Research Based Instructional Strategies) Training

Structured Literacy

Student Work Analysis Protocols

Dual Language Strategies

Summit K-12

Instructional Walkthroughs and Feedback

Walkthroughs followed by feedback cycles help teachers reflect and improve their teaching practices.

Model Lessons and Coaching

Model lessons and individualized coaching demonstrate best practices and support differentiated teacher learning.

Building Teacher Capacity

Comprehensive support increases teacher confidence and promotes instructional consistency across campuses.

AVID STRATEGY OF THE MONTH

(AUGUST)



STOP & WRITE

I know we are familiar with this strategy from last year, so I thought it would be good one to start again. Just a reminder of how this strategy works.

This strategy encourages students to **pause mid-lesson** and reflect on what they've learned. A quick writing break can boost comprehension and engagement! Have students answer questions like:

- What's the most important thing I've learned so far?
- What parts didn't I understand?
- What do I want to know more about?
- How does this topic make me feel?
- What will happen next?
- What does this remind me of?



Have them **write non-stop for 2-3 minutes**—no stress about spelling or punctuation. While they write, you can walk around to check for understanding or use this as an informal assessment.

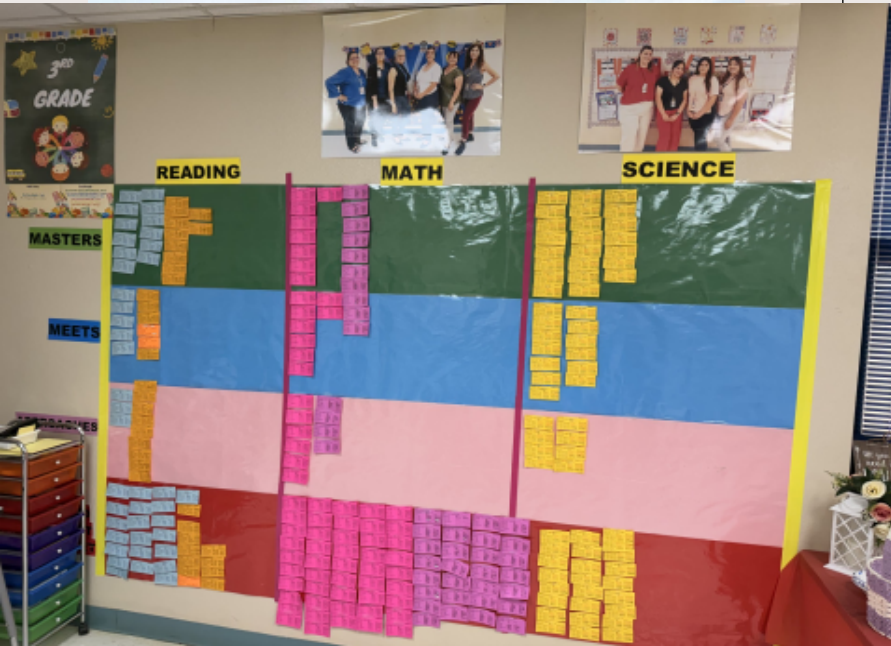
💡 You can do this on **post-it notes, ISNs, or dry-erase boards**—just be sure to save their reflections (or snap a pic) so we can later reflect on implementation!

WRITING, PLC AND DATA ANALYSIS SYSTEMS

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

Assessment Information [REDACTED] 2ND 9WKS/4WKS ASSESSMENT (ENGLISH)
SEISD After Assessment: Data Driven Decisions

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(s)?	
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
1	4.3B (R)	40%	22%	27%	0%	More practice was needed with context clues	phrase/meaning/ precedes	Yes	Whole/small	i-Ready-Tools for Instruction (Use context to find word meaning).
2	4.7C (R)	27%	22%	27%	0%	Lacked understanding of the plot and the story.	Sentence best explains	Yes	Whole/small	i-Ready-Tools for Instruction (Analyze story elements)
5	4.8C (R)	56%	53%	50%	25%	Lacked understanding of the reason why the use of hand sanitizer was important to the plot.	plot	Yes	Whole	i-Ready-Tools for Instruction (Analyze story elements)
6	4.6F (R)	40%	44%	33%	50%	Lacked understanding of the meaning of "Jason's Science quotations" and inference.	Most likely reason	Yes	Whole/small	i-Ready-Tools for Instruction (Make inferences)
7	4.3A (S)	42%	33%	27%	0%	More practice was needed/understanding of the meaning of each definition to fit the sentence.	definition/best fit	Yes	Whole/small	i-Ready-Tools for Instruction (Use a dictionary/Explore Multimeaning words).



ANALYSIS,
OUTCOMES, AND
NEXT STEPS

BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES

Instructional Coaching Cycles

Coaches collaborate with teachers to analyze data, plan lessons, and reflect on instructional practices continuously.

Leadership Development

Campus leaders receive support to enhance their instructional leadership, enabling effective feedback and oversight.

Distributed Leadership Model

Instructional expertise is embedded across campuses to foster shared responsibility and continuous improvement culture.

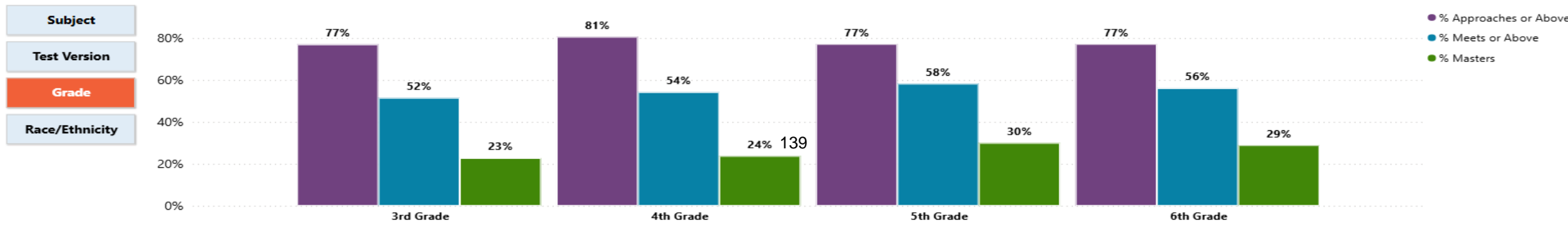
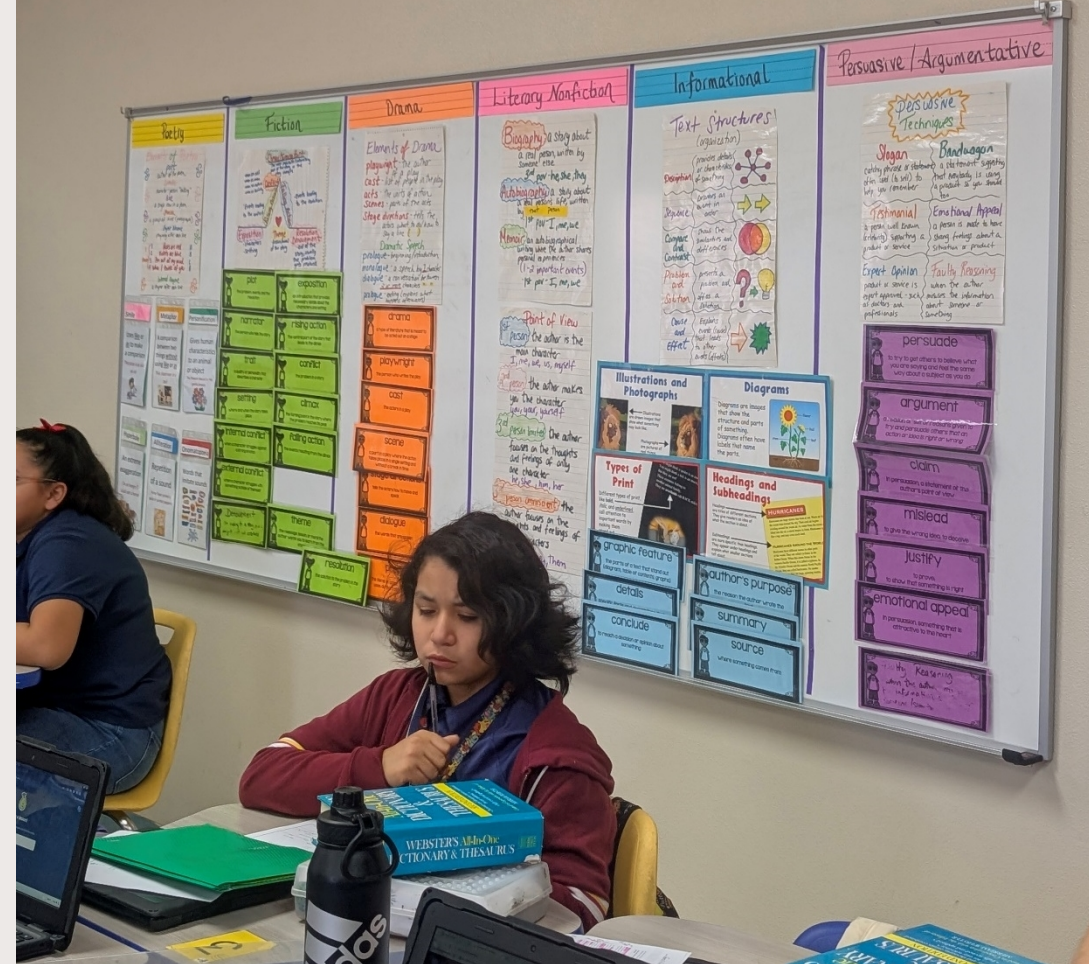
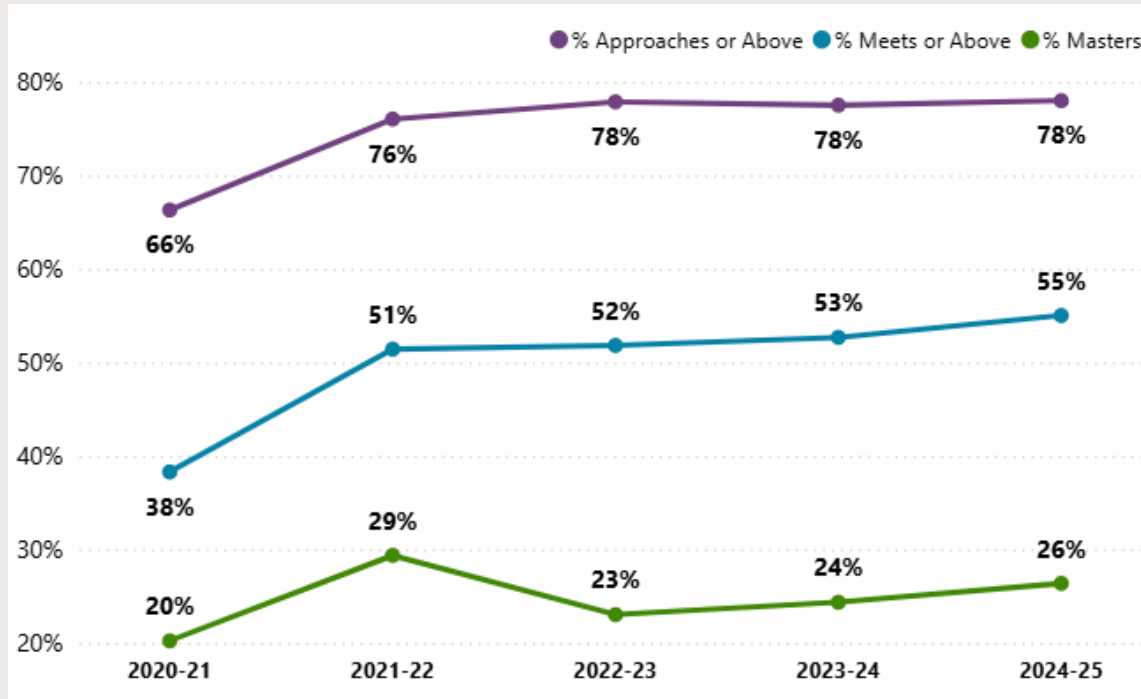
Sustainable Capacity Building

Ongoing capacity-building reduces reliance on external support and strengthens district responsiveness to student needs.

Under Texas Strategic Leadership Priority 1 Level 4 academic experience is a focus in which implementation/monitoring for alignment to district curriculum and instruction. This focus helps the buildings in continuing this focus in conjunction to Priority 2 Lever 5 under instructional planning and support. This is where proper coaching and feedback takes place for all stakeholders.



BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES



BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES

Campus	2026 Spring				2026 Goals Targets			Change		
	Total Tested	% App.	% Meets	% Masters	% App.	% Meets	% Masters	% App.	% Meets	% Masters
Alarcon 3rd Grade RLA English	58	48.28%	36.21%	25.86%	78%	45%	18%	-29.72%	-8.79%	7.86%
Alarcon 3rd Grade RLA Spanish	17	23.53%	11.76%	5.88%	78%	45%	18%	-54.47%	-33.24%	-12.12%
Borrego 3rd Grade RLA English	95	45.26%	31.58%	21.05%	78%	45%	18%	-32.74%	-13.42%	3.05%
Borrego 3rd Grade RLA Spanish	21	23.81%	19.05%	14.29%	78%	45%	18%	-54.19%	-25.95%	-3.71%
Alarcon 4th Grade RLA English	58	48.28%	34.48%	24.14%	80%	42%	15%	-31.72%	-7.52%	9.14%
Alarcon 4th Grade RLA Spanish	18	61.11%	61.11%	33.33%	80%	42%	15%	-18.89%	19.11%	18.33%
Borrego 4th Grade RLA English	103	57.28%	38.84%	22.33%	80%	42%	15%	-22.72%	-3.16%	7.33%
Borrego 4th Grade RLA Spanish	37	56.76%	45.95%	24.32%	80%	42%	15%	-23.24%	3.95%	9.32%
Alarcon 5th Grade RLA English	52	51.92%	36.54%	26.92%	68%	42%	18%	-16.08%	-5.46%	8.92%
Alarcon 5th Grade RLA Spanish	13	46.15%	23.08%	15.38%	68%	42%	18%	-21.85%	-18.92%	-2.62%
Borrego 5th Grade RLA English	115	41.74%	27.83%	18.26%	68%	42%	18%	-26.26%	-14.17%	0.26%
Borrego 5th Grade RLA Spanish	30	50%	36.67%	36.67%	68%	42%	18%	-18.00%	-5.33%	18.67%
Alarcon 6th Grade RLA	79	51.90%	36.71%	22.78%	78%	45%	20%	-26.10%	-8.29%	2.78%
Borrego 6th Grade RLA	114	58.77%	45.61%	29.82%	78%	45%	20%	-19.23%	0.61%	9.82%



STUDENT OUTCOMES AND DATA TRENDS

Improved Student Performance

Growth is evident in students achieving Meets and Masters levels in ELAR across multiple assessments.

Longitudinal Data Analysis

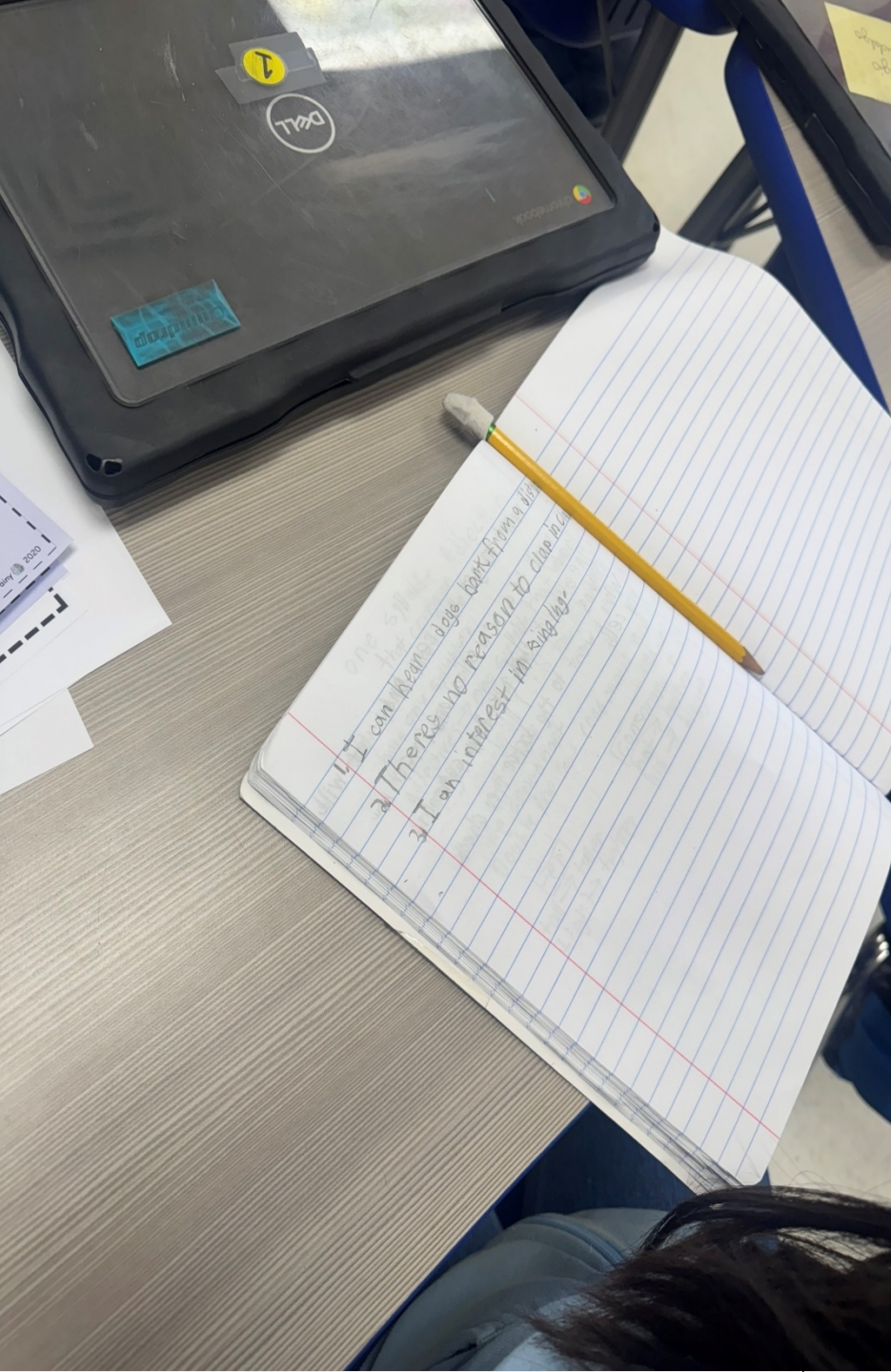
Three years of STAAR data indicate steady progress due to better instruction and resource alignment.

Targeted Interventions Needed

Students below Approaches level require specific monitored interventions to promote improvement.

Data-Driven Instruction

Data guides instructional planning and supports continuous improvement and accountability in literacy.



NEXT STEPS AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Strengthen Effective Practices (TSL 4.2.5)

Focus on reinforcing successful ELAR methods while urgently addressing identified instructional gaps.

Data-Driven Instruction (TSL 4.2.5)

Deepen instructional cycles using data analysis to monitor and improve student learning outcomes across campuses.

Commitment to Continuous Improvement (TSL 5.2.4)

Maintain transparency, collaboration, and resource alignment to ensure ongoing literacy achievement for all students.

TMPC will be implemented at Loya, with initial training already underway during PLCs. Additionally, HMH Version 2 will be adopted for grades K–5, and training will be provided to teachers to support effective implementation.

SEISD Board Instructional Workshop

May 21, 2026



PURPOSE AND SCOPE OF RESEARCH AND EVALUATION FOR SEISD



Central Support System

Research and Evaluation ensures instructional decisions and accountability are based on accurate data and aligned with regulations.

Accountability Interpretation

The team translates complex state accountability metrics into actionable insights for district leaders and trustees.

Cross-Department Coordination

Research and Evaluation coordinates across departments to align improvement plans and streamline testing logistics.

Protecting District Integrity

The role safeguards the district's credibility by ensuring aligned, transparent data and instructional priorities.

A top-down view of a wooden desk. On the left, a blue folder holds a white lined notebook. A hand in a grey sleeve holds a black pen over the notebook. To the right, a pair of glasses sits on a document. Below the glasses is a bar chart with five bars of different colors (purple, blue, green, orange, red) with values 11, 18, 12, 14, and 21. The chart is titled 'Column Chart'.

COMPLIANCE AND DATA STEWARDSHIP RESPONSIBILITIES

Accurate Student Data Management

Ensuring student assessment data is accurate and timely protects student postsecondary opportunities and district credibility.

Assessment Tools Coordination

Monitoring Accuplacer access and licensing ensures uninterrupted testing and college readiness placement for students.

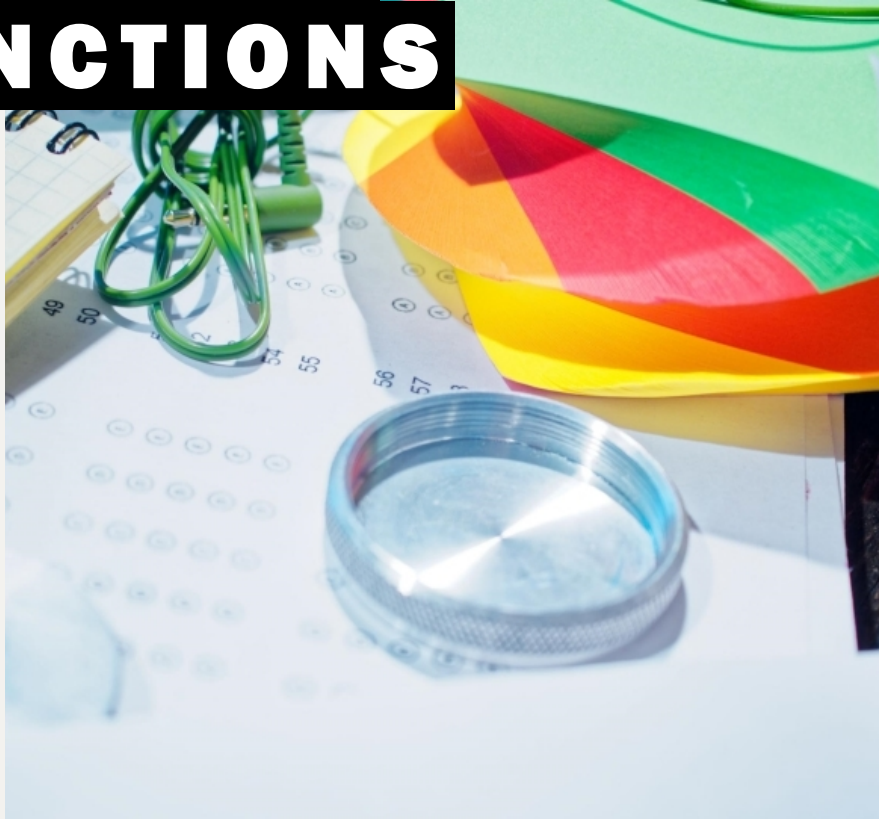
Compliance and Audit Preparation

Collaborating with PEIMS and campuses to maintain audit-ready data supports compliance and accurate reporting.

Data Stewardship and Decision Support

Accurate data stewardship enables sound decision-making, resource allocation, and transparent community communication.

INSTRUCTIONAL AND OPERATIONAL SUPPORT FUNCTIONS



Instructional Materials Coordination

Collaborating with teams to organize and order campus instructional materials ensures timely and aligned resources for effective teaching.

District Calendar Management

Managing and updating the district calendar maintains alignment for instruction, testing, and professional development schedules.

Improvement Plan Alignment

Aligning campus improvement plans with district priorities supports unified goals and accountability targets across schools.

Support for Curriculum Planning

Developing planning documents provides structured tools that enhance coherent curriculum planning and monitoring.

TRAINING, COMMUNICATION, AND ONGOING SUPPORT



Training for State Testing

Training campus leadership on STAAR, STAAR Alternate 2, and TELPAS ensures understanding of test administration and security requirements.

Ongoing Communication and Support

Providing weekly instructional walkthrough updates helps leaders monitor quality and identify areas needing support.

Legislative and Accountability Updates

Updating the Board of Trustees on HB3 and supporting Results Driven Accountability ensures alignment with legislative changes.

Collaboration with TEA

Participating in TEA meetings supports instructional practices and development of Targeted Improvement Plans.

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> • Single end-of-year summative assessment • Measures student performance at one point during the school year 	<p>Purpose & Overall Design</p>	<ul style="list-style-type: none"> • Required Beginning of Year (BOY) and Middle of Year (MOY) checkpoints for grades 3-8, optional BOY and MOY checkpoints for EOCs, and required End of Year (EOY) summative assessment for all • Provides multiple measures of student performance across the year
<ul style="list-style-type: none"> • Static assessment (same items for all students) • Online 	<p>Assessment Format</p>	<ul style="list-style-type: none"> • BOY & MOY <ul style="list-style-type: none"> » TEA will provide BOY and MOY assessments that are adaptive (questions adjust to student performance) » Districts may choose to administer an alternative assessment from a TEA-approved list in place of the state BOY/MOY assessments • EOY <ul style="list-style-type: none"> » TEA will provide a required static assessment (all students receive the same items) » Online
<ul style="list-style-type: none"> • Designed for most students to complete within 3 hours 	<p>Test Length</p>	<ul style="list-style-type: none"> • Designed for most students to complete within: <ul style="list-style-type: none"> » Grades 3-4 → BOY/MOY: 60 min.; EOY: 90 min. » Grades 5-8 → BOY/MOY: 75 min.; EOY: 105 min. » EOC → To be determined
<ul style="list-style-type: none"> • One spring testing window (April/early May) consisting of over-lapping 2-week windows for each content area • Writing included in spring administration 	<p>Testing Windows</p>	<ul style="list-style-type: none"> • BOY: Late August–Sept 30 • MOY: Jan 2–Feb 21 • RLA Writing: Apr 1–15 (separate early window) • EOY: May 1–30

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> Results are returned after the close of the statewide scoring and reporting process Results are reported according to established TEA timelines 	Data Return Timeline	<ul style="list-style-type: none"> BOY/MOY/EOY results within two business days of the close of the testing window Beginning in year 2: BOY and MOY results are expected to be available immediately after testing
<ul style="list-style-type: none"> Grades 3–8 <ul style="list-style-type: none"> » RLA & Math: Grades 3–8 » Science: Grades 5 and 8 » Social Studies: Grade 8 » Spanish versions available: Grades 3–5 EOCs <ul style="list-style-type: none"> » Algebra I, Biology, English I, English II, U.S. History 	Grade Levels/ Content Areas Assessed	<ul style="list-style-type: none"> Grades 3–8 <ul style="list-style-type: none"> » RLA & Math: Grades 3–8 » Science: Grades 5 and 8 » Social Studies: Grade 8 » Spanish versions available: Grades 3–5 EOCs <ul style="list-style-type: none"> » Algebra I, Biology, English I, U.S. History
<ul style="list-style-type: none"> Five EOCs required: <ul style="list-style-type: none"> » Algebra I, Biology, English I, English II, U.S. History 	High School Impact	<ul style="list-style-type: none"> Four EOCs required: <ul style="list-style-type: none"> » English II removed beginning in 2027–28 BOY/MOY optional for EOCs EOC graduation requirements remain the same for the classes of 2026 and 2027. Requirements for the class of 2028 and beyond are TBD
<ul style="list-style-type: none"> Online supports available Paper/braille available; Spanish versions (3–5) Students with the most significant cognitive disabilities take the STAAR Alternate 2 	Accommodations	<ul style="list-style-type: none"> Online supports available Paper/braille available; Spanish versions (3–5) *Students with the most significant cognitive disabilities participate in an EOY alternate assessment; BOY and MOY are not required

TEXAS ACCOUNTABILITY SHIFT: FROM STAAR TO STUDENT SUCCESS TARGETS (SST)



STAAR		Student Success Tool (SST) Begins Fall 2027
<ul style="list-style-type: none"> Benchmark and interim assessments may be locally developed by districts or selected from vendors of their choosing TEA will continue to provide optional STAAR Interims through 2026-27 	Benchmark & Interim Assessments	<ul style="list-style-type: none"> Districts may choose to administer BOY/MOY assessments from a TEA-provided approved list BOY/MOY assessments serve as the districtwide benchmark checkpoints under HB 8; classroom formative assessments, unit assessments, and diagnostic tools used for instruction remain locally determined
<ul style="list-style-type: none"> All operational spring STAAR items are released annually December and June EOCs, embedded field test items, and interim items are not released 	Released Items	<ul style="list-style-type: none"> All operational EOY SST items are released annually BOY/MOY items will not be released
<ul style="list-style-type: none"> End-of-year summative results are used in growth and achievement calculations Assessment data used for A-F accountability ratings 	Accountability Impacts	<ul style="list-style-type: none"> EOY results used for A-F accountability ratings Through-year growth measure in development for future years
<ul style="list-style-type: none"> TEA provides a Family Portal for parents/guardians to access scores 	Parent/Guardian Access	<ul style="list-style-type: none"> Parents/guardians will continue to have access to their Family Portal Parents/guardians can sign up for text notifications when results are available
<ul style="list-style-type: none"> Administered in a single extended testing session Same items presented to all students Performance evidence collected during one testing administration One testing window per year 	Student Experience	<ul style="list-style-type: none"> Administered across multiple shorter testing sessions during the school year BOY and MOY assessments are adaptive; EOY is static Performance evidence collected during multiple testing administrations Multiple testing windows (BOY, MOY, EOY)

Instructional Programs

Curriculum & Instruction

Ensure the curriculum is thoughtfully developed, aligned, and put into practice across all classrooms, using high-quality instructional materials to support strong standards-based teaching.

Professional Development

Support ongoing training to strengthen teacher effectiveness and instructional practices.

Data-Driven Decision Making

Use student performance data and assessments to guide instructional improvements and monitor program effectiveness.

Student Support & Intervention

Help to organize support for students who are struggling, while also making sure advanced learners have opportunities to be challenged and grow

Equity & Access

Ensure all students have access to rigorous learning opportunities and addresses achievement gaps among student groups.



Instructional Programs



Collaboration & Communication

Work with stakeholders to align goals, share expectations, and maintain transparency around instructional initiatives.

Instructional Leadership

Provide guidance and support to school leaders to maintain consistent, high-quality instruction.

Compliance & Policy Implementation

Ensure all instructional programs meet district, state, and federal requirements.

Program Evaluation

Monitor and evaluate instructional programs to determine their impact and make informed adjustments.

Gifted and Talented



GT Family Nights

Events where families come together to participate in engaging gifted and talented (GT) activities alongside their child. These evenings are designed to strengthen the connection between home and school while giving parents a better understanding of how GT students learn and think. Activities are interactive, creative, and supported through Creative Learning Collaborative.

GT Student Competitions

Opportunities for GT students to work in teams and collaborate on a variety of challenging activities. These competitions encourage critical thinking, problem-solving, and teamwork. Like the family nights, these are supported through Creative Learning Collaborative and are designed to extend learning beyond the classroom.

2nd Grade GT Universal Testing

All second-grade students were screened to ensure equitable access to the GT program. Students who met the initial screening criteria moved forward to formal GT testing. As a result of this process, 6 students were identified for GT services. Overall, as a district we have 33 students who were identified/qualified for GT services.

STEM Tank Challenge (May)

An upcoming event where GT students will participate in a STEM-based challenge. GT students will engage in a hands-on robotics competition where they design, build, and program robots.

GT Professional Development Update

Ongoing efforts are in place to ensure all teachers meet GT training requirements. This includes making sure current teachers complete the required 6-hour annual update and that new teachers receive the full 30 hours of GT foundational training.



LPAC

LPAC Administrator Training

Provide training for the LPAC administrator on all required procedures at the beginning, middle, and end of the year to ensure compliance and consistency in supporting emergent bilingual students.

Progress Monitoring Every 9 Weeks

Ensure the LPAC administrator reviews student grades every nine weeks. This includes holding monitoring meetings to discuss students who are failing or at risk of failing and identifying appropriate interventions.

LPAC Audits

Conduct LPAC audits twice a year, once in the fall and once in the spring, to verify that all required documentation is accurate, complete, and properly maintained in student files.

Campus Support

Provide ongoing support to campuses as needed, including guidance, troubleshooting, and assistance with LPAC processes to ensure all requirements are met effectively



PHOTOCARDS.AI

UIL Academics



UIL Event Hosting (Middle School & High School)

Both the middle school and high school successfully hosted UIL events during the school year, providing students with opportunities to compete and showcase their academic skills.

Coordination and Planning Support

Collaborated with both campus coordinators to help ensure the events were well-organized and ran smoothly.

Event Assistance

Provided on-site support at both the middle school and high school during UIL events to assist with logistics and overall execution.

Cross-Department Organization

Supported organization and coordination efforts across departments at both campuses to help streamline event planning and implementation.

Questions





BILINGUAL INSTRUCTIONAL OFFICER

EMPOWERING LEARNERS.
INSPIRING EXCELLENCE.



LEAD | SUPPORT | COLLABORATE | SUCCEED

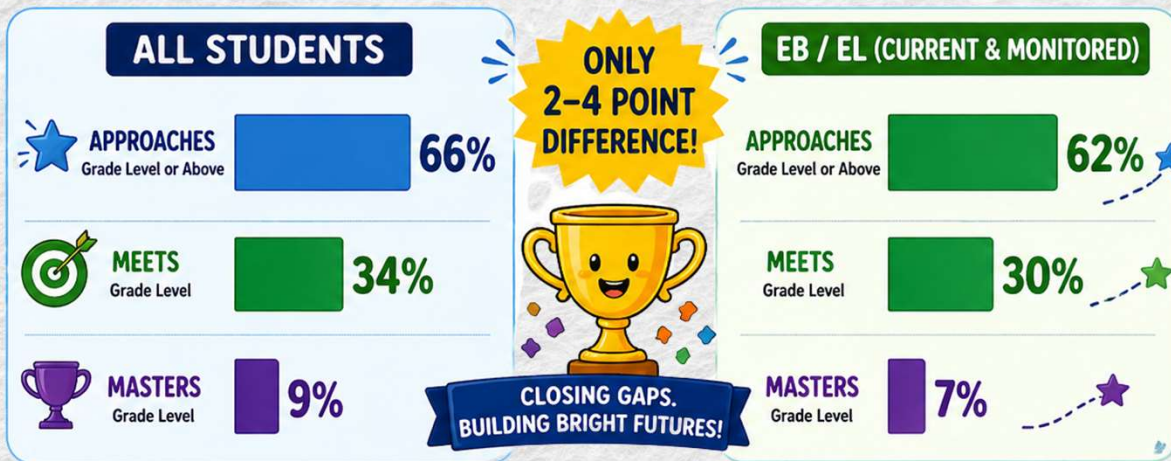
TOGETHER, WE SOAR!



EMERGENT BILINGUALS ARE KEEPING UP!

2024-25 STAAR PERFORMANCE (ALL GRADES, ALL SUBJECTS)

EB / EL (CURRENT & MONITORED) COMPARED TO ALL STUDENTS



OUR EBs. OUR FUTURE. OUR SUCCESS!

- ### KEY TAKEAWAYS
- EB STUDENTS ARE PERFORMING CLOSE TO ALL STUDENTS.** Only a 2-4 point gap across performance levels!
 - STRONG SYSTEM.** Our instruction and support are making a difference!
 - SUCCESS BEYOND LANGUAGE.** Our EBs are learning, growing, and achieving!
 - TOGETHER, WE SOAR!** Every student. Every step. Every success!

Grade	Subject	EB/EL (Current & Monitored)	All Students
Elementary	Math	62%	66%
	Reading	30%	34%
Middle	Math	62%	66%
	Reading	30%	34%
High School	Math	62%	66%
	Reading	30%	34%

2024-2025 (TARP) Texas Academic Performance Report

62% OF EB STUDENTS ARE APPROACHING GRADE LEVEL OR ABOVE!
30% MEET GRADE LEVEL! 7% MASTERS GRADE LEVEL!



DATA TELLS OUR STORY. OUR ACTIONS CREATE LIMITLESS POSSIBILITIES!

WE ARE PROUD OF OUR EMERGENT BILINGUALS! SUPPORTED TODAY. PREPARED FOR TOMORROW. READY FOR THE FUTURE!

DATA-DRIVEN CELEBRATIONS

FOCUSED DUAL LANGUAGE PD PLAN

Together, we designed a **Dual Language Professional Development Calendar** with targeted topics and scheduled sessions to directly address those needs, including:

- ✓ Bridging (El Puente)
- ✓ Preview–View–Review
- ✓ Cross-Linguistic Connections
- ✓ Translanguaging
- ✓ CBLI
- ✓ ELPS



“Our Dual Language PD was intentional—built from data, aligned with campus needs, and focused on strengthening biliteracy instruction.”



SAN ELIZARIO ISD DUAL LANGUAGE DISTRICT
DUAL LANGUAGE PD CALENDAR 2025

🕒 Time 4:15–5:00

📍 Location: Cafeteria
Alarcon
Borrego
Sambrano

August-14, 2025 – Bridging - El Puente @ Sambrano
September-18, 2025 – Preview-View-Review @ Sambrano
October-30, 2025 – Cross-Linguistic Connections @ Sambrano
November-13, 2025 – Translanguaging @ Sambrano
December-10, 2026 – CBLI + ELPS @ Sambrano

August-07, 2025 – Bridging - El Puente @ Borrego
September-04, 2025 – Preview-View-Review @ Alarcon
October 16, 2025 – Cross-Linguistic Connections @ Borrego
November-06, 2025 – Translanguaging @ Alarcon
December-04, 2026 – CBLI + ELPS @ Borrego

★ *“You are welcome to repeat the course if you choose to.”*



DATA-DRIVEN CELEBRATIONS

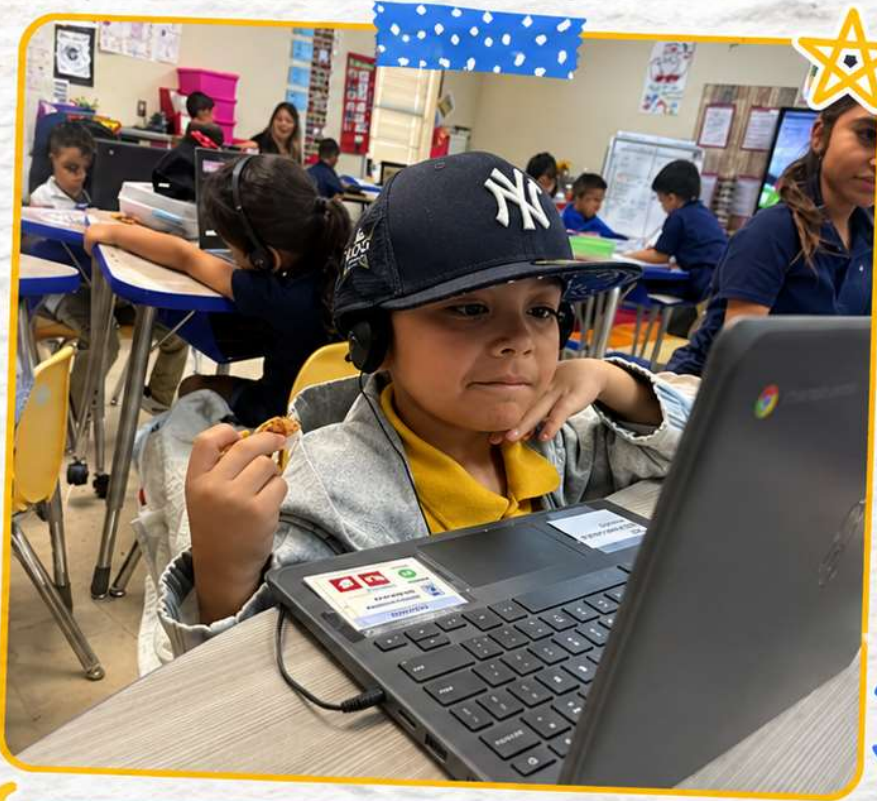
SUMMIT K12 IMPLEMENTATION



STUDENT IMPACT:

Students had consistent opportunities to:

- ✓ Practice **TELPAS-aligned** tasks 
- ✓ Build confidence in **academic language** 
- ✓ Strengthen skills across all **four language domains** 



TEACHER FEEDBACK:

Teachers reported:

- ✓ **Improved student confidence**, especially in Speaking and Writing 
- ✓ Better preparation for **TELPAS expectations** 

SUMMIT K12 GAVE OUR STUDENTS THE OPPORTUNITY TO PRACTICE LANGUAGE IN A WAY THAT MIRRORS TELPAS—AND WE ARE SEEING THE IMPACT IN BOTH CONFIDENCE AND PERFORMANCE.





DATA-DRIVEN CELEBRATIONS

- LISTENING (L) & SPEAKING (S): BOY TO MOY

School	BOY			MOY		
	#	L (Listening)	S (Speaking)	#	L (Listening)	S (Speaking)
Alfonso Borrego Senior Elementary	75/320	1.84	1.87	298/320	2.81	2.41
Ann M Garcia Enriquez Middle School	350/402	3.04	2.40	354/402	2.91	2.65
Josefa L Sambrano Elementary	134/317	1.05	0.16	291/317	2.07	1.62
L G Alarcon Elementary	13/195	1.57	1.68	176/195	2.94	2.47
San Elizario High School	17/250	1.32	0.77	212/250	2.78	2.17

- READING (R) & WRITING (W): BOY TO MOY

School	BOY			MOY		
	#	R (Reading)	W (Writing)	#	R (Reading)	W (Writing)
Alfonso Borrego Senior Elementary	83/320	1.54	1.16	295/320	1.94	1.59
Ann M Garcia Enriquez Middle School	313/402	2.29	1.60	377/402	2.54	2.18
Josefa L Sambrano Elementary	132/317	0.44	0.11	292/317	1.62	0.69
L G Alarcon Elementary	12/195	1.72	1.14	177/195	2.02	1.61
San Elizario High School	31/250	1.47	1.10	212/250	2.27	2.04



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DATA-DRIVEN CELEBRATIONS

DISTRICT GROWTH SUMMARY (BOY → MOY)



Together, we analyzed **BOY to MOY ELPS** growth across all assessed campuses, highlighting consistent progress in language development.

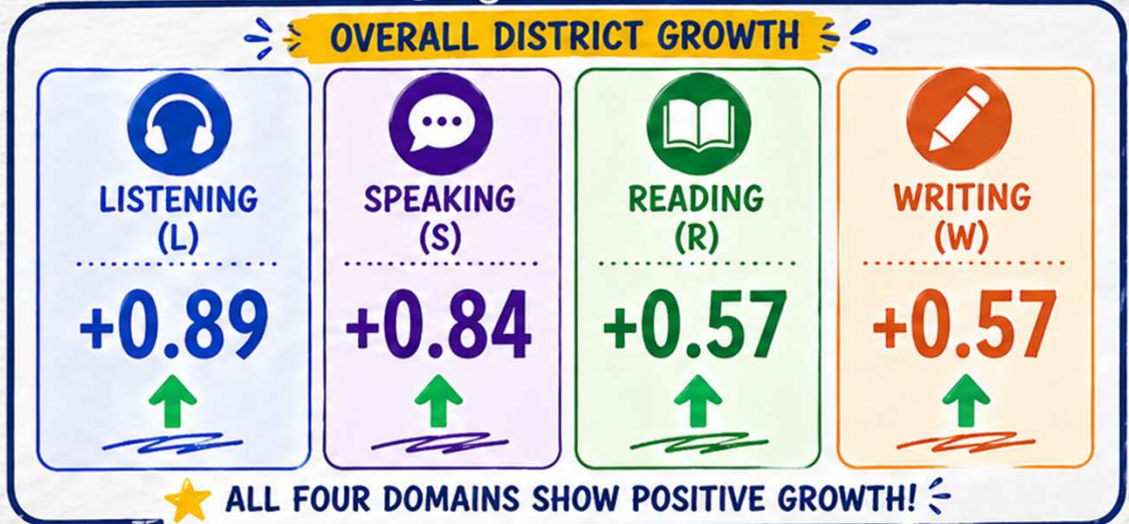
GROWTH BY DOMAIN: ✨

	Listening (L):	+0.89 ↑
	Speaking (S):	+0.84 ↑
	Reading (R):	+0.57 ↑
	Writing (W):	+0.57 ↑

WHAT THIS MEANS: ✨

- ✔ Strongest growth in **Listening & Speaking**
- ✔ Continued development in **Reading & Writing**
- ✔ Evidence of intentional language instruction across campuses

OVERALL DISTRICT GROWTH ✨



“Our district is seeing measurable growth across all domains—reflecting strong alignment, intentional instruction, and a commitment to language development.”





HIGH QUALITY INSTRUCTIONAL MATERIALS

RESOURCES THAT EMPOWER. INSTRUCTION THAT TRANSFORMS.



CORE PROGRAMS SUPPORTING EB STUDENTS:



• HMH (RLA) – includes Spanish foundational skills (Destrezas Fundamentales / Foundational Skills)



• Bluebonnet / Great Minds (Math) – strong academic vocabulary development



EMBEDDED SUPPORTS FOR EB STUDENTS:



• English & Spanish

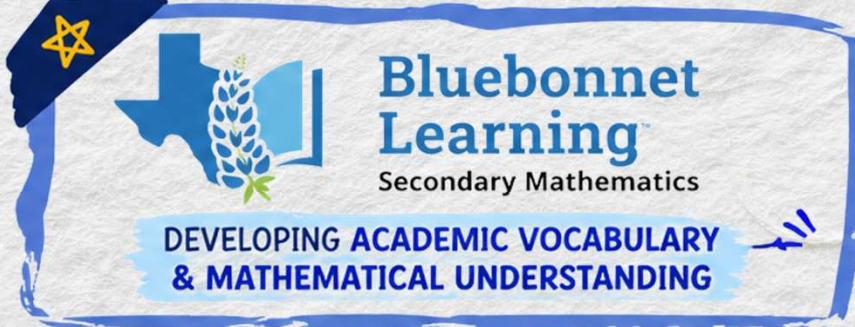


• Academic vocabulary development



HMH

BUILDING STRONG FOUNDATIONS IN
READING & LANGUAGE ARTS



Bluebonnet Learning
Secondary Mathematics

DEVELOPING ACADEMIC VOCABULARY & MATHEMATICAL UNDERSTANDING



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STRATEGY IMPLEMENTATION



STRATEGIES THAT DRIVE STUDENT SUCCESS

KEY STRATEGIES IMPLEMENTED:



QSSSA (Structured Student Talk)



Sentence stems across content areas



Language Objectives + Content Objectives



Anchor Charts (co-created with students)



Translanguaging & Bridging (El Puente)



Explicit vocabulary instruction



Summit K12 (4 domains practice)



INTENTIONAL STRATEGIES. STRONGER OUTCOMES.



QSSSA

(Structured Student Talk)



SENTENCE STEMS

across content areas



LANGUAGE OBJECTIVES + CONTENT OBJECTIVES



ANCHOR CHARTS

(co-created with students)



TRANSLANGUAGING & BRIDGING (EL PUENTE)



EXPLICIT VOCABULARY

instruction



SUMMIT K12

(4 domains practice)



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DIRECT SUPPORT TO STUDENTS

TARGETED SUPPORT. STRONGER LEARNERS.



- Modeled **Dual Language lessons** to demonstrate effective instruction in real classroom settings.



- Tutored students at **Borrego Elementary** preparing for the **Spanish Reading STAAR**, focusing on:

- ✓ Comprehension skills
- ✓ Vocabulary development
- ✓ Test-taking strategies



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DIRECT SUPPORT TO TEACHERS

STRONG TEACHERS. STRONGER CLASSROOMS.



- Modeled **instructional strategies** during classroom visits and Learning Walks



- Provided **Professional Development** on:
 - Dual Language **strategies**
 - **ELPS** implementation
 - **Language development** techniques



- **PLC** collaboration (Assessments & Data)



- Provided **Dual Language Resources**



BUILDING CAPACITY

GROWING LEADERS. EMPOWERING EDUCATORS.



- Provided **ongoing Professional Development**
 - Leadership
 - Instructional Specialist
 - Parents (Latino Literacy)
 - Teachers



- **IS Mentor**
 - Facilitated **PLCs across campuses** (Loya, Sambrano, Alarcón, Borrego)



- Conducted **Learning Walks with feedback cycles** to support instructional growth



- **Modeled lessons and strategies** in classrooms



San Elizario ISD Curriculum & Instruction

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DISTRICT ANALYSIS: STRATEGY IMPLEMENTATION
















 STRATEGY	 IMPLEMENTATION GAP(S)	 NEXT STEPS
 El Puente (Bridging)	 Inconsistent implementation across classrooms	 Continue modeling + provide exemplars
 Cross-Linguistic Connections	 Limited depth in student application	 Increase explicit instruction + practice
 Translanguaging	 Misunderstanding of purpose and structure	 Provide targeted PD with examples
 Language Objectives (ELPS)	 Not consistently measurable or visible	 Reinforce through PLCs and monitoring
 Summit K12	 TELPAS/STAAR	 Practice





 Our focus is on strengthening **consistency, clarity,** and **intentional implementation** across all classrooms.
 

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Strategy Implementation Analysis

 STRATEGY	 IMPLEMENTATION GAP(S)	 NEXT STEPS
 Academic Vocabulary	 Surface-level exposure	 Increase structured vocabulary routines
 Student Discourse	 Limited extended responses	 Implement structured talk strategies (QSSSA)
 Anchor Charts	 Teacher-created vs student-owned	 Promote co-creation with students
 Language of Instruction	 Occasional inconsistencies	 Reinforce through Learning Walk feedback




 Our focus is on strengthening **consistency**, **clarity**, and **intentional implementation** across all classrooms.

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PROFESSIONAL DEVELOPMENT

BUILDING KNOWLEDGE. EMPOWERING EDUCATORS. SUPPORTING OUR STUDENTS.

BUILDING STRONGER BILINGUAL FUTURES TOGETHER!



DATE	TOPIC	AUDIENCE	TIME	LOCATION	FOCUS
8/7/2025	Bridging – El Puente	DL Teacher PD	4:15–5:00	Borrego	District
8/14/2025	Bridging – El Puente	DL Teacher PD	4:15–5:00	Sambrano	District
9/4/2025	Preview–View–Review	DL Teacher PD	4:15–5:00	Alarcon	District
9/18/2025	Preview–View–Review	DL Teacher PD	4:15–5:00	Sambrano	District
9/24/2025	Summit K12's Connect to Literacy (C2L)	Teachers / IS / IO / Admin PD	8:10–11:30	SEHS	Summit K12
10/10/2025	Summit K12 District Plan with Principals	Bilingual IO	3:00–5:00	Central Office	District
10/14/2025	Summit K12 Planning with Alarcon	Bilingual IO	2:00–3:00	Central Office	District
10/16/2025	Summit K12 PD Planning with Borrego & Alarcon	Bilingual IO	3:00–4:00	Borrego	District
10/16/2025	Cross-Linguistic Connections	DL Teacher PD	4:15–5:00	Borrego	District
10/30/2025	Cross-Linguistic Connections	DL Teacher PD	4:15–5:00	Loya	District
10/31/2025	Summit K12 Data & Planning	DL Teacher PD	2:00–4:00	High School PLC	District
11/6/2025	Translanguaging	DL Teacher PD	4:15–5:00	Alarcon	District
11/13/2025	Translanguaging	DL Teacher PD	4:15–5:00	Loya	District
12/10/2025	CBLI + New ELPS	DL Teacher PD	4:15–5:00	Loya	District
1/16/2026	RLA Assessment Meeting (Sambrano K-2nd)	DL & Mono	8:00–10:00	Sambrano	District
1/29/2026	Summit K12 TELPAS Prep Plan / How Summit Supports with STAAR	DL Teacher PD	4:15–5:00	On-Line	District
2/3/2026	Summit K12 TELPAS Support	Training	3:00–4:15	SEHS	District
2/4/2026	Summit K12 Data Meeting & AI Assessment Teacher Resource (Mr. Corona)	Training	8:00–9:00	GEMS	District



MORE THAN **40** PD SESSIONS DELIVERED!



AUGUST 2025 – APRIL 2026



TEACHERS, ADMIN, IOs & SUPPORT STAFF



FOCUSED ON BILITERACY & STUDENT SUCCESS



“High-quality PD leads to high-impact instruction and student success!”



San Elizario ISD Curriculum & Instruction



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TELPAS 2025

OUR STUDENTS ARE GROWING!



BUILDING STRONGER BILINGUAL LEARNERS EVERY YEAR!



KEY TAKEAWAYS

- ADVANCED + ADVANCED HIGH INCREASES AS STUDENTS MOVE FROM 3RD TO 6TH GRADE!**
- BEGINNING LEVEL DECREASES FROM 9.45% IN 3RD GRADE TO 5.15% IN 6TH GRADE!**
- OUR 6TH GRADERS HAVE THE HIGHEST PERCENTAGE IN ADVANCED (41.24%)!**
- WE ARE BUILDING STRONG FOUNDATIONS FOR CONTINUED LANGUAGE SUCCESS!**

LOOK AT OUR PROFICIENCY GROWTH!

PROFICIENCY = ADVANCED + ADVANCED HIGH

39.37%
3RD GRADE

35.11%
4TH GRADE

38.65%
5TH GRADE

49.49%
6TH GRADE

PROFICIENCY GREW

10.12 POINTS!

FROM 3RD TO 6TH GRADE

TOGETHER, WE ARE **EMPOWERING BILINGUAL SUCCESS!**





TELPAS 2025

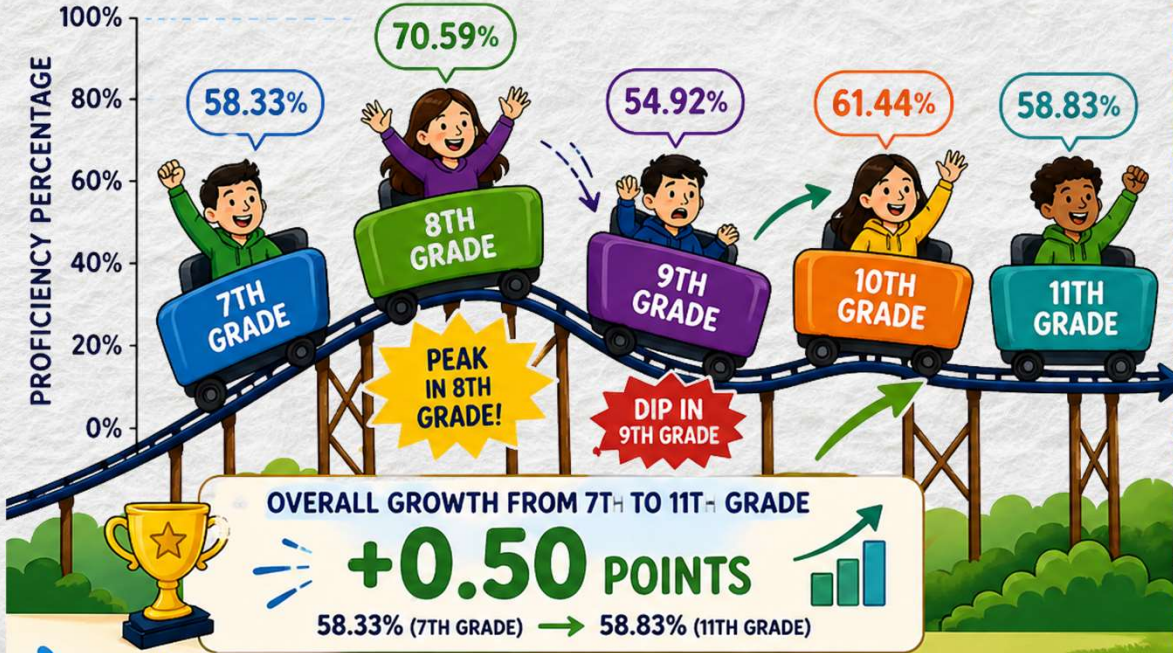
OUR STUDENTS KEEP CLIMBING!

BUILDING CONFIDENT, CAPABLE BILINGUAL LEARNERS EVERY YEAR!

PROFICIENCY = ADVANCED + ADVANCED HIGH

MIDDLE SCHOOL TO HIGH SCHOOL JOURNEY

KEY TAKEAWAYS



STRONG MIDDLE SCHOOL PERFORMANCE
Our 8th graders have the highest proficiency at 70.59%!



9TH GRADE DIP
We see a drop in proficiency during the transition to high school.



RECOVERY IN 10TH GRADE
Proficiency increases again in 10th grade.



STABILIZING IN 11TH GRADE
Our 11th graders maintain strong proficiency.



FOCUS FOR CONTINUED GROWTH
Targeted support during the high school transition will help us keep the momentum going!



EVERY STUDENT. EVERY YEAR. EVERY SUCCESS. TOGETHER, WE SOAR! ★



Cognados	
español	inglés
• Exponentes	• Exponents
• Sustitución	• Substitution
• variable	• variable
• Evaluar	• Evaluate
• Expresión	• Expression
• Orden de Operación	• Order of Operations
• Comparar cantidades	• Compare



Bilingual Instructional Officer



QUESTIONS?



San Elizario ISD Curriculum & Instruction

#Here2Serve