Agenda of Regular Meeting

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, November 18, 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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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 5
      San Elizario ISD Student
   E. Pledge of Allegiance to the Texas State Flag 6
      San Elizario ISD Student
   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. **DISTRICT RECOGNITIONS**
   - A. Athletic Recognitions
     Mr. Cesar Morales, Executive Director - Athletics
     1. San Elizario High School Boys Varsity Cross Country — UIL Cross Country State Championship — 4th Place
     2. San Elizario High School Girls Varsity Cross Country — District Champions
   - B. San Elizario High School Band — UIL 4A Area A Band Contest — 13th Place
     Dr. Jeannie Meza-Chavez, Superintendent
   - C. Raiz Federal Credit Union Scholarship and Grant Recipient — Ms. Rebecca Vargas, San Elizario High School Dance Teacher
     Dr. Jeannie Meza-Chavez, Superintendent
   - D. Teacher and Employee of the Month for Ann M. Garcia-Enriquez Middle School
     Mr. Alexander Corona, Principal - Ann M. Garcia-Enriquez Middle School
     1. Teacher of the Month — Alejandro Gutierrez
     2. Employee of the Month — Guillermina Trujillo
   - E. City of San Elizario Dia De Los Muertos Event
     Mr. Lorenzo Luevano, Board Trustee
4. **NEW BUSINESS / BOARD ACTION ITEMS**
   - A. Student Outcome Goals
     1. Ann M. Garcia-Enriquez Middle School — Monitoring Student Progress 7
        Mr. Alexander Corona, Principal - Ann M. Garcia-Enriquez Middle School
   - B. Discussion and possible Board action to approve Targeted Improvement Plans 19
     Dr. Blanca Cruz, Associate Superintendent
     1. San Elizario High School Targeted Improvement Plan 20
        Mr. Troy Enriquez, Principal, San Elizario High School
     2. Alfonso Borrego, Sr. Elementary School Targeted Improvement Plan 37
        Ms. Julissa Esquivel, Principal, Alfonso Borrego, Sr. Elementary School
5. **CONSENT AGENDA** - Consider and possible Board action on
   - A. Financial Reports
     Dr. Blanca Cruz, Interim Chief Financial Officer
     1. Purchases exceeding $25,000.00
        a. SHI Government Solutions — $53,948.26 64
   - B. Consider and possible Board action to approve revised 2026-2027 SEISD Compensation Plan 68
     Ms. Gina Ramirez, Executive Director, Human Recources
   - C. Consider and possible Board action to approve the 2026-2027 San Elizario ISD and ESC19 Head Start Program Special Education Interlocal Agreement 71
     Mr. Richard Salcido, Director - Special Education
   - D. Consider and possible Board action to approve Memorandum of Understanding with Emergence Health Network regarding Intellectual Development Disability programs 81
     Mr. Richard Salcido, Director - Special Education
   - E. Consider approval of minutes for the following:
     Board of Trustees
     1. October 14, 2026 - Regular Board Meeting 85

2. October 20, 2026 - Special Board Meeting 92
3. October 28, 2026 - Special Board Meeting 94

6. **PRESENTATION / REPORTS / INFORMATION**
   A. Presentations
   B. Reports
      1. Goal Progress Monitoring
         Mr. Edgar Ponce, Research and Evaluation Administrator
         a. (HB3) Goal 1 — Overall Performance in 3rd Grade STAAR Math 96
      2. Summit K12 Middle-of-Year Test Results 99
         Mr. Josue Palomino, Instructional Officer
      3. Meal Service Update 107
         Ms. Aggie Reyes, Executive Director - Child Nutrition Services
      4. Enrollment Update 108
         Dr. Jeannie Meza-Chavez, Superintendent
   C. Information
      1. TEA Maximum Class Size Exception Request 109
         Ms. Gina Ramirez, Executive Director - Human Resources
      2. Advocacy Agenda Priorities
         a. National School Boards Association Priorities 112
         b. Texas Association of Community Schools Priorities 114
         c. 2026-2028 TASB Advocacy Agenda Priorities 116
         d. 2027 TASA Legislative Priorities 122
      3. Board Training
         Dr. Jeannie Meza-Chavez, Superintendent
         a. Fall 2026 TASB Regional Workshop — Fabens ISD | December 8, 2026, at 9:00 AM 124
         b. NSBA 2027 — April 2 to 4, 2027 | Washington, D.C. 127
         c. Spring 2027 TASB Regional Workshop — San Elizario ISD | April 15, 2027 — Morning Session at 9:00 AM and Evening Session at 4:30 PM 129

7. **EXECUTIVE SESSION**
   The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:
   A. Consultation with Legal Counsel regarding Superintendent's Voluntary Retirement Agreement pursuant to section 551.071 of the Texas Government Code

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
   A. Possible Board action on matters discussed in Closed Session
   B. Discussion and possible action regarding Superintendent's Voluntary Retirement Agreement

9. **NEXT MEETING DATE:**
   - December 2026 — No Board Meeting
   - Wednesday, January 13, 2027, at 5:30 p.m. — Regular Board Meeting
   - Wednesday, February 3, 2027, at 5:30 p.m. — Quarterly Meeting #3

10. **ADJOURNMENT**

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

Texas Government Code Section:

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

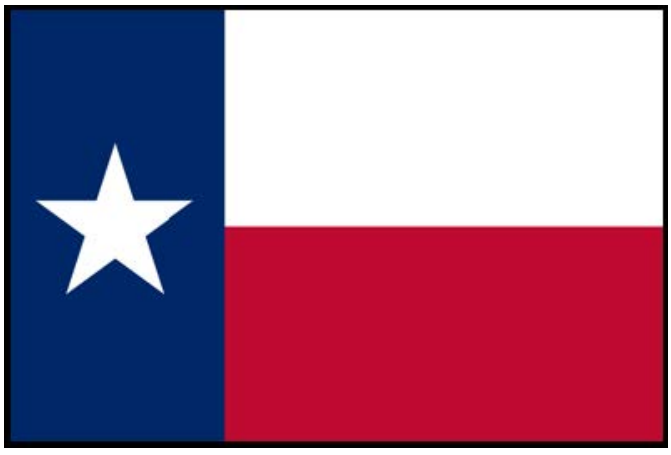
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

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



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."



Ann M. Garcia-Enriquez Middle School

2026 – 2027
#WeAreSomosSanEli

Progress Monitoring

Ann M. Garcia-Enriquez Middle School

2026 – 2027
#WeAreSomosSanEli

Progress Monitoring

Texas Education Agency
2025 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	B	
Student Achievement		**71**	C	**0%**
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	B	**70%**
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 92.9%)		82	B	✓
Closing the Gaps	**73**	**91**	A	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Texas Education Agency
2026 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY
✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	B	
Student Achievement		**73**	C	**0%**
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**85**	B	**70%**
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 94.9%)		85	B	✓
Closing the Gaps	**63**	**84**	B	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Attendance

2023-2024 End of Year	2024-2025 End of Year	2025-2026 End of Year	2026-2027 Current
93.8	94.23	93.59	95.97

2026-2027 Grade Level Attendance	
7th	96.46
8th	95.48

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
New Eagles adjusting to our GEMS culture Newcomers 9 students with 5 or more absences Student pulled out early from class and not making up work	Health conditions Transportation Attendance contracts Deputy/Social Worker transportation PBIS MTSS follow up Caught soaring Eagle lens on these targeted students	Health conditions and IEP plans. PBIS MTSS follow up	Continuous daily monitoring and tracking Parent-Teacher conferences, 504 mtgs Attendance Clerk now attending PBIS meeting monthly to track and create connections plans as PBIS/MTSS team Reminders on the Gazette	At any public-school event, highlight importance of student attendance. Promote attendance at Mission Progressing Together Meetings • 1. Need consistent instructional time • Attendance affects credit/grades • Attendance supports student success and school accountability

1. Administration sought clarification, Principal will elaborate during presentation.

Reading/Social Studies

Reading and Social Studies Performance Data

	23-24			24 25			25 26			Difference from 25-26			Q1 4wks		Q1 8wks	
	App.	Meets	Masters	App.	Meets	Masters	App.	Meets	Masters	App. differ	Meets differ	Masters differ	Meets	Masters	Meets	Masters
7th RLA	55%	28%	9%	71%	38%	9%	67%	35%	16%	-4%	-3%	7%	43%	17%	35%	12%
							6%	-6%	1%							
8th RLA	73%	39%	8%	79%	45%	18%	82%	50%	18%	3%	5%	0%	22%	6%	9%	2%
							11%	12%	9%							
8th SS	35%	8%	8%	52%	15%	5%	44%	14%	4%	-8%	-1%	-1%	42%	15%	62%	19%

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
7th graders **Middle school adjustment** **Seeing progress – immature** **Needy & need one on one support (lack of initiative) teach independence,** **Discipline numbers increase.** **Newcomers** **8th Social Studies** **Double Coded** **EB's -** **Sped Pops** **New Eagles**	Master Schedule adjustment Golden Hour Interventions Rotations Summit K12 daily practice Interventionists small groups STAAR RLA labs Refining our systems for teacher feedback for IEP's.	Intentional Monitoring Tracker -- Weekly tracker of student progress. Targeted Coaching by month Pacing Calendar diligence Concise, focused instruction.	Increase student daily monitor Increase para support in Social Studies Coaching Priority -- Rehearsals DAEP Teacher SS certified - In class when a SS teacher absent GEMS Admin Leadership Book Study Monthly token of appreciation to increase team morale	- Promote Attendance - Promote parental engagement – check portals, PT conference, ARDS etc - Read at EOY Transition. - Continue Setting the example LOVE FOR LITERACY through Board Book study - Recommend Book Arete - By Brian Johnson - Numerous short stories - Activating Hero Potential. - Invite to class to see how class dynamic shifted - As state reduces Title 1 funds, how will we adjust? - Class size
GAPS in Grammar – periods, commas, punctuation, etc.	Intentional in obtaining data from prior districts/campuses Language acquisition focus Build academic vocabulary Lack of acquisition skills Not able to adapt ABC's Provide Supplemental aids, Visuals, Refining/consistent accommodations		Reteach Grammar focus Graphic organizers to organize thinking Strengthening reading/writing connection Focus in DAEP/ISS Vocabulary Sentence structure Handwriting packets	

#WeAreSomosSanEli

Math/Science

Math and Science Performance Data

	23-24			24 25			25 26			Difference from 25-26			Q1 4wks		Q1 8wks	
	App.	Meets	Masters	App.	Meets	Masters	App.	Meets	Masters	App. differ	Meets differ	Masters differ	Meets	Masters	Meets	Masters
7th Math	42%	21%	2%	43%	14%	2%	38%	14%	1%	-5%	0%	-1%	2%	0%	28%	3%
							-38%%	-23%	-10%							
8th Math	51%	10%	0%	72%	42%	9%	77%	46%	16%	5%	4%	7%	27%	9%	26%	2%
							34%	32%	14%							
GEMS Algebra	98%	89%	61%	98%	91%	73%	100%	95%	71%	2%	4%	-2%	75%%	0%	60%	9%
							57%	81%	69%							
8th Science	57%	26%	6%	65%	32%	10%	72%	43%	16%	7%	11%	6%	20%%	4%	39%	15%

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
7th Math **--> Maturity of 7th** **Independent organized** **Newcomers** **EB** **SPED students** **New Eagles**	Math 7th grade – ALL IN Para support EB's Embed tutoring during instruction Targeted Coaching/Rehearsals Strong PLC collaborations Teacher parent conferences & phone calls to hold crucial conversations Science Gap in instructional focus at elementary level	Strong PLC Collaborations and team sharing High expectations for targeted students in intervention and in ISS/DAEP Repetition and consistency of class routines Interventions rotations LIFT Obs/Feedback Coaching	Consider Transfer refusals Increased STAAR Math labs Integrated STAAR labs. Weekly interventions for targeted students Focused enrichment during Intersession Saturday STAAR Camp in Spring Tracking DAEP/ISS days to evaluate reduction of time away of class	Continue promoting attendance Support funding curriculum and recommended curriculum cuts. Math Dept requests a Math Interventionist UTEP Math interns Targeted funding for Science lab supplies
Science classes +30	Targeted Coaching Intentional to track student progress in laps Friday Teacher Rehearsals	Strong PLC Collaborations and team sharing	Focused Intersession Saturday STAAR Camp in Spring	
No sense of urgency from students	Academic counseling PBIS support Sports teams – study hall		Science – smaller classes requests	

#WeAreSomosSanEli

Overall Improvements

2026 – 2027
#WeAreSomosSanEli

Progress Monitoring



#GEMSSHINEBRIGHT

Daily **Morning Huddle** to create cohesive Admin Team
Book Study – Coaching Habits -- 9 chapters
Writing Initiative – SCR's in all contents
Strong PLC Collaboration daily
Consistent Coaching – prioritized monthly
Teacher **Rehearsals** on Fridays
Master Schedules revisions to attend to Student needs.

Weekly **Gazette News**: maintain strong parent-student-teacher-school connection-approx. 600 views.
STAAR labs as an Elective in Reading and Math
R19 LIFT implementation—with strong instructional improvement feedback
Social Studies Initiative lens
Co-Teaching refinement in all contents
Frugal Fiscal Management: Shut down 500, 100 and parts of 300 to maximize space/cost efficiency
STRONG PBIS Team—**PBIS/MTSS/Attendance** reviews and implementation.
STRONG Parental Engagement component at GEMS – approx. over 20 parents at our monthly events
Monthly celebrations – students weekly, staff and campus activities.
STRONG LITERACY PROGRAM – co-teach instruction, lunch activities, parental literacy events.
Study hall –weekly for all sports teams each semester.

For future District planning: Welcome 6th grade to our campus!

#WeAreSomosSanEli

Proud to be ANN M. GARCIA Enriquez MIDDLE SCHOOL

RECEIVING A TEA B RATED CAMPUS!

Thank you for making our school FORWARD DRIVEN!

B RATED CAMPUS

EST. 1972



THANK YOU TO OUR AMAZING STUDENTS, DEDICATED STAFF, SUPPORTIVE FAMILIES, AND WONDERFUL COMMUNITY!



EAGLE PRIDE.

EXCELLENCE. EVERY DAY.

Ann M. Garcia-Enriquez Middle School

2026 – 2027
#WeAreSomosSanEli

Questions?



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

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Subject: Targeted Improvement Plan – San Elizario High School and Alfonso Borrego Sr. Elementary
Date: November 18, 2026

HISTORY: As per The Texas Education Agency (TEA), campuses that received a first unacceptable count with the preliminary 2026 A-F accountability ratings are required by state law to develop, submit, and implement a board-approved Targeted Improvement Plan (TIP) to the agency no later than November 20, 2026.

RATIONALE: Alfonso Borrego Sr. Elementary School is identified for comprehensive support and improvement due to low performance. To exit comprehensive support and improvement, a campus must not rank in its school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified (TEA, 2026).

San Elizario High School was identified under Comprehensive Support and Improvement in 2025. As of 2026, San Elizario High School has exited comprehensive support and improvement due to improved performance. This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. However, a targeted improvement plan is being developed to continue the school improvement process.

The district must create a "Targeted Improvement Plan" to list the instructional strategies that the district will implement to address the instructional gaps. The Targeted Improvement Plan must be submitted to the Texas Education Agency by November 20, 2026. A Region 19 Representative has been assigned to monitor the plan and activities. Meetings and monitoring activities will continue for the duration of the plan and beyond.

BUDGET IMPACT: There is no budget impact

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the Targeted Improvement Plan as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario Independent School District

San Elizario High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

No

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 18, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

—

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 19

How many district staff members will be responsible for capacity building with this campus?

8

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Lift Grant - $481,200

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Campus is part of TSL which under Lever 5 there needs to be a plan to ensure all continues. Instructional Capacity Building – Developing instructional leadership, planning delivery, and data-driven targeted support. Being part of TSL will support the SI Strategy identified under LIFT. Meetings with region are done at least quarterly to review data they collected.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Campus will be assigning intervention components: logistics and material to that of the instructional specialist.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1/2/Geometry

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

228

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

228

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

149

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

San Elizario ISD continually evaluates instructional decisions to ensure they are made in the best interest of students. The district's transition to a four-day instructional week has strengthened our ability to staff classrooms with certified teachers—an improvement we were unable to achieve in the two years prior to implementation. We recognize, however, that all instructional structures, including the academic calendar, must remain responsive to student needs and state requirements.
If the 2027–2028 calendar includes fewer than 165 instructional days, the district will review student outcome data, staffing impact, and community input to determine necessary adjustments. San Elizario ISD and the Board of Trustees is committed to adopting and implementing a calendar that upholds the district's dedication to providing high-quality instruction for all student

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	Campus	Bi-Monthly	These assessment results will be used to inform future instruction.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Campus PLC and individual teacher trackers. Student trackers will include assessment data and special programs information. Teacher review, use the data analysis form to identify what areas need additional attention and instructional support.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus has a Math STAAR Lab in which the students are receiving intervention during this class period using Lowman along with released STAAR questions for support. For RLA pull outs will occur during PLC time frames two days per week. The EB population is receiving supports through Summit K-12 through World Geography and World History. In addition, writing samples are being completed in all content areas to help develop the students writing skills.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Content areas

How frequently will PLCs occur?

4x per week

Who will facilitate PLCs?

IS/administrator

Who is required to attend PLCs?

All content teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Tuesday: LP Review
Wednesday: Student Work Analysis
Thursday: LP build for following week
Friday: Coaching Conversation

Upload PLC agenda (optional):

26-27 PLC Agenda.xlsx
PLC Agendas.xlsx

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Accountability overview	Enriquez, Troy	All personnel
Other Campus Admin (Assistant Principals, Instructional Coaches)	Lesson delivery and expectations	Nunn, Melissa	All personnel

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Expectations will be provided and assistant principal will be managing. Using walkthrough data to identify areas of coaching from the administrators. Ensuring that the teachers get walkthroughs and get an equal opportunity to get feedback. Training will be provided based on areas of instruction the teacher needs support on for example within science, reading language arts, cte, social studies will all have implemented a reading and writing experience to occur weekly. Teachers and leaders requiring individualized support will receive 2x weekly check-ins to support in instructional coaching or lesson delivery.

Support for special populations will be done through coaching conversations and student work analysis which will occur on a weekly basis.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Lesson plan submission system, walk-through rubrics, submitted coaching videos, and ttess documentation.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Coaching conversations reviewing lesson planning and providing feedback.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Accountability Data Review and Action Plan: Quarter 1-2

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Improved interim assessments score from prior year and exceed established campus targets in reading and math

-Improved December EOC scores from prior year in reading and math

-Documented intervention hours for reading and math

-Replicable scope and sequence of material for reading and math

Support Needed – What training, coaching, resources, or tools are required?

Training will be relegated beginning of year PD on lesson planning and structured

Milestone 2

Description – What specific action or deliverable will be completed?

Campus/District coaching rounds on weekly and bi-weekly basis with principal/instructional specialist. Quarter 1-Quarter 2

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Updated campus coaching tracker
-Submitted coaching scripts
-Submitted video recordings
-Email feedback documenting action step feedback

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 3

Description – What specific action or deliverable will be completed?

Focus on First Instruction

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Timely submission of lesson plan for all reading and math
-Campus rounds indicate personnel providing 1-20 minute or 2-10 minute segments

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 4

Description – What specific action or deliverable will be completed?

4 and 8 Week (AP/Principal, AP/Teacher) Data Check ins

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Calendared and scheduled reteaches with evidence of regression or improvement.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 5

Description – What specific action or deliverable will be completed?

District Site Visit

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Review campus wide systems in consultation with TEA and Region 19; improved feedback from prior year's campus visit.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 6

Description – What specific action or deliverable will be completed?

Mock STAAR Assessment (Quarter 2)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Conduct campus wide mock assessment to determine operational readiness for testing and performance against established beginning of year targets.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 7

Description – What specific action or deliverable will be completed?

Coaching and Feedback Proficiency (Quarter 2)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

End of year EOY Assessment data

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 8

Description – What specific action or deliverable will be completed?

Leader Professional Development

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Organize 3 coaching sessions for December and Janaury addressing: 1) Observation/ Feedback 2) Intervention Grouping 3) Reteach Structures

Support Needed – What training, coaching, resources, or tools are required?

Region 19 LIFT

Milestone 9

Description – What specific action or deliverable will be completed?

Teacher Led Intervention: Report Outs within AP check in

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teachers provided exit ticket data on all E1 and E2 re-testers in every content and documented by AP in Wednesday report outs.

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 10

Description – What specific action or deliverable will be completed?

Graduation Projections

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus tracking spreadsheet

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 11

Description – What specific action or deliverable will be completed?

Continuation of Coaching Cycle

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

-Updated campus coaching tracker
-Submitted coaching scripts
-Submitted video recordings
-Email feedback documenting action step feedback

Support Needed – What training, coaching, resources, or tools are required?

Region 19 LIFT

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Daily huddle and bi-weekly leadership meeting

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principal/AP: RLA I, II
Campus Principal/IS: Algebra I
Campus Principal/AP 2&3: CCMR Readiness

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

At each 4 and 8 week assessment mark, December interim assessment, January EOC return, and May EOC.

Additionally, monthly review of submitted coaching videos, recorded rehearsals, and student work analysis data.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Principal check ins, include C&I support team for principal (Associate superintendent, Principal, Team members) Assessment data will be used to check if the milestones are being met or will be met.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	10

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	40
Masters Grade Level	12

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	40
Masters Grade Level	10

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

80

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

10

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

92.9

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

86

What was your CCMR percentage for your 2025 graduation class?

88

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

92.3

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

2026- 2027 Campus Board Presentation Enriquez, Troy.pdf

San Elizario Independent School District

Borrego Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 18, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

October 2026 Borrego Family Newsletter.pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support, Texas Strategic Leadership

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support, Texas Strategic Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 19

How many district staff members will be responsible for capacity building with this campus?

8

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Lift Grant - $361,200

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Campus is part of TSL which under Lever 5 there needs to be a plan to ensure all continues. Instructional Capacity Building – Developing instructional leadership, planning delivery, and data-driven targeted support. Supports include but are not limited to walkthroughs, data reviews with leadership team. Plans have been created to help and support instruction, math framework which helps the teacher structure their lesson.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Our campus is currently receiving targeted instructional support from district Instructional Officers in their respective areas of expertise. They are collaborating with campus administration and teachers by conducting classroom walkthroughs, providing meaningful instructional feedback, reviewing lesson plans, and delivering professional development in science, mathematics, reading, and writing. This ongoing support is focused on strengthening instructional practices, ensuring curriculum alignment, and building teacher capacity to improve student learning and academic achievement. The resources that are currently being utilized are as follows: Math-Bluebonnet, RLA-HMH, Science-McGraw Hill and Social Studies-Texas My World.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

900

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

480

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

149

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

San Elizario ISD continually evaluates instructional decisions to ensure they are made in the best interest of students. The district's transition to a four-day instructional week has strengthened our ability to staff classrooms with certified teachers—an improvement we were unable to achieve in the two years prior to implementation. We recognize, however, that all instructional structures, including the academic calendar, must remain responsive to student needs and state requirements.
If the 2027–2028 calendar includes fewer than 165 instructional days, the district will review student outcome data, staffing impact, and community input to determine necessary adjustments. San Elizario ISD and the Board of Trustees is committed to adopting and implementing a calendar that upholds the district's dedication to providing high-quality instruction for all student.

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		Campus	Bi-Monthly	Our campus assesses students in all core content areas during the 4th and 8th weeks of each assessment cycle using assessments developed by the district Curriculum and Instruction Department. Assessment results are collected, analyzed, and reviewed during our campus data PLC meetings to monitor student progress, identify areas of academic need, and celebrate student growth. Teachers are expected to use this data to make informed instructional decisions, plan targeted small-group interventions, and spiral previously taught concepts that require additional reinforcement. This ongoing process allows us to monitor student performance, adjust instructional practices, and ensure that students receive the support needed to demonstrate continuous academic growth.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Beginning of the year DRA reading levels	Campus	BOY/MOY/ EOY	This data provides us with a clear understanding of our students' beginning reading levels and allows us to plan targeted small-group reading interventions based on their individual academic needs. Instruction will focus on strengthening foundational literacy skills, including phonemic awareness, fluency, and reading comprehension, to support students in progressing toward grade-level expectations. Consistent progress monitoring will be essential, as teachers are expected to meet regularly with students in small groups, provide differentiated instruction, and conduct running records to assess reading development. The data collected will guide instructional adjustments, identify areas requiring additional support, and ensure students are making measurable progress in their reading levels.
Interim		District	Semester	The results are used as an MOY indicator to see how students have progresses and may perform on STAAR.
STAAR Released Test		District	BOY/MOY/ EOY	Beginning-of-Year (BOY) assessments are administered only in 3rd grade reading and mathematics and 5th grade science. The assessment results are used to establish baseline student performance data and support the Teacher Incentive Allotment (TIA) process.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Our district Curriculum and Instruction Department developed a student data tracker for all classrooms to ensure consistent monitoring of student academic progress. Teachers are responsible for maintaining and updating these trackers with relevant student performance data, including previous STAAR assessment results, benchmark scores, DRA reading levels, and writing sample scores. The campus instructional leadership team regularly reviews the trackers to ensure data is accurate, current, and reflective of student progress. During designated Data PLC meetings, teachers and campus instructional leaders collaboratively analyze student performance, identify learning gaps, celebrate academic growth, and make data-driven instructional decisions. These discussions guide targeted small-group interventions, instructional adjustments, and ongoing progress monitoring to support continuous student achievement.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Please see the student intervention plan under "Additional Information".

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Our campus conducts weekly Professional Learning Community (PLC) meetings every Friday to promote collaboration, instructional alignment, and continuous improvement. Grade-level teams meet collectively to discuss instructional priorities, curriculum expectations, and student learning needs. Additional time is provided for teachers who specialize in specific content areas to collaborate, plan instruction, and receive targeted support from campus Instructional Specialists or district Instructional Officers. Special education teachers are included in PLC meetings according to the grade levels they serve to ensure alignment of instruction and appropriate support for all learners.

One Friday each month is specifically designated for a Data PLC, during which teachers analyze student assessment results, monitor academic progress, identify learning gaps, and celebrate student growth. These discussions guide instructional decisions, targeted interventions, and adjustments to teaching practices to ensure we are meeting the academic needs of all students.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Our campus Instructional Leadership Team consists of two Instructional Specialists and three campus administrators who collaborate to support instructional planning, monitor student progress, and strengthen teaching practices. District Instructional Officers also participate as needed to provide targeted professional development, instructional guidance, and specialized support aligned with campus and teacher needs. Together, the team works to ensure consistent instructional expectations, curriculum alignment, and continuous improvement in student academic achievement. All PLC presentations are saved for reference.

Who is required to attend PLCs?

All certified teachers, campus Instructional Specialists, and all three campus administrators participate in this collaborative process to ensure alignment of instructional practices, support student learning, and promote continuous academic growth.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Alfonso Borrego Elementary implements structured, weekly PLCs focused on lesson internalization, lesson rehearsal. Teachers collaboratively plan standards-aligned instruction, anticipate misconceptions, and embed Aggressive Monitoring and checks for understanding. Teams analyze assessment data and student work to identify priority needs, plan targeted instructional responses, and monitor progress. Each PLC establishes clear outcomes and actionable next steps, supported by instructional coaching and follow-up.

Upload PLC agenda (optional):

BR_Software_20260807_142756.pdf
5th grade-9_18_26 PLT Meeting Agenda .pdf
Borrego_PLC_Data_9_18_26.pdf
3RD GRADE PLT Meeting Agenda 8_28_26 .pdf
Co_teach_Presentation_October_16__2026.pptx
Borrego_PLC_82826.zip
Borrego_PLC_1016_.zip
Borrego_PLC_92526.zip
Borrego_PLC_9426.pdf
BORREGO_PLC_July_31__2026.zip
BORREGO_PLC.pdf
Borrego_Data_PLC_91726.pdf
Borregp PLC 8-21-26.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Professional development focused on strengthening Tier 1 instruction through lesson internalization, curriculum implementation, aggressive monitoring, differentiated instruction, and effective instructional practices. Training includes UDL, ELPS, AVID Writing Strategies, HMH Reading, Bluebonnet Math, RBIS, TTESS, SLO, district writing expectations, and writing rubric calibration. Ongoing PLCs and coaching will support classroom implementation.	Instructional Specialists, Instructional Officers, Region 19, Assistant Principals and Principal	All Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Differentiate professional development based on teacher experience, instructional needs, and classroom observation data. Pair inexperienced teachers with experienced campus teachers for mentoring, modeling, and instructional support. Instructional Specialists will provide targeted coaching, lesson internalization, lesson modeling, and support with implementing the adopted RLA and Math curricula. Ensure equitable access to instructional materials and resources across classrooms. Monitor implementation through classroom walkthroughs, coaching cycles, and PLCs, providing ongoing feedback and additional support as needed. Campus will use the TEA walkthrough forms which are used for Math and agnostic tool or similar with other content areas.

Teachers demonstrating instructional gaps will receive individualized coaching cycles with specific action steps, modeled lessons, and follow-up observations to monitor progress.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation of professional development will be monitored through the RLA/Math Learning Walk Observation Form in Eduphoria STRIVE, instructional coaching cycles, T-TESS observations, and the LIFT Action Plan in collaboration with Region 19.

Learning walk look-fors will include classroom routines and management, pacing, explicit modeling, academic language, questioning and tasks, frequent practice, breadth and depth of instruction, checks for understanding, active monitoring, and responding to student learning.

Campus leadership and Instructional Specialists will use walkthrough evidence to provide targeted feedback, identify coaching needs, and monitor the implementation of instructional practices addressed during professional development. Follow-up learning walks, coaching sessions, and LIFT Action Plan reviews will be used to evaluate progress and determine additional support needed.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The campus will request ongoing professional development, coaching, and instructional support from the district's Special Education and Curriculum & Instruction Departments to strengthen teachers' and administrators' capacity to support special populations, including students receiving special education services, emergent bilingual students, and students requiring targeted interventions.

Training will focus on differentiated instruction, implementation of IEP accommodations, language supports, effective small-group instruction, and the use of student data to identify learning gaps and monitor progress. Campus leadership and Instructional Specialists will collaborate with district departments to provide classroom modeling, targeted coaching, and follow-up support to ensure effective implementation of these practices.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to

key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Bluebonnet Math Lesson Internalization Implementation:
100% of Grades 3- 6 math teachers submit and implement lesson plans aligned to Bluebonnet instructional expectations, including aggressive monitoring and checks for understanding.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators, Instructional Specialist and teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, annotated lesson plans, walkthrough forms, administrator feedback records

Support Needed – What training, coaching, resources, or tools are required?

Continued support with Bluebonnet implementation for 6th grade and teachers new to the curriculum.

Milestone 2

Description – What specific action or deliverable will be completed?

Instructional Coaching Cycles:
Administrators will have 2 coaching conversations a month which includes observation, feedback, action planning, and follow-up support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators and Instructional Specialist

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching logs, observation notes, feedback forms, teacher action plans, STRIVE reports, follow-up walkthrough data

Support Needed – What training, coaching, resources, or tools are required?

All campus administrators and instructional specialists have completed the required training and continue to collaborate with Region 19 to receive ongoing guidance, professional development, and support. This partnership strengthens instructional leadership practices, ensures alignment with district expectations, and supports the effective implementation of instructional strategies to improve student achievement.

Milestone 3

Description – What specific action or deliverable will be completed?

Science Instruction:
Strategy: Strengthen fifth-grade science achievement through Claim-Evidence-Reasoning (CER),
TIP milestones through August 2026
- Train teachers on instructional routines and assessment tools.
- Provide CER rubrics
- Establish baseline assessments, implementation expectations, and PLC and coaching schedules.
October 2026: Establish baseline data; target 55% at Meets or above on common assessments and 50% proficient in CER.
-December 2026: Review midyear growth; target 65% proficiency on common assessments and CER.
-February 2027: Target 75% proficiency on common assessments and CER, and 70% STAAR readiness on Interim and Summit K12 assessments.
-May 2027: Target 85% CER proficiency, 90% accurate vocabulary use, 100% notebook completion, and 85% of students scoring at least 80% on exit tickets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrator, Science IS, Instructional Officer and Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student work, lesson plans, student data tracker and walk throughs.

Support Needed – What training, coaching, resources, or tools are required?

Continued Coaching for CER for teachers

Milestone 4

Description – What specific action or deliverable will be completed?

Targeted Math Intervention Effectiveness:
80% of intervention students demonstrate measurable growth in targeted skill areas.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Instructional Team and C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Progress-monitoring reports, intervention schedules, tutoring rosters, student growth charts

Support Needed – What training, coaching, resources, or tools are required?

Data PLCs to review 4 and 8 week checks, K-12 Summit, Fluency checks, Student Data trackers

Milestone 5

Description – What specific action or deliverable will be completed?

Math Fluency
100% of classrooms implement daily spiral review and fluency routines aligned to priority TEKS.

TIP – August 2026: Train teachers on fluency goals, routines, and monitoring. Provide spiral reviews, common assessments, and trackers. Establish daily practice, collect baseline data, and use PLCs/coaching to plan interventions.

TAP – October 2026: Assess 80% target for foundational facts/operations; monitor walkthroughs and coach.
January 2027: Assess 80% target for next grade-level skills; adjust instruction through PLCs.
March 2027: Assess 85% target for expanded skills; provide reteaching/coaching.
May 2027: Evaluate 90% end-of-year fluency target; document growth and gaps.
June–August 2027: Review results, update resources/assessments, share transition data, and train staff.

Ongoing: Use brief fluency checks, monthly PLC reviews, and coaching to adjust support. Measure accuracy and skills using grade-level frameworks.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrator, Math IS, Instructional Officer and Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student fluency trackers, classroom schedules, lesson plans, walkthrough evidence

Support Needed – What training, coaching, resources, or tools are required?

Continued support with Bluebonnet implemantaiton for 6th grade and teachers new to the curriculum.

Milestone 6

Description – What specific action or deliverable will be completed?

Math PLC Data Analysis Process Fully Implemented:
PLC teams consistently analyze common assessment data and develop reteach/intervention plans for low-performing TEKS.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration team, Region 19 (LIFT) , and Instructional Team (C &I)

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC minutes, assessment reports, TEKS analysis documents, reteach plans

Support Needed – What training, coaching, resources, or tools are required?

Monthly Co-observation walks with LIFT program, TEA observational tools and rubrics, and ongoing feedback with region 19 that lead our coaching sessions.

Milestone 7

Description – What specific action or deliverable will be completed?

RLA Small Groups and Reading Growth
RLA Strategy: Improve reading through DRA/EDL data, targeted small groups, and progress monitoring.

Aug.–Sept. 2026:
1. Administer BOY DRA/EDL assessments.
2. Analyze campus, grade, and teacher data to identify reading needs.

Sept.–Oct. 2026:
3. Establish small-group rosters and schedules for 100% of RLA teachers.
4. Model small-group lessons and support planning in PLCs.

Dec. 2026:
5. Verify 100% of teachers maintain running records and Student Trackers; regroup by need.

Jan. 2027:
6. Administer MOY DRA/EDL to TST and teacher-selected students; adjust interventions using running records.

Feb.–Apr. 2027:
7. Review monthly running records and provide targeted coaching.

May 2027:
8. Complete EOY DRA/EDL; calculate student reading growth from BOY.

June–Aug. 2027:
9. Review growth by grade and student group; share transition data and update resources.

Ongoing: Monitor through PLC reviews, STRIVE walks, coaching, and student data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus administrators and Instructional Specialists will monitor implementation through learning walks and coaching feedback.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Lesson plans, small-group schedules, walkthrough records, intervention logs

Support Needed – What training, coaching, resources, or tools are required?

Teachers need assistance in working with emergent readers in the upper grades.

Milestone 8

Description – What specific action or deliverable will be completed?

Data-Driven Instruction and Intervention
Establish a consistent data analysis process across grades 3–6. Following each district assessment, teachers will identify the three lowest-performing TEKS, analyze student performance by teacher and student group, and develop targeted reteaching and intervention plans. Instructional Specialists will facilitate data PLCs and monitor implementation of instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators, Instructional Specialists, Teachers, District C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

District assessment results, completed Data Analysis Forms, lowest-performing TEKS reports, PLC agendas, student trackers, and documented reteaching and intervention plans.

Support Needed – What training, coaching, resources, or tools are required?

Access to district assessment reports, data analysis templates, protected PLC time, and support from Instructional Specialists and District C&I in interpreting data and planning targeted instruction.

Milestone 9

Description – What specific action or deliverable will be completed?

Campus Instructional Monitoring and Accountability
Implement a campus monitoring cycle to verify instructional expectations in RLA, Math, and Science. Campus administrators and Instructional Specialists will conduct learning walks, review small-group implementation, monitor curriculum alignment, and provide actionable feedback. Leadership will review observation trends and identify teachers needing additional coaching or instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Specialists

Evidence of Completion – What artifact, data, or observable action will verify completion?

Eduphoria STRIVE learning walk records, instructional monitoring summaries, coaching documentation, teacher feedback, and campus leadership meeting notes identifying trends and follow-up actions.

Support Needed – What training, coaching, resources, or tools are required?

Common learning walk tools (Lift - Action Plan), scheduled observation time, coaching protocols, access to Eduphoria STRIVE, and District C&I support for calibrating instructional expectations.

Milestone 10

Description – What specific action or deliverable will be completed?

Writing Instruction and STAAR ECR Calibration
Implement scheduled writing calibration sessions for grades 3–6 using the STAAR ECR rubric. Teachers will score common writing artifacts, analyze student responses, identify weaknesses in organization, development of ideas, and text evidence, and plan targeted writing instruction. Student writing performance will be monitored across assessment periods to evaluate growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

RLA Teachers, Instructional Specialists, Campus Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student writing artifacts, STAAR ECR rubric scores, calibration records, PLC documentation, writing data comparisons, and instructional plans addressing identified writing needs.

Support Needed – What training, coaching, resources, or tools are required?

STAAR ECR rubrics, student writing samples, calibration protocols, protected PLC time, instructional modeling, and support from District C&I.

Milestone 11

Description – What specific action or deliverable will be completed?

Math STAAR Readiness Goal Attainment:
Campus meets or exceeds projected STAAR Mathematics performance targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Instructional team, administration team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Benchmark assessments, STAAR projections, campus dashboards, student growth reports

Support Needed – What training, coaching, resources, or tools are required?

STAAR readiness goals, Lesson internalization, Lesson Rehearsal, Math Framework

Milestone 12

Description – What specific action or deliverable will be completed?

BOY Literacy Assessment and Student Grouping Process:
100% of students assessed and placed into intervention or enrichment groups based on literacy data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teacher, Administration team, Instructional Team, C & I

Evidence of Completion – What artifact, data, or observable action will verify completion?

DRA/EDL reports, reading inventories, intervention rosters, class data folders

Support Needed – What training, coaching, resources, or tools are required?

Small group instruction expectations were shared, guided support from RLA instructional specialist, teachers tracking student success

Milestone 13

Description – What specific action or deliverable will be completed?

Reading Progress-Monitoring Cycle Established:
Teachers routinely monitor student reading progress and adjust instructional groups based on assessment data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Administration Team, Instructional team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student reading trackers, running records, PLC documentation, progress-monitoring forms

Support Needed – What training, coaching, resources, or tools are required?

Modeling for those needing support with running records, ensure leveled readers are available, TBD purchase of I-READY program, K12 Summit

Milestone 14

Description – What specific action or deliverable will be completed?

Mid-Year Literacy Growth Review:
At least 75% of targeted students demonstrate measurable improvement in reading proficiency levels.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Administration team, Instructional team

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY assessment reports, intervention data, student growth charts, reading progress reports

Support Needed – What training, coaching, resources, or tools are required?

Guided support from RLA instructional specialist, teachers tracking student success, instructional team accountability to review data, K12 Summit

Milestone 15

Description – What specific action or deliverable will be completed?

ELA STAAR Readiness and Literacy Achievement Goal Attainment:
Campus meets or exceeds projected Reading Language Arts STAAR performance targets and literacy growth goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Administration team, Instructional team

Evidence of Completion – What artifact, data, or observable action will verify completion?

STAAR predictors, benchmark assessments, writing portfolios, EOY reading data, campus dashboards

Support Needed – What training, coaching, resources, or tools are required?

Guided support from RLA instructional specialist, teachers tracking student success, instructional team accountability to review data, K12 Summit

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus leadership will monitor successful implementation by consistently reviewing student data, work and reviewing teacher's student data tracker. How frequently will progress be reviewed, at least quarterly for the superintendent, at least monthly for district leaders and other relevant stakeholders. Review each milestone and identify where we stand and how close it is for completion.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The campus administrative team, in collaboration with the Associate Superintendent, provides oversight, guidance, and support to ensure alignment with district expectations and campus instructional goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Campus administrators will consistently review student data checkpoints to monitor academic progress and ensure established milestones and instructional goals are being met. Equally important, administrators will maintain a strong presence in classrooms through regular walkthroughs and observations, providing timely, meaningful, and actionable instructional feedback. This ongoing process will support teacher growth, strengthen instructional practices, and ensure that student learning remains at the forefront of our campus improvement efforts.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

District leadership has access to campus assessment data, data PLC PowerPoint presentations, and individual student progress trackers. This shared access allows district leaders to monitor student academic performance, review campus improvement efforts, and provide ongoing guidance and support. It also promotes transparency, accountability, and alignment between campus and district instructional goals.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

40

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

50

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

65

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

25

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Due to the length of our reading improvement plan, the document below was uploaded for viewing.

Upload additional documents (optional):

Borrego Reading Improvement Action Plan 26-27.docx

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

MEMORANDUM

To: Members of the Board of Trustees
From: Vicente Rodriguez, Executive Director of Technology
Subject: Approval for Purchase – Microsoft Enrollment for Education Solutions renewal via SHI Government Solutions
Date: November 18, 2026

HISTORY:
In a continued effort to provide students, staff, and faculty with the latest Microsoft products, including Office suites and operating systems, San Elizario I.S.D. The Technology Department entered into a volume licensing agreement with Microsoft Corp., allowing San Elizario I.S.D. to download the latest software.

RATIONALE:
Renewing this agreement will continue to provide students, staff, and faculty with the software used in the real world and in most colleges and universities.

BUDGET IMPACT:
The total cost of this renewal is $53,948.26.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is that the district renew this license so we can continue providing students, staff, and faculty with such great tools and exposing them to real-life/work-related software suites and operating systems. This renewal is from December 1, 2026, to November 30, 2027.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Pricing Proposal
Quotation #: 27987147
Reference #: EES- 52210005 Anniversary 2026
Created On: 9/17/2026
Valid Until: 11/30/2026

TX-City of San Elizario Independent School District

Vicente Rodriguez
1050 Chicken Ranch Rd
ATTN: ACCOUNTS PAYABLE
San Elizario, TX 79849
United States
Phone: (915) 872-3939 x:3486
Email: vicrodriguez@seisd.net

Microsoft Inside Account Manager

Jackie Straley
290 Davidson Ave
Somerset, NJ 08873
Phone: 732-584-8419
Email: jackie_straley@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	CIS Suite Standard Core ALng LSA 2L Microsoft - Part#: 9GA-00006 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Additional Product	8	$16.46	$131.68
2	Defender Suite Edu Sub Per User Microsoft - Part#: PYQ-00001 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Faculty	535	$35.38	$18,928.30
3	Defender Suite Edu Sub Student Use Benefit Per User Microsoft - Part#: PYQ-00002 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Student	4000	$0.00	$0.00
4	M365 A3 Unified Edu Sub Per User Microsoft - Part#: AAD-38391 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Faculty	535	$55.42	$29,649.70

5	M365 A3 Unified Edu Sub Student Use Benefit Per User Microsoft - Part#: AAD-38397 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Student	4000	$0.00	$0.00
6	M365 Apps Enterprise Edu Sub Add-on Office Pro Plus Microsoft - Part#: 5XS-00003 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Additional Product	4000	$0.00	$0.00
7	Microsoft 365 Copilot EDU Add-on Microsoft - Part#: AAU-89322 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 **Note:** Additional Product	7	$206.74	$1,447.18
8	O365 A1 Edu Sub Per User Microsoft - Part#: M6K-00001 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Faculty	3000	$0.00	$0.00
9	SQL Server Standard Core ALng LSA 2L Microsoft - Part#: 7NQ-00302 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Additional Product	2	$336.18	$672.36
10	Win Server DC Core ALng LSA 2L Microsoft - Part#: 9EA-00039 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 12/1/2026 - 11/30/2027 **Note:** Additional Product	72	$43.32	$3,119.04
			Shipping	$0.00
			Total	$53,948.26

Additional Comments

This quote has been marked as budgetary, as certain pricing may require approval from Microsoft. Please note, SHI is unable to process Purchase Orders against budgetary quotes. Kindly reach out to your SHI sales team for a Final Quote once you have determined your required counts and licenses.

Thank you for choosing SHI-GS! The pricing offered on this quote proposal is valid through the expiration date set above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract

Number when submitting a Purchase Order. SHI Government Solutions, Inc. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3695478; DUNS# 14-724-3096

The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: 2026-2027 SEISD Compensation Plan Revision
Date: November 18, 2026

HISTORY:

Each year, the Board of Trustees reviews and approves the district compensation plan in alignment with the adopted district budget. The compensation plan serves as a guide to support transparency and ensure alignment with the Board-approved budget for the applicable school year. Throughout the year, the district continuously evaluates operational and student service needs. When a need arises, the district follows a review process to assess available internal resources before expending additional funds. In instances where the district is unable to provide the required services internally, contracted service options are considered and evaluated.

RATIONALE:

Contracted agencies and independent contractors provide specialized services at rates that vary based on the type of service, qualifications, market conditions, and demand. When contracted services are deemed necessary, the district evaluates agencies and individuals to identify qualified and effective providers while maintaining alignment with the Board-approved budget. Because contractor rates fluctuate over time, the Special Education (SPED) contracted service rates currently reflected in the 2026-2027 compensation plan are no longer representative of current market conditions. To maintain the integrity of the district's review process and ensure the district compensation plan remains current and accurate, it is recommended that the contracted services section be removed from the 2026-2027 SEISD compensation plan. The removal of the SPED contracted services section will not impact student services. Rather, it will support the district's ability to efficiently review and secure high-need services in accordance with established procedures and adherence to budgetary considerations.

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Special Education-Contracted Services	
Please refer to Human Resources	
~~Occupational Therapist *(per hour)*~~	~~$70.00~~
~~Physical Therapist *(per hour)*~~	~~$70.00~~
~~Speech Language Pathologist, CCC *(per hour)*~~	~~$55.00~~
~~Licensed Specialist in Schools Psychology *(per evaluation) Note: 1st year LSSP $375, Supervisor $100*~~	~~$475.00~~
~~Itinerant Teacher for Auditory Impaired *(per hour)*~~	~~$55.00~~
~~Transition Specialist *(per hour)*~~	~~$50.00~~
~~Orientation & Mobility Specialist *(per hour)*~~	~~$50.00~~
~~Doctor of Medicine *(per prescription)*~~	~~$15.00~~
~~Diagnostician *(per hour)*~~	~~$55.00~~

BUDGET IMPACT:
There is no budget impact associated with the removal of the SPED contracted services section from the compensation plan. The district will continue to adhere to the board approved 2026-2027 budget.

ADMINISTRATIVE RECOMMENDATION:
Approve the removal of the SPED contracted services section from the 2026-2027 SEISD Compensation Plan to ensure the plan remains current and to allow the district flexibility to evaluate and secure contracted services based on identified needs, prevailing market rates, and established administrative procedures in adherence with the 2026-2027 SEISD budget.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence

Human Resources Department

2026-2027 Miscellaneous Pay Rates

Professional Development	
Summer Professional Development *(3-hour session)*	$75.00
Summer Professional Development *(6-hour session)*	$150.00
After School Professional Development *(attending 2-3 hour session)*	$75.00
Saturday Professional Development *(3-hour session)*	$75.00
Saturday Professional Development *(6-hour session)*	$150.00

Extra Duty Pay-Teachers	
Tutor-Certified *(per hour)*	$50.00
Summer School Assignment *(per hour)*	$50.00
After School Activities/Intermural *(per hour)*	$50.00
Literacy Instructor	$40.00

Hourly Pay	
Coach-COOP *(per hour)*	$8.50
High School Student-COOP *(per hour)*	$7.25
Student Intern *(per hour)*	$30.00
Tutors-Non-Certified *(per hour)*	$15.00
Professional Skills Services *(per hour)*	$30.00
Speech Language Pathologist *(per hour)*	$55.00

Campus Instructional Specialist qualify to tutor as long as it is after their scheduled hours or on a Saturday.

Extra Duty Pay-Special Education	
Diagnostician *(per hour)*	$50.00
LSSP *(per hour)*	$50.00

Special Assignment	
Professional employees (p/day)	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade	
Hourly employees	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade **No less than the minimum daily rate of the Interim position.*	

All District hourly employees will be paid at their hourly rate for additional duties. Overtime will be paid, if applicable. District Teacher and Employee of the Year Incentive is a one-time payment for the contract year for district winners.

Athletics	
Ticket Sellers *(professional-per event)*	$30.00
Clock/Timekeeper *(professional-per event)*	$25.00
Official Books Keeper *Varsity Games ONLY *(professional-per event)*	$25.00
Announcer *Football games ONLY *(professional-per event)*	$25.00
Pitch Counter *(professional-per event)*	$25.00
County Sheriff's Services *Football games ONLY *(professional-per event)*	$25.00
Non-District Employee *(per hour)*	$10.00
Hy-Tk Computer Data Operator *(Depending on the size of track or Cross Country meet and how many divisions)*	$150 - $180
Finish-Lynx Camera Operator *(Depending on the size of track or Cross Country meet and how many divisions)*	$150 - $180
Law Enforcement Services	$60.00/hr

Special Education-Contracted Services	
Please refer to Human Resources	
~~Occupational Therapist *(per hour)*~~	~~$70.00~~
~~Physical Therapist *(per hour)*~~	~~$70.00~~
~~Speech Language Pathologist, CCC *(per hour)*~~	~~$55.00~~
~~Licensed Specialist in Schools Psychology *(per evaluation) Note: 1st year LSSP $375, Supervisor $100*~~	~~$475.00~~
~~Itinerant Teacher for Auditory Impaired *(per hour)*~~	~~$55.00~~
~~Transition Specialist *(per hour)*~~	~~$50.00~~
~~Orientation & Mobility Specialist *(per hour)*~~	~~$50.00~~
~~Doctor of Medicine *(per prescription)*~~	~~$15.00~~
~~Diagnostician *(per hour)*~~	~~$55.00~~

District Teacher & Employee of the Year -One Time	
District Teacher of the Year (3)	$1,000
District Employee of the Year (3)	$1,000

San Elizario Independent School District does not discriminate on the basis of race, color, religion, sex, national origin age, or disability in its programs, activities, or employment.
El Distrito escolar de San Elizario no discrimina en base a raza, color, religion, sexo, nacionalidad, edad, y/o discapacidad en sus programas, actividades, o empleo.

Pending REVISION Approval

San Elizario ISD
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San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Richard Salcido, Director of Special Education
Subject: 2026-2027 San Elizario ISD and ESC19 Head Start Program Special Education Interlocal Agreement
Date: November 18, 2026

HISTORY:

The San Elizario ISD has historically collaborated with regional and community agencies to ensure that eligible preschool children with disabilities receive appropriate special education and related services in accordance with state and federal requirements. The proposed Interlocal Agreement between **ESC Region 19 Head Start** and **San Elizario ISD** formalizes the coordination of services for children with disabilities enrolled in the Head Start Program who reside within San Elizario ISD for the 2026-2027 school year.

RATIONALE:

Approval of the Interlocal Agreement will support a collaborative approach between ESC Region 19 Head Start and San Elizario ISD to identify, evaluate, and provide special education services to eligible children enrolled in Head Start.

BUDGET IMPACT:

No budget impact

ADMINISTRATIVE RECOMMENDATION:

Administration recommends that the Board of Trustees approve the Interlocal Agreement between ESC Region 19 Head Start and San Elizario Independent School District for the 2026-2027 school year to facilitate the provision of special education services to eligible Head Start students residing within the San Elizario ISD.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SPECIAL EDUCATION INTERLOCAL AGREEMENT
ESC 19 HEAD START AND
San Elizario ISD

I. Agencies Represented

This Interlocal Agreement is between the Head Start Program administered by the ESC 19 Head Start ("ESC 19") and the San Elizario Independent School District as the responsible Local Education Agency ("LEA") for the purpose of providing special education services to children with disabilities enrolled in the Head Start Program who reside within the District for the 2026-2027 LEA school year.

II. Purpose of Agreement

In order to facilitate further cooperation between the above-named programs for services to children with disabilities, the following agreement is made. All areas of collaboration involving LEA and the ESC 19 Head Start Program will be in accordance with the policies and procedures of all sponsoring agencies. In order to facilitate collaboration between the above-named agencies for the identification, evaluation, eligibility determination, placement, and provision of special education and related services for children with disabilities, this agreement establishes procedures consistent with the Individuals with Disabilities Education Act (IDEA), 34 CFR Part 300, and the Head Start Program Performance Standards (45 CFR §§1302.33, 1302.61, and 1302.63). Both agencies agree to collaborate to ensure timely identification, referral, evaluation, service delivery, transition planning, and information sharing, consistent with parental consent and confidentiality requirements.

III. Agency Responsibilities

A. Initial Procedures

1. LEA

a. The LEA will designate a liaison to work with both Head Start staff in the district and the ESC 19 Disabilities and Mental Health Program Manager.

b. The LEA Liaison will inform Head Start of appropriate procedures for special education referrals as implemented in the LEA.

c. The LEA Liaison will inform Head Start about appropriate training opportunities available for Head Start teachers and parents of children with disabilities. The LEA Liaison will share upcoming appropriate training opportunities for Head Start teachers and parents of children with disabilities during the ESC 19 Special Education Director Meetings or by email.

d. The LEA will provide the Head Start Disabilities and Mental Health Program Manager with current contact information for the designated special education liaison, referral contact, records request contact, evaluation coordinator, and any other personnel responsible for coordinating services under this Agreement.

2. ESC 19 HEAD START PROGRAM

a. ESC 19 will designate a Head Start Disabilities and Mental Health Program Manager and Liaison.

b. The Head Start Disabilities and Mental Health Program Manager will collaborate with the LEA Liaison to coordinate respective duties and procedures to permit each Agency to fulfill its respective obligations within the timeframes required by law.

c. Head Start will obtain written parental consent prior to the release of confidential records, in accordance with FERPA, IDEA, and the Head Start Program Performance Standards.

B. Child Find Referrals to LEA

1. LEA

a. In order to satisfy Child Find responsibilities, the LEA will receive, track, and process each referral for special education as required under IDEA and in accordance with timelines.

b. LEA will initiate the first parent contact attempt within ten business days after receiving a referral from Head Start and provide registration information.

c. LEA will contact the Head Start Disabilities and Mental Health Program Manager or Liaison when unable to reach the parent.

d. LEA will contact the Head Start Disabilities and Mental Health Program Manager or Liaison if the parent refuses for the child to be evaluated.

e. The LEA will acknowledge receipt of Head Start referrals within five (5) business days and, upon request, provide referral status updates until eligibility has been determined.

f. The LEA will notify Head Start when evaluation appointments are scheduled, when evaluations cannot be completed within required timelines, or when additional information is needed, as permitted by parent consent.

2. ESC 19 HEAD START PROGRAM

a. Head Start will promptly refer any enrolled 3, 4, or 5-year-old children suspected of having a disability and a need for specialized instruction in accordance with IDEA to the LEA Special Education Department. Referral will include:

- Consent for disclosure of confidential information signed by parent;
- Relevant assessments, including vision and hearing screening;
- Sociological information reasonably relevant to the evaluation;
- Any other relevant information for the special education referral process.

b. Head Start will email all referrals to the LEA Special Education Department office within 3 business days of Head Start's receipt of parental consent for evaluation. Head Start will submit referrals within three (3) business days following receipt of signed parental consent and completion of the referral packet.

c. Head Start will contact the LEA to follow up on referrals on a monthly basis via report to the LEA Liaison.

d. Head Start will assist the LEA in contacting the parent if the LEA has not been able to reach the parent.

e. Head Start will maintain documentation of referral dates and collaborate with the LEA to monitor compliance with IDEA timelines.

C. Assessment Procedures

1. LEA

a. The LEA will provide appropriate assessment for children referred to the district for a suspected disability within legal timelines from which the date the consent is signed. The LEA will obtain informed written consent for evaluation and complete all assessments, eligibility determinations, and ARD meetings within IDEA and Texas Education Agency timelines.

b. Following appropriate parental consent, the LEA will provide Head Start with copies of the relevant portions of the Full Individual and Initial Evaluation (FIIE), eligibility determination, ARD/IEP, and any amendments necessary for implementation of services.

c. A written assessment and eligibility report will be completed by the evaluator, which will be provided to the Head Start representative at the initial ARD, when a Head Start representative is in attendance. If the Head Start representative is not present, then any records legally authorized for disclosure ~~paperwork~~ will be forwarded to the Head Start Disabilities and Mental Health Program Manager via email at cramirez01@esc19hs.net and to llasalde-rios@esc19hs.net.

d. LEA will contact the Disabilities and Mental Health Program Manager if unable to contact parents.

2. ESC 19 HEAD START PROGRAM

a. Head Start will inform LEA if a child has received prior formal assessments from a private agency/provider, with parental consent. Head Start will provide copies of formal assessments to LEA upon request.

b. Head Start teaching staff will complete developmental observations, classroom reports, behavior rating scales, and other evaluation information requested by the LEA to assist in determining eligibility.

c. Head Start will provide appropriate space within the Head Start center for evaluations whenever feasible.

D. ARD Procedures

1. LEA

a. LEA will contact and invite the Disabilities and Mental Health Program Manager or Head Start representative to ARD meetings to be held for children being considered for placement in Head Start or for those children with disabilities currently enrolled in Head Start. LEA will notify Head Start of the ARD meeting at least five days in advance.

b. The LEA will consider developmental information, classroom observations, and recommendations provided by Head Start staff during eligibility determination and IEP development.

c. If the Head Start representative is unable to attend the ARD, LEA will provide Head Start with a copy of the relevant portions of the ARD / IEP, assessment report, and eligibility report. LEA will email it to cramirez01@esc19hs.net and llasalde-rios@esc19hs.net.

2. ESC 19 HEAD START PROGRAM

a. A representative from Head Start will be invited to the ARD / IEP meeting in the following instances:

i. for currently enrolled Head Start student
ii. for a student being considered for Head Start placement
iii. for annual review meeting

b. Head Start will provide present level of academic achievement and functional performance and speech progress notes for children in Head Start only, and receiving speech therapy with Head Start when requested by LEA at least two weeks prior to Annual ARD.

c. Head Start representatives will participate in ARD meetings, when available, to provide information regarding the child's educational performance, functional skills, classroom accommodations, and family concerns.

E. Implementation of Services

1. LEA

a. The LEA will ensure services are provided ~~in the Least Restrictive Environment (LRE)~~ as determined by the ARD Committee in accordance with IDEA.

b. The LEA will provide special educational and related services, required by an IEP, to children in Head Start who are dual enrolled in both settings and will provide the necessary equipment as noted in the ARD/IEP.

c. The LEA will notify Head Start of any changes to the student's IEP, service schedule, or placement that affect services provided within the Head Start setting.

2. ESC 19 HEAD START PROGRAM

a. The LEA will provide services to all children in Head Start who are dually enrolled in both settings.

b. The LEA will provide educational and related services, such as OT / PT, for children in Head Start and will provide the necessary equipment as noted in the ARD/IEP.

c. Head Start teaching staff will implement classroom accommodations, modifications, and behavioral supports identified within the child's IEP that are appropriate to the Head Start setting.

d. Head Start staff will collaborate with LEA personnel regarding implementation of services and progress monitoring. Head Start will promptly notify the LEA of scheduling or other barriers to providing IEP services in the Head Start setting.

F. Background Checks and Safety Requirements

1. LEA

a. The LEA certifies that its own ~~all~~ employees, contractors, and service providers assigned to provide services within Head Start facilities have met all applicable federal, state, and local criminal history background check requirements and are eligible to work with children in accordance with Texas law and LEA policy.

b. The LEA shall ensure its personnel comply with all Head Start site safety, security, confidentiality, visitor management, and emergency procedures while providing services at Head Start locations.

c. LEA personnel shall maintain appropriate professional licensure and certifications required to provide special education and related services.

2. Head Start

a. Head Start will provide LEA personnel with information regarding applicable site procedures, including visitor sign-in requirements, emergency response procedures, health and safety protocols, and any program-specific requirements prior to providing services on campus.

b. Head Start will provide LEA personnel reasonable access to facilities necessary to implement services identified in the child's IEP while maintaining a safe and secure learning environment for all children.

c. Head Start certifies that its own employees, contractors, and service providers assigned to provide services within Head Start facilities have met all applicable federal, state, and local criminal history background check requirements and are eligible to work with children in accordance with Texas law and LEA policy.

d. Head Start will promptly notify the LEA of any health, safety, or security concerns that may affect service delivery.

~~b.~~c. Head Start shall notify the LEA in writing, within twenty-four (24) hours of any allegation or evidence that Head Start or any of its employees or agents, engaged in misconduct requiring a report under Texas Education Code 22A. Head Start shall provide all known relevant information and comply with any independent reporting obligations imposed by law.

G. Transition Procedures

1. LEA

a. Participate with Head Start in transition planning activities for children entering public school.

b. Coordinate transition meetings as appropriate.

c. Share enrollment procedures with families.

2. Head Start

a. Coordinate transition activities with families and the LEA.

b. Provide child records with parent consent.

c. Participate in transition meetings.

H. Confidentiality

Both agencies shall maintain confidentiality of student information in accordance with IDEA, FERPA, HIPAA (when applicable), and the Head Start Program Performance Standards. Records shall only be exchanged with documented parental consent unless otherwise permitted by law.

I. Data Sharing

Both agencies agree to share only minimum information necessary for educational planning, service coordination, Child Find, and implementation of services following receipt of appropriate parental consent. Head Start and LEA designated the other party as an "school official" for the purpose of FERPA. Educational data may not be shared with third parties that have not been designated as "school officials" or otherwise authorized by parent. Neither Party may share educational data with a third party unless the disclosure is authorized by the Data Sharing Agreement, valid consent or applicable law. E.F. Each Party will notify the other without unreasonable delay, and in no event later than twenty-four (24) hours after discovery, of any suspected or confirmed unauthorized access, acquisition, use, disclosure, loss, destruction, or security incident involving shared data, credentials, or systems. The responsible Party will investigate, mitigate, preserve evidence, cooperate with legally required notices, and bear reasonable response costs to the extent caused by its acts or omissions.

J. Dispute Resolution

In the event concerns arise regarding implementation of this agreement, the designated LEA Liaison and Head Start Disabilities and Mental Health Program Manager will meet within ten (10) business days to resolve concerns prior to elevating issues to agency administration.

IV. Term

The term of this Agreement shall be for a primary term coterminous with the 2026-2027 LEA school year. The Agreement shall automatically renew annually. This Agreement shall be reviewed annually by both parties and revised as necessary to remain compliant with changes in federal or state law. Either party to this Agreement may terminate the Agreement at any time for any reason by giving the other party 90 days' advance written notice. Either party to this Agreement may terminate this Agreement at its option if the other party has materially breached this Agreement and such breach continues for more than 30 days after written notice from the non-breaching party to the breaching party. Notwithstanding anything herein to the contrary, either party may terminate this Agreement at the end of any budget year in the event funds for the succeeding budget year have not been appropriated, despite good faith efforts to do so.

V. Miscellaneous

A. **Entire Agreement.** This instrument contains the entire agreement between the parties and supersedes all other prior negotiations, undertakings, notes, memoranda, and agreements, whether written or oral, concerning the specific subject matter hereof.

B. **Waiver.** No waiver, alteration, amendment, or modification of this Agreement, or any covenant, condition, or limitation contained in this Agreement, is valid unless in writing and duly executed by the party to be charged therewith. No waiver by any party of any breach of any provision herein shall be construed to be a waiver of any succeeding breach of the same provision or the nonperformance of any other obligation contained herein.

C. **Illegality/Unenforceability.** In the event that any provision of this Agreement is determined to be invalid, illegal, or unenforceable, then (1) the validity, legality, and enforceability of the remaining provisions hereof shall not in any way be affected or impaired, and (2) this Agreement shall be construed so as to effectuate as nearly as possible the intent of said provision and the intent of the parties hereto.

D. **Successors and Assigns.** This Agreement, and the rights and benefits under this Agreement, shall not be assignable without the written consent of each of the parties hereto.

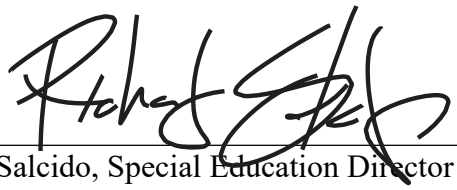
E. **Immunity.** No party hereto waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein. No provision of this Agreement is a consent to suit.

F. **Third Parties**. This Agreement inures to the benefit of and obligates only the parties executing it. No term or provision of this Agreement shall benefit or obligate any person or entity not a party to it.

G. **Relationship of Parties.** Nothing contained herein shall be deemed or construed by the parties

hereto, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship between the parties hereto.

H. **Electronic Signatures.** The parties agree that the electronic signature of this Agreement shall be deemed to be valid, binding, and legally enforceable.



11/3/2026

Richard Salcido, Special Education Director
San Elizario ISD

Date

Dr. Jeannie Meza-Chavez, Superintendent
San Elizario ISD

Date

Socorro Rodriguez, Head Start Director
ESC19 Head Start Program

Date

Dr. Armando Aguirre, Executive Director
ESC19

Date

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

MEMORANDUM

To: Members of the Board of Trustees
From: Richard Salcido, Director of Special Education
Subject: Approval of Memorandum of Understanding (MOU) Between San Elizario ISD and Emergence Health Network (EHN)
Date: November 18, 2026

HISTORY:
San Elizario ISD has an ongoing commitment to supporting students with intellectual and developmental disabilities and assisting families in accessing available community resources. This Memorandum of Understanding establishes a formal partnership between San Elizario ISD and EHN to identify eligible students, provide parent education, and facilitate placement of qualified students on waiver interest lists for long-term support services.

RATIONALE:
EHN will assist the district in verifying whether eligible students are currently on waiver interest lists, provide educational opportunities for families regarding available services, and conduct intake procedures to place eligible students on waiver interest lists.

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

ADMINISTRATIVE RECOMMENDATION:
Approval of the Memorandum of Understanding between San Elizario ISD and Emergence Health Network (EHN), effective October 1, 2026. The partnership will enhance access to community-based support services for eligible students and families, strengthen transition planning efforts, and create a collaborative framework for connecting families with valuable long-term resources at no additional cost to the district.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

This Memorandum of Understanding (MOU) is entered into as of the **10/1/2026** between **Emergence Health Network** DBA EHN (Center or EHN) and **San Elizario ISD** (Partner) to confirm the mutual understandings of the two agencies. The intent of the Agreement is to a clarify the goals and objectives of the partnership, and the respective roles and responsibilities of the agency. No compensation from either party is being exchanged under this MOU.

Emergence Health Network DBA **EHN:** The community mental health services provider is established under Texas Health and Safety Code, Section 534.001 as a Community Center; and Section

533.035 designated by the Commissioner of the Health and Human Services Commission (HHSC) as the local mental health authority, local intellectual and developmental disability authority and substance use treatment provider for the Local Authority's Service Area. EHN facilitates applications for families to put themselves on interest lists for waiver programs which include:

Texas Home Living (TxHmL): gives services to children and adults with an intellectual disability (ID) or a related condition who live in their own home or their family's home.

Home and Community-based Services (HCS): gives services and supports to children and adults with an intellectual disability (ID) or a related condition who live with their families, in their own homes, or in small group homes with no more than 4 people.

San Elizario ISD serves and assists in facilitating transition service activities for families that qualify for services provided by **EHN**.

I. Objectives

The purpose of this memorandum is to address:

- Communication structure to verify which qualified families are currently not on the interest list.
- Parent education on the Local Intellectual Developmental Disability Authority (LIDDA) Waivers; Home Community Based Services (HCS) and Texas Home Living (TxHmL), IDD Waiver Eligibility and Intake process to be placed on the IDD Waiver interest lists.

II. Responsibilities of Center

EHN agrees to assist in verifying participation on LIDDA Waiver interests lists and providing educational/informational channels for targeted families by:

A. Systematically verify a batch of students and communicate which students have not applied for or are in the process of applying for placement on an interest list.
B. Coordinate and provide family education on the IDD waiver programs; Home Community Based Services (HCS) and Texas Home Living (TxHmL), that will include program eligibility and Intake process.
C. Coordinate and allocate staff to conduct IDD Intakes and place students on an IDD Waiver Interest list one time per school year.

III. Responsibilities of Partner

A. Designate a liaison within **San Elizario ISD** to collaborate with **EHN** to ensure that the above-mentioned objectives are achieved and assist with students and families in gaining access to services.
B. Obtain written consent from families to disclose the minimal personally identifiable information necessary to verify that family has not applied to be on an interest list.
C. After obtaining consent from prospective student or family, Pprovide verifying information if there is a new

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enrollee within **San Elizario ISD** that would qualify to be on the interest list.

D. Provide space for private consultation in order to ensure the confidentiality to the student and their families.
E. Provide space for group training for family outreach.
F. Provide access to the campus guest Wi-Fi information and password to allow **EHN** staff to be able to document, assess, and have access to their electronic health records system. No health records will be accessed or exchanged without first receiving a signed consent waiver from a student or their legal guardian.
G. Excuse students from class if their presence is necessary to apply for placement on an IDD Waiver interest list.

IV. Confidentiality Agreement

Both parties agree to comply with all provisions regarding confidentiality that affect either party's funding streams to ensure that all client records related to services provided under this MOU will be confidential. Both parties~~Staff from **San Elizario ISD**~~ will follow the guidelines set forth in the Family Educational Rights Privacy Act (FERPA). Staff from **EHN** will follow the guidelines set forth in the Health Insurance Portability and Accountability Act (HIPPA). All student/client information, including information in the student/client records, shall be considered privileged and confidential. All records created by **EHN** staff during the performance of this Memorandum, including clinical records of students evaluated at **San Elizario ISD's** facilities, shall remain the property of **EHN.** Notwithstanding, **EHN** agrees to provide **San Elizario ISD** access to records it creates, where permitted by law. All records created by **San Elizario ISD** during the execution of this Memorandum shall remain the property of **San Elizario ISD**. Notwithstanding, **San Elizario ISD** agrees to provide **EHN** access to records it creates, where permitted by law.

V. Term of the Memorandum of Understanding

This agreement is effective from 9/1/2026. It shall be reviewed periodically throughout the year to ensure that it is fulfilling its purpose and to make any necessary revisions. This agreement shall remain in effect until terminated by either party upon 10 days' notice to the other party. Except with respect to compliance with applicable law, nothing herein creates contractual rights or obligations for either party.

Commented [RB1]: Does this need to be updated

VI. Hold Harmless

Partner shall indemnify, defend with counsel acceptable to **EHN** and hold harmless to the full extent permitted by law, **EHN** and its Board of Directors, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including without limitation, attorney fees and costs and fees of litigation) (collectively, ~~:~~ "Liability") of every nature arising out of or in connection with consulting or administrative services received from **EHN** of its failure to comply with any of its obligations contained in this MOU, except Liability caused by the sole or partial negligence or willful misconduct of **EHN**. This indemnification obligation is limited pursuant to applicable Texas law, including but not limited to, the Texas Tort Claims Act. ~~not limited in any way by any limitation on the amount or type of damages or compensation payable to or for **EHN** or its agents under Workers' Compensation acts, disability benefit acts, or other employee benefit acts~~. This indemnity obligation shall survive termination or expiration of this MOU with respect to any Liability which arose while the MOU was still in effect.

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The agencies, having read and considered the above provisions, indicate their agreement by their authorized signatures below. This MOU may be executed in counterparts.

San Elizario ISD
Dr. Jeannie Meza-Chavez
Superintendent

Emergence Health Network
[insert name], Executive Director

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Regular Meeting

Wednesday, October 14, 2026 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order
Meeting was called to order at 5:30 p.m.

1.B. Roll Call

Eduardo Chavez: Present
Monica Chavez: Present
Myrna Hernandez: Present
Sandra Licon: Present
Axel Lopez: Absent
Lorenzo Luevano: Present
Alexis Tellez: Present

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Pledge of Allegiance to the Texas State Flag

1.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.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

3.A. Athletic Recognitions

Mr. Cesar Morales recognized student athletes for their continued successes.

3.A.1. San Elizario High School Varsity Team Tennis District Champions

3.A.2. Ann M. Garcia-Enriquez Middle School — 7th grade Girls Basketball District Champions

3.A.3. Ann M. Garcia-Enriquez Middle School — 8th grade Boys Basketball District Champions

3.B. October is Principal's Month

Dr. Jeannie Meza-Chavez recognized Campus

Principals for their continued support.

3.C. Texas Education Human Resources Day

Dr. Jeannie Meza-Chavez and Ms. Gina Ramirez recognized the Human Resources department for their continues support.

3.D. Recognition of National School Lunch Week

Dr. Jeannie Meza-Chavez and Ms. Aggie Reyes recognized the Child Nutrition Team for their continued support.

Ms. Aggie Reyes recognized the National School Lunch Week by reading the National School Lunch Week proclamation.

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

4.A. Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2025-2026 Rating

Dr. Jeannie Meza-Chavez presented the Financial Integrity Rating System of Texas (FIRST) 2025-2026 Rating.

Dr. Jeannie Meza-Chavez opened the floor for public comment.

No public comment.

4.A.1. PowerPoint Presentation

4.B. Discussion regarding topics for Quarterly Meeting #2 scheduled for Wednesday, November 4, 2026

Dr. Jeannie Meza-Chavez shared a list of topics for Quarterly Meeting #2 that were shared by the leadership team.

The following topics will be discussed during the upcoming Quarterly Meeting #2:

1. Bullying/David's Law
2. Discipline Training
3. How to have difficult conversation

4.C. TASB - District Facility Assessment Report Virtual Presentation

Mr. James Reese presented the TASB - District Facility Assessment Report.

Mr. Eduardo Chavez asked if the information can be shared with the board.

Dr. Jeannie Meza-Chavez stated information will be provided so the information can be shared.

4.D. Discussion and possible Board action to approve the Long-Range Facilities Planning (LRFP) Committee roster and the Board's Charge to the Committee

Mr. Jesus Martinez presented the Long-Range Facilities Planning (LRFP) Committee roster and the Board's Charge to the Committee.

Dr. Jeannie Meza-Chavez asked if more members could be added to the committee and how many board members need to be part of the committee.

Mr. James Reese stated members can still be added and recommended for board members to alternate in groups of 3 to attend the committee meetings to allow community members to create the plan.
The Plan would then be approved by the board at a Regular Board meeting.

Mr. Lorenzo Luevano asked if middle school students could be invited to the committee.

Dr. Jeannie Meza-Chavez advised Mr. Alexander Corona, Garcia-Enriquez Middle School Principal, to invite middle school students to the committee.

Motion to approve the Long-Range Facilities Planning (LRFP) Committee as presented. This motion, made by Alexis Tellez and seconded by Lorenzo Luevano, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 1

Motion to approve the Long-Range Facilities Planning (LRFP) Committee Board charge as presented. This motion, made by Myrna Hernandez and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 1

5. **CONSENT AGENDA** - Consider and possible Board action on
Motion to approve the consent agenda as presented. This motion, made by Sandra Licon and seconded by Monica Chavez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 1

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.B. Consider and possible Board action on Resolutions

5.B.1. Texas Education Human Resources Day Resolution

5.B.2. National School Lunch Week Resolution

5.C. Consider and possible Board action to approve the Athletic Trainer Support Contract Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital

5.D. Consider and possible Board action to approve El Paso Children's Hospital MOU regarding Project ADAM

5.E. Consider and possible Board action to approve the Emergence Health Network MOU regarding School-Based Crisis Intervention Team

5.F. Consider and possible Board action to approve the Grade Conversion Scale K-12

5.G. Consider and possible Board action to approve offering Innovative Courses: Making Connections I and II in 8th grade

5.H. Consider and possible Board action to approve the Board Operating Procedures

5.I. Consider and possible Board action to approve revision to policy DNA(LOCAL)

5.J. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative

discretion and by any reasonable means.

5.J.1. Technology Department

5.K. Consider approval of minutes for the following:

5.K.1. September 8, 2026 - Regular Board Meeting

6. **PRESENTATIONS / REPORTS / INFORMATION**

6.A. Reports

6.A.1. Bilingual/ESL Program Evaluation for School Year 2025-2026

6.A.2. Gifted and Talented Program Evaluation for School Year 2025-2026

6.A.3. Annual Report on Cooperative Purchasing Fees for FY 2026-2027

6.A.4. Child Nutrition Services Reports

6.A.4.a. Meal Service Update

6.A.4.b. The Fresh Fruit & Vegetable Program

6.A.4.c. Farm Fresh Student Engagement Grant

6.A.5. Enrollment Update

6.B. Information

6.B.1. Board Training

6.B.1.a. NSBA 2027 – April 2 to 4, 2027 | Washington, D.C.

7. **EXECUTIVE SESSION**

The Board entered a closed meeting at **6:50 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.074, 551.082, and 551.0821, Texas Gov. Code:

7.A. Discussion regarding Superintendent's evaluation date

7.B. Discussion regarding student discipline in connection with employee assault charges and matters related thereto

7.C. Discussion regarding Superintendent and Chief Financial Officer's duties and responsibilities in reference to Finance Department

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

The Board returned to open session at **9:18 p.m.** to take possible action on the matters

discussed in Executive Session.

8.A. Possible Board action on matters discussed in Closed Session

8.B. Discussion and possible Board action to approve date to conduct Superintendent's Annual Evaluation

Motion to approve date to conduct Superintendent's Annual Evaluation on November 18, 2026.

This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 1

9. **NEXT MEETING DATE:**
   - Wednesday, November 4, 2026, at 5:30 p.m. — Quarterly Meeting #2
   - Wednesday, November 18, 2026, at 5:30 p.m. — Regular Board Meeting

10. **ADJOURNMENT**

Motion to adjourn the meeting at 9:20 p.m.

This motion, made by Sandra Licon and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 1

_____
Board President

_____

Board Secretary

Special Meeting

Tuesday, October 20, 2026 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

   1.A. Call Meeting to Order
   Meeting was called to order at 5:30 p.m.

   1.B. Roll Call

   Eduardo Chavez: Present
   Monica Chavez: Present
   Myrna Hernandez: Absent
   Sandra Licon: Present
   Axel Lopez: Present
   Lorenzo Luevano: Present
   Alexis Tellez: Present

   Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

   1.C. Establish Quorum

   1.D. The Pledge of Allegiance

   1.E. Pledge of Allegiance to the Texas State Flag

   1.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.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

3. **PRESENTATIONS / REPORTS / INFORMATION**

   3.A. Information

   3.A.1. Superintendent naming of Interim Chief Financial Officer
   Dr. Jeannie Meza-Chavez advised the Board of Trustees about Dr. Blanca Cruz being chosen as interim Chief Financial Officer.

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

   Motion to approve the consent agenda as presented. This motion, made by Sandra Licon and seconded by Axel Lopez, passed.
   Eduardo Chavez: Yea

Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

4.A. Consider and possible Board action to approve Resolution Stating Review of Investment Policy and Review of Investment Strategies and Designation of Investment Officer

4.B. Consider and possible Board action to approve Resolution for Selection and Approval of Authorized Investment and Financial Institutions

4.C. Consider and possible Board action to approve Resolution Approving Independent Sources for Investment Training

5. **NEXT MEETING DATE:**
   - Wednesday, November 4, 2026, at 5:30 p.m. — Quarterly Meeting #2
   - Wednesday, November 18, 2026, at 5:30 p.m. — Regular Board Meeting

6. **ADJOURNMENT**

Motion to adjourn the meeting at 5:33 p.m. This motion, made by Alexis Tellez and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

_____
Board President

_____
Board Secretary

Special Meeting

Wednesday, October 28, 2026 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

   1.A. Call Meeting to Order
   Meeting was called to order at 5:30 p.m.

   1.B. Roll Call

   Eduardo Chavez: Present
   Monica Chavez: Present
   Myrna Hernandez: Present
   Sandra Licon: Absent
   Axel Lopez: Absent
   Lorenzo Luevano: Present
   Alexis Tellez: Present

   Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

   1.C. Establish Quorum

   1.D. The Pledge of Allegiance

   1.E. Pledge of Allegiance to the Texas State Flag

   1.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.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

3. **EXECUTIVE SESSION**
   The Board entered into a closed meeting at **5:32 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:

   3.A. Discussion regarding the Administration's recommendation for the Chief Financial Officer position

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

   The Board returned to open session at **5:43 p.m.** to take possible action on the matters discussed in Executive Session.

4.A. Possible Board action on matters discussed in Closed Session

4.B. Discussion and possible Board action to approve the Administration's recommendation for the Chief Financial Officer position

Motion to approve the Administration's recommendation of Ms. Belen Briones for the Chief Financial Officer position. This motion, made by Myrna Hernandez and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 2

5. **NEXT MEETING DATE:**
   - Wednesday, November 4, 2026, at 5:30 p.m. — Quarterly Meeting #2
   - Wednesday, November 18, 2026, at 5:30 p.m. — Regular Board Meeting

Mr. Eduardo Chavez stated the meeting scheduled for November 4, 2026, was cancelled.

6. **ADJOURNMENT**

Motion to adjourn the meeting at 5:45 p.m. This motion, made by Myrna Hernandez and seconded by Lorenzo Luevano, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Absent
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 2

_____

Board President

_____

Board Secretary

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

MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research and Evaluation Administrator
Subject: Progress Monitoring—HB 3 Goal 1
Date: November 18, 2026

HISTORY:

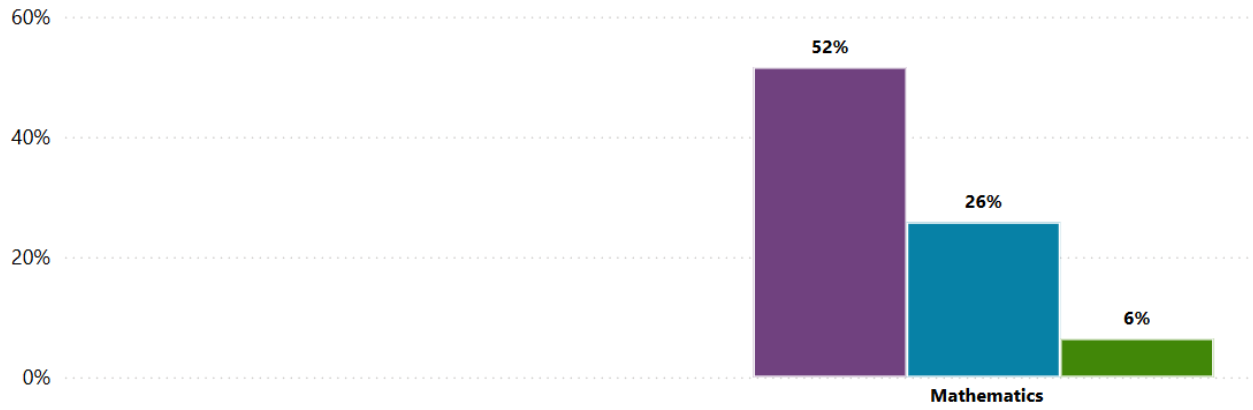
The Board of Trustees has identified Student Outcome Goal 1 as follows:

Student Outcome Goal 1 (HB 3)

The percentage of all 3rd grade students that score at the Approaches level on STAAR mathematics will increase from 58% in June 2022 to ≥ 85% by June 2028.

Accountability changes for 27-28 School year

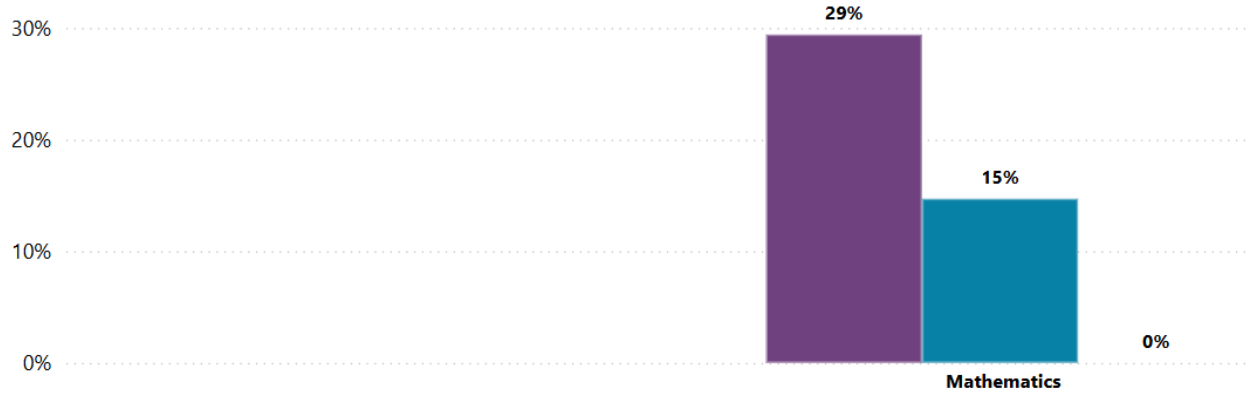
*(Data for Spring 2026 will as released in TAPR late Fall 26)



Subject	% Approaches or Above	% Meets or Above	% Masters
Mathematics	52%	26%	6%

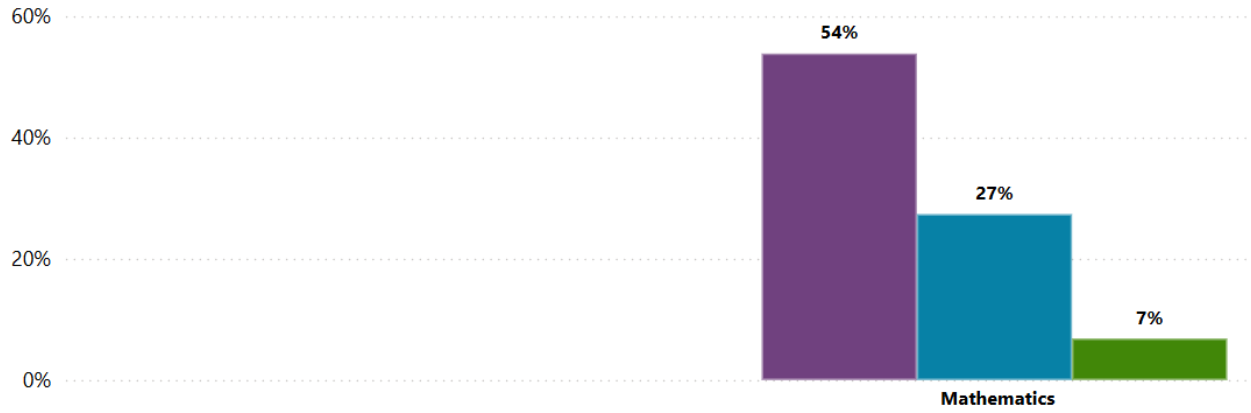
District 3rd grade math data above taken from txschools.gov shows that 52% of students were at Approaches, 26% were at Meets or above and 6% were at Masters.

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Subject	% Approaches or Above	% Meets or Above	% Masters
Mathematics	29%	15%	0%

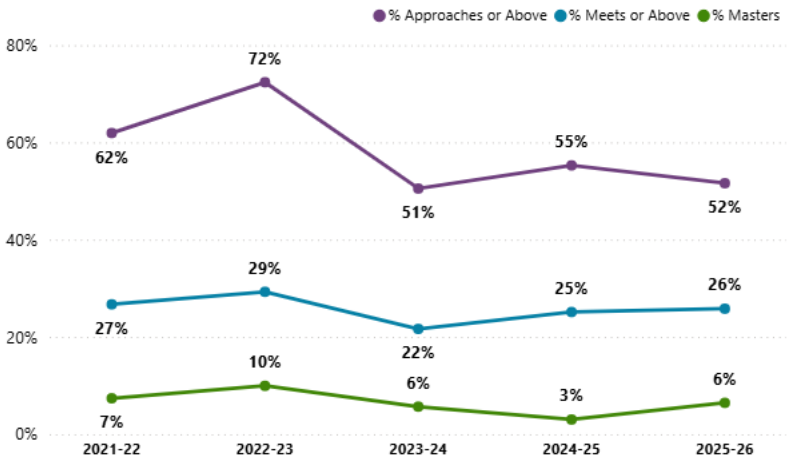
District current 3rd grade Special Education math data above was taken from txschools.gov shows that 29% of students were at Approaches, 15% were at Meets or above and 0% were at Masters.



Subject	% Approaches or Above	% Meets or Above	% Masters
Mathematics	54%	27%	7%

District current 3rd grade English Learner math students data above was taken from txschools.gov shows that 54% of students were at Approaches, 27% were at Meets or above and 7% were at Masters.

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Above you can see the trends that have taken place for 3rd grade math starting in 2022. Purple line is the approaches percentage, blue line is the meets or above percentage, green is the master's percentage.

BUDGET: There is no budget affected or needed for this item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

STAAR & TELPAS: What Do They Assess?

STAAR®

State of Texas Assessments of Academic Readiness

ACADEMIC CONTENT

What does the student know and can apply?

- Measures grade-level and course knowledge and skills.
- Aligned to the TEKS



Reading Language Arts



Mathematics



Science



Social Studies

Subjects tested vary by grade or course.

TELPAS®

Texas English Language Proficiency Assessment System

ENGLISH LANGUAGE PROFICIENCY

How well can the student understand and use English?

- Measures English language development.
- Aligned to the ELPS



Listening



Speaking



Reading



Writing

For emergent bilingual students in grades K–12.

What is Summit K12?

SUMMIT K12

Supporting English Language Development & TELPAS Readiness



Connect to Literacy

An online supplemental program that helps emergent bilingual students develop English language skills.

 **Listening** |  **Speaking** |  **Reading** |  **Writing**



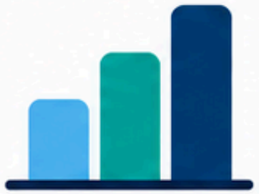
Personalized Practice

Assessments identify needs and guide Personalized Learning Plans (PLPs).



Language Development

Lessons, models, and feedback support practice across all four domains.



Progress Monitoring

Reports help teachers track growth and target instruction.

How it helps with TELPAS

Builds English language skills and provides practice with TELPAS-aligned tasks.

Summit K12: Practice & Testing

San Elizario ISD • 2026–2027

SAMBRANO

20 min/day • Tuesday–Friday

K–1 • Trailblazers

- **Listening:** 40 min/week
- **Speaking:** 40 min/week

Grade 2 ·

- **Listening + Speaking:** 40 min/week
- **Reading + Writing:** 40 min/week

BORREGO

20 min/day • Tuesday–Friday

- **Listening + Speaking:** 40 min/week
- **Reading + Writing:** 40 min/week

80 min/week

GEMS

Golden Hour

20 min/day • Tuesday–Friday

- **Listening + Speaking:** 40 min/week
- **Reading + Writing:** 40 min/week

80 min/week

HIGH SCHOOL

Participating Social Studies classes

Fridays • Two 20-minute blocks

- **Listening + Speaking:** 20 min/week
- **Reading + Writing:** 20 min/week

40 min/week

Grades 2–8 rotation: Tue/Fri — Listening + Speaking • Wed/Thu — Reading + Writing

SUMMIT K12 ASSESSMENT WINDOWS

BOY

August–September 4, 2026

Students without prior TELPAS data

MOY

October 13–30, 2026

High School makeups continuing

EOY

April 27–May 7, 2027

Measure growth and adjust support

- K–1: Trailblazers progress monitoring; separate from Grades 2–12 BOY/MOY PLP reporting.
- Scheduled practice minutes; paired-track time is shared across both domains. These are Summit K12 windows, not state TELPAS dates.

Summit K12 BOY – MOY

Growth or regression by grade level and domain

▲ Growth ▼ Regression Change = MOY − BOY • Score points

Campus	Grade	Listening	Speaking	Reading	Writing
Sambrano	Kinder	N/A	N/A	N/A	N/A
Sambrano	Grade 1	N/A	N/A	N/A	N/A
Sambrano	Grade 2	N/A	N/A	N/A	N/A
Borrego	Grade 3	▲ +0.20	▼ -0.04	▼ -0.07	▲ +0.11
Borrego	Grade 4	▲ +0.62	▲ +0.02	▲ +0.28	▲ +0.82
Borrego	Grade 5	▲ +0.54	▲ +0.27	▼ -0.23	▲ +0.61
Borrego	Grade 6	▼ -0.65	▼ -0.67	▽ -0.44	▼ -0.20
GEMS	Grade 7	▼ -0.21	▲ +0.15	▼ -0.15	▲ +0.11
GEMS	Grade 8	▼ -0.27	▲ +0.13	▼ -0.24	▲ +0.70
High School	Grade 9	▼ -0.23	▼ -0.05	▼ -0.49	▲ +0.43
DISTRICT AVERAGE		**▼ -0.13**	**▲ +0.03**	**▼ -0.38**	**▲ +0.20**

ELPS Mastery

English Language Proficiency Standards

MOY

School	Listening				Speaking				Reading					Writing	
	2.C	2.G	2.H	2.I	3.F	3.G	3.H	3.J	4.C	4.F	4.I	4.J	4.K	5.D	5.G
Josefa L Sambrano Elementary	84%	74%	74%	90%	64%	46%	47%	45%	65%	51%	46%	47%	53%	34%	26%
Alfonso Borrego Senior Elementary	93%	80%	79%	90%	73%	59%	61%	57%	78%	63%	61%	62%	65%	58%	38%
San Elizario High School	95%	68%	59%	87%	75%	57%	50%	53%	87%	66%	63%	66%	59%	63%	42%
Ann M Garcia Enriquez Middle School	94%	74%	72%	90%	72%	58%	62%	56%	90%	70%	68%	67%	62%	65%	44%

3.J: Respond to a text or visual →

3.H: Explain aloud with details →

5.G: Write the explanation with details.

San Elizario ISD • Summit K12

From Speaking to Writing

A classroom routine to support our lowest ELPS indicators

1. RESPOND • ELPS 3.J

Look closely. Think. Respond aloud.



Teacher asks:
"How are these rocks different?"

Student stem: "I notice ___. The rocks are different because ___."

2. EXPLAIN • ELPS 3.H

Turn & Talk: 45+ seconds per student



- **Partner A explains; Partner B listens. Switch.**
- **Add details about color, shape, and texture.**
- **Partner asks: What detail can you add?**

3. WRITE • ELPS 5.G

Write the explanation you rehearsed.



Example: "The gray rock is rough and has sharp edges. The brown rock is smooth and round."

Check: Clear idea + specific details

TEACHER SUPPORTS | Model a response • Use visuals and a word bank • Offer sentence frames • Give feedback



San Elizario ISD

TELPAS & Summit K12

Accountability and Learning Beyond the Test



TELPAS: Accountability



Domain 3: Closing the Gaps

Measures English language proficiency progress.

2026 criterion: Move up at least one composite level OR earn Advanced High.

TELPAS Alternate: Basic Fluency is the highest level.

Summit K12: Personalized Learning

PLPs = Personalized Learning Plans



1. **PLP 1 • Develop the Four Domains**
   Listening • Speaking • Reading • Writing
2. **PLP 2 • TELPAS Focus**
   Targeted practice to prepare for TELPAS.
3. **PLP 3 • STAAR Support**
   Strengthen reading and writing skills.

Beyond TELPAS: Builds vocabulary, comprehension, and communication skills for classroom learning.

The goal: Understand academic content and communicate what you know.

San Elizario ISD

Questions?

Thank you for supporting our students' language development.





Summit K12 • Language Development • Student Success

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MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes, Executive Director of Child Nutrition Services
Subject: October 2026 – Meal Service Update
Date: November 18, 2026

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 57,528 student meals in October. This count includes breakfast, lunch, snacks, and supper meals.

Breakfast and lunch meal services were provided for students who attended intersession at San Elizario HS and Sambrano. Meals were transported for students from Sambrano to Borrego.

During The Taste of San Eli at Sambrano and Borrego, parents learned about the choices students make during lunch and enjoyed a complete student lunch meal.
Students at Borrego were surveyed on breakfast and lunch menus.

SPED student internships started at SEHS. Assisting in the cafeteria will provide students with work experience to help them succeed in the workforce after graduation.

We are pleased to report that reimbursement fully covered our summer meal expenses. Serving meals at the Fernie Madrid Park helped us reach more children in our community, and brought in enough reimbursement to help cover the cost of operating the program.

BUDGET IMPACT: There is no Budget Impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information.

For Approval? ☐ Yes ☒ No
If not, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

San Elizario Independent School District

Enrollment Counts

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						165	181	202	193							741	523	218		166	444	48	3
Sambrano Elementary School	12	165	146	151	159											633	484	149		119	381	6	4
Garcia-Enriquez Middle School										192	193					385	395	-10	102	77	209	49	2
San Elizario High School												223	213	202	209	847	898	-51	664	138	443	89	13
Grade Level Totals	12	165	146	151	159	165	181	202	193	192	193	223	213	202	209	2606	2300	306	766	500	1477	192	22
Prior Year Grade Level Totals			133	174	177	120	140	146	117	197	198	205	229	248	216								
GL	12	165	13	-23	-18	45	41	56	76	-5	-5	18	-16	-46	-7								

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Class Size Waiver Information
Date: November 18, 2026

HISTORY:

At the beginning of each school year, Texas school districts are required to review class enrollment counts in Prekindergarten through Grade 4 to ensure compliance with the state-mandated class size ratio of 22 students to 1 teacher, as established under Texas Education Code §25.112 and the SEISD District of Innovation Plan. Student enrollment and class sizes are continuously monitored throughout the school year.

When a class exceeds the statutory limit, the district must submit a class size waiver request in accordance with Texas Education Code §25.112(d). The request must be approved and signed by the Superintendent and submitted to the Texas Education Agency (TEA) within the later of: (1) October 1, or (2) the 30th day after the first school day on which the district exceeds the class size limit.

RATIONALE:

Current enrollment monitoring indicates that one elementary classroom section at Josefa L. Sambrano exceeds the state-mandated 22:1 student-to-teacher ratio for the sections listed below.

- Bilingual Prekindergarten-4 (PK4) section; total students 23.
- Monolingual Kindergarten section; total students 24.
- Monolingual First Grade Section; total students 25.

In accordance with Texas Education Code §7.056 regarding Waivers and Exemptions, the Superintendent has submitted a class size waiver request through the Texas Education Agency's TEAL system. Approval or denial of the waiver request is subject to the discretion of the Commissioner of Education.

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BUDGET IMPACT:
There is no direct budget impact associated with the submission of the class size waiver request. Approval of the waiver will allow the District to maintain the current staffing structure while remaining in compliance with state reporting requirements. Should enrollment continue to increase and additional staffing become necessary to meet class size requirements, any associated personnel costs will be presented to the Board for consideration through the regular budget amendment process.

ADMINISTRATIVE RECOMMENDATION:
Administration recommends that the Board of Trustees acknowledge the submission of the Class Size Waiver Request to the Texas Education Agency for the identified Bilingual PK4, kindergarten and first grade classroom sections that exceed the statutory student-to-teacher as listed above. The Commissioners' approval of the waiver will enable the District to address enrollment fluctuations while continuing to provide effective instructional services and maintain compliance with applicable state requirements.

For Approval? ☐ Yes ☒ No
If not, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

Texas Education Agency

Waivers

2026-2027 Application for Maximum Class Size Exception — Waiver ID: 92697

Application Information

Category: Class Size
Creator: Jeannie Meza, District Superintendent
Status: Draft
Creation Date: 11/10/2026
Approving Superintendent:
Assigned To:

LEA Contact

Full Name: Jeannie Meza Chavez
Phone: (915) 872-3900
Email: jmeza-chavez@seisd.net

LEA Information

LEA: SAN ELIZARIO ISD (071904)
Address: P O BOX 920, SAN ELIZARIO, TX 79849-0920
Phone: (915) 872-3900
Accountability Rating: C Acceptable Performance

Special Instructions

Each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades prekindergarten (PK) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades PK-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). Districts are to enter ONLY the total number of classes/sections and the reason(s) per campus that exceeds the 22:1. Class size limits do not apply to physical education or fine arts classes. The exception request must be submitted to TEA (Commissioner) not later than the later of October 1 or the 30th day after the first school day the district exceeds the limit. Class size limitations generally apply throughout the school year, with the following exceptions: (1) any twelve-week period selected by the district with a significant percentage of migratory children (25.112(1)); or (2) the last twelve weeks of any school year for all other districts. Note: Prekindergarten class size limits were added beginning with the 2021-2022 school year.

Total Sections

Campus Name	Reason(s)	Accountability Rating	PK	K	1	2	3	4	PK-4
JOSEFA L SAMBRANO EL	Teachers	C Acceptable Performance	1	1	1				3
		GRAND TOTAL	1	1	1	0	0	0	3

LEA Attachments (0)

There are no LEA attachments.

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waivers 2.32.5.0

National **School Boards** Association

Ensuring each student everywhere has access to an excellent and equitable public education where they live, governed by high-performing school board leaders.

NSBA appreciates Congress's commitment to sustaining federal support for programs that promote student success in public schools across the nation. NSBA urges federal policymakers to maintain and expand support, enabling local school districts to meet student needs and foster environments where all students can thrive. We look forward to working with members of Congress to address the nation's school children's needs.

I. Fully Funding and Modernizing the Individuals with Disabilities Education Act (IDEA)

While IDEA mandates that the federal government cover 40% of special education costs, current funding stands at just 14%, leaving local districts to absorb the shortfall. Fully funding IDEA would allow districts to enhance services, hire more special education teachers, and provide needed classroom resources.

Call to Action:

- Support the IDEA Full Funding Act (S. 2217 in the 118th Congress) and the Funding Early Childhood is the Right IDEA Act (H.R. 5141 in the 118th Congress) to restore funding for early intervention services under IDEA Part C and Section 619.
- Stress the importance of shared financial responsibility among federal, state, and local governments.

II. Expanding, Strengthening, and Retaining the Educator Workforce

Addressing teacher shortages and promoting a diverse, high-quality educator workforce are essential to student success. Federal policies can support educator recruitment, preparation, and retention. Teacher shortages disproportionately affect high-poverty, rural, and special education classrooms, worsened by burnout, low pay, and limited resources.

Call to Action:

- Support the PREP Act (S. 2369 in the 118th Congress) to strengthen teacher preparation programs and recruit educators for high-need subjects like STEM and special education.

III. Strengthening Investments in Title I and Career & Technical Education (CTE)

Title I and CTE programs are critical for closing opportunity gaps and preparing students for successful futures. Title I supports schools serving low-income communities by funding targeted interventions like tutoring, literacy programs, and teacher training. CTE programs prepare students for high-demand careers by providing skills, certifications, and real-world experience.

IV. Promoting Digital Access, Digital Literacy, and Cybersecurity

The E-rate program has been instrumental in expanding broadband to schools and libraries. A potential Supreme Court decision this spring on the Universal Service Fund (USF), which funds E-rate, could jeopardize broadband access for millions of students, especially in rural and low-income areas. Congress must be ready to act swiftly to protect E-rate and ensure all students have access to the digital tools they need to succeed.

School districts are increasingly targeted by cyberattacks, jeopardizing student and staff data. Investments are needed to modernize cybersecurity infrastructure. Demand for the FCC's Cybersecurity Pilot Program far exceeded capacity, with requests from schools and libraries totaling $3.7 billion for the $200 million pilot. The Affordable Connectivity Program (ACP), which ran out of funding in 2024, provided essential home broadband support for low-income families, including students. Congress should explore sustainable, long-term funding mechanisms for the ACP to ensure families have critical broadband access in the future.

V. Prioritizing Student Health, Wellness, and Safety

Student health, wellness, and safety are foundational to academic success and long-term well-being. Federal policies and funding are critical to support school-based health care, mental health services, and school nutrition.

Call to Action:

- Expand School-Based Medicaid Services: Increase access to critical health services like mental health counseling, vision care, and therapy.
- Address Food Insecurity: Support universal school meal programs to ensure all students are fed and ready to learn.
- Strengthen Mental Health Resources: Increase funding for school counselors, trauma-informed care, and mental health programs.
- Invest in School Safety: Enhance physical security, staff training, and positive school climate initiatives to prevent violence.

VI. Oppose School Vouchers in All Their Forms

School vouchers, education savings accounts (ESAs), and similar programs divert public funds away from public schools, undermining local accountability and equitable education for all students. Congress must reject efforts to expand vouchers and prioritize investments in public schools that serve all students.

Call to Action:

- Oppose the Educational Choice for Children Act: This legislation would establish a federal voucher program, diverting billions from public schools. The legislation is fiscally irresponsible, enables student discrimination, undermines local control of education, and would severely damage public schools that educate 90% of American children.

Advocating for public education ensures that every student has the opportunity to succeed, contributing to the future of our nation. Your voice, backed by clear data and real-life stories, can help policymakers better understand the needs of America's schools and students.

Remember — Education is not a partisan issue.
It is a national priority essential to each student's future and our country's future.

NSBA Beliefs and Resolutions

nsba.org

2025 ADVOCACY AGENDA

The Texas Association of Community Schools is proud to represent almost two-thirds of the small and mid-sized schools in Texas and the 5.4 million Texans enrolled in our public schools.

Where does TACS fall on the issues affecting our students today?

SCHOOL FINANCE

We Support:

- Increasing the basic allotment to achieve per-pupil funding equal to the national average.
- Using enrollment rather than attendance as the standard for school funding.
- Sustainable funding for all day Pre-Kindergarten.
- Increased funding for the Instructional Materials and Technology Allotment (IMTA) with no additional carve-outs so districts may provide adequate technology and instructional materials to meet higher standards for students.
- Continuing to invest in teacher compensation programs using local district discretion to recognize outstanding achievement and instructional practices.
- Any bills that are proposed relating to property tax reductions or that would impact funding for public schools will have a fiscal note which explains the full effect on funding formulas for education.
- Creating an inflationary measure to adjust the basic allotment to ensure funding meets the standards of Texas taxpayers and communities.

We Oppose:

- The diversion of public funds for vouchers, tax credits, education saving accounts, or any other funding mechanism that funnels state funds to private schools, home-schooled students, or parents with no academic or financial accountability or transparency to the state, taxpayers, or communities.
- Forced consolidation of school districts.
- Further expansion of publicly-funded charter schools without oversight from elected officials such as the State Board of Education
- Virtual education without accountability and education standards used for all public school districts across Texas.
- Legislation or other measures that seek to limit or restrict school districts' or administrators' ability to be represented before the Texas Legislature, state agencies, and/or the executive branch.

(512) 440-8227 | www.TACSnet.org
Dr. Crystal White, *Executive Director:* CWhite@TACSnet.org
Sheri Blankenship, *Deputy Executive Director*: SBlankenship@TACSnet.org
Colby Nichols, *TACS Government Relations Representative:* Colby@AnciraStrategies.com

ASSESSMENT & ACCOUNTABILITY

We Support:

- A comprehensive school accountability system, rather than one based on high-stakes standardized tests.
- An assessment system that provides meaningful opportunities for each student, campus, and district to meet all local, state, and federal performance expectations.
- A system that holds students and parents accountable for school attendance that restores consequences for excessive absences.
- Use of locally determined industry certification for state accountability purposes.

We Oppose:

- Legislation that would remove Districts of Innovation and local control.
- Additional testing, including for elementary students.

TEXAS TEACHER RETIREMENT SYSTEM

We Support:

- Enhancing the use of retired teachers' opportunities to return to the classroom in school districts, with no cost to the district or employee.
- Increased contributions by the state for TRS ActiveCare and TRS Care health insurance to reduce participants' out-of-pocket costs.
- Annual cost-of-living increases to retired personnel to assist in recruiting and retaining school employees.

EDUCATION SERVICE CENTERS

We Support:

- The regional Education Service Centers. The ESCs are critical to the success of our state's school children and are a cost-effective delivery system for services that are needed by Texas schools.

We Oppose:

- Use of Education Service Centers in a required or expected regulatory role.

UNIVERSITY INTERSCHOLASTIC LEAGUE

We Support:

- The UIL as a voluntary and independent association governed by rules and regulations adopted by its member schools.

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2026-28 TASB Advocacy Agenda

TASB's Advocacy Agenda is created by Texas school board members. See the legislative issues most important to Texas trustees in the official 2026-28 Advocacy Agenda.

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TASB's Cornerstone Principles communicate the core beliefs of the Association and contain associated advocacy statements that serve as foundational building blocks of TASB's Advocacy Agenda.

TASB Advocacy Agenda Priorities

As adopted by the 2026 Delegate Assembly.

Public education is strongest when those who shape it work together. Texas Trustees encourage state policymakers and school boards to nurture a productive, collaborative relationship — one that honors the distinct but complementary roles each plays in pursuit of a common goal: ensuring every child has access to exceptional public schools.

Trustees recognize that the Texas Legislature faces the challenging task of balancing a broad range of statewide priorities and offers this agenda in the spirit of partnership and shared purpose. Public schools are the backbone of our communities, the engine of our economy, and the foundation upon which the future of our state is built.

Texas Trustees — the individuals Texans elect to govern their public schools — developed these priorities through regional grassroots meetings, deliberation through a committee elected by fellow Trustees, and a final vote of Trustees representing hundreds of school boards from across the state.

With this understanding, Trustees call upon the 90th Texas Legislature to prioritize the following:

Maintaining Safe Places to Learn and Work: School Safety and Security

Texas Trustees call upon the state to build upon its existing partnership with school districts by funding school safety and security through sustainable, dedicated, and formula-based funding that

fully covers the actual and ongoing costs of all state-mandated and recommended protocols, as well as growing demands being addressed by schools statewide.

Trustees advocate for enhanced support and resources for the following:

- School security personnel and law enforcement
- Behavioral and mental health support
- Transportation safety requirements
- Equipment, training, and compliance related to safety
- Facility and infrastructure improvements required to maintain safe learning environments

Reaching Every Student: Special Education

Public schools are proud to open their doors to every student. The commitment to serve each child well — regardless of background, ability, or need — is one of public education's greatest strengths, and it deserves the full backing of the state. Texas faces a growing shortage of specialized professionals needed to fulfill that commitment, and intentional investment in this workforce is an investment in Texas students.

Trustees advocate for:

- Full reimbursement for the actual costs of providing the individualized support students are entitled to by state and federal law
- Increasing the special education full individual and initial evaluation allotment under state law to reflect the actual cost of each evaluation
- Meaningful, long-term investment in recruiting, retaining, and developing the specialized professionals who serve students with disabilities — including diagnosticians, therapists, and paraprofessionals

Building the Educational Workforce: Recruitment and Retention

Texas Trustees advocate for continued work to recruit and retain our state's educational workforce. More work is needed to increase compensation for all educators and school district employees, to expand the educational workforce in Texas, and to retain the workforce required to support student success.

Trustees urge the Legislature to:

- Review and reform educator compensation allotments — including the Teacher Incentive Allotment and Teacher and Staff Retention Allotments — to ensure funding structures support sound local staffing decisions driven by student need

- Reduce certification barriers, such as reciprocity with other states, and fees
- Strengthen TRS and healthcare benefits through increased state contributions
- Direct a comprehensive actuarial study of TRS solvency that fully accounts for the long-term fiscal impact of recent legislative changes — including the Teacher Incentive Allotment, Teacher and Staff Retention Allotments, and Education Savings Account program
- Preserve local control over compensation decisions to meet district workforce needs

Supporting Those Closest to Students and Communities: Local Control

Texas Trustees call upon the Legislature to strengthen local control and governance, recognizing that Texas school districts serve an increasingly diverse and ever-evolving student population — with some communities experiencing rapid growth and others facing enrollment decline — and that each requires the flexibility and long-term capacity to meet its community's unique needs.

Trustees urge the Legislature to:

- Restore local discretion to direct funding and operational decisions in response to community needs
  Uphold local discretion over curriculum decisions by ensuring that funding structures and incentives support that authority
- Preserve school boards' freedom to select their own associations, service providers, and training and advocacy partners
- Prevent new restrictions on bond elections and VATREs, and ensure that ballot language requirements are truthful and accurate
- Retain district control over property funded by local taxpayers
- Provide clear statutory definitions of agency authority over school takeovers and other matters to ensure consistent and predictable implementation for school districts
- Require early notification, meaningful consultation, and input from affected school districts before approving major data center developments or related infrastructure agreements, including full disclosure of potential impacts on school district finances, water and electricity resources, and infrastructure, while ensuring that development-related costs are not shifted to school districts or local taxpayers.

Enhancing Transparency and Accountability

Texas Trustees advocate for a rigorous, consistent accountability system that measures student outcomes and financial transparency equally across all schools receiving public funds and urges the following reforms to strengthen that system for all Texas students:

- Expand the stability protections established in state law to cover all components of the accountability system — including assessment instruments, indicators, weightings, eligible

industry-based certifications, career and technical education pathways, and through-year growth measures — ensuring that no changes within a five-year window narrow pathways, raise barriers, or make it more difficult for students and districts to succeed, so that students, families, and districts have the time needed to meaningfully plan and invest in a consistent system, while preserving flexibility to expand options and opportunities mid-cycle
    - Ensure that changes to accountability components take effect with student cohorts who have sufficient time remaining in their K-12 journey to benefit from district adjustments — not with students who are already in high school, where meaningful program changes become increasingly difficult and disruptive
- Ensure that student and school success is evaluated through a holistic view of student experience, opportunity, and achievement — not solely through standardized assessments
- Remove statutory authority that allows a single campus' performance to trigger consequences for an entire district, and prevent A-F labels from following children from one school to another.
- Extend the assessment exemption for emergent bilingual students to ensure that results more accurately reflect student content knowledge rather than solely the pace of their English language acquisition
- Align TEA accountability ratings with parental rights and state law so that school districts may partner with parents related to student participation in standardized assessments and accelerated instruction without penalty
- Require full transparency in the recapture system, including public reporting on how recapture dollars are collected and distributed, ensure that all recapture funds are directed exclusively to public school districts, and reinstate the early payment discount
- Require state reporting on the impact to recapture of increased student mobility caused by school choice programs including ESAs and charter schools
- Require that fiscal notes for all education legislation identify whether a bill creates a new mandate on school districts and specify whether that mandate is fully funded, partially funded, or unfunded — including a detailed accounting of all associated costs and the specific funding source or allotment designated to cover them

Clearing the Path: Streamlining Statutory Provisions and Agency Rules

Texas Trustees advocate for greater specificity and clarity in statutory provisions, recognizing that legislation that leaves room for interpretation can result in agency rules that extend beyond what the Legislature envisioned, creating unintended burdens on school districts, students, and families. Likewise, Trustees encourage a sustained effort to identify and remove regulatory red tape that diverts time, attention, and resources away from students.

Trustees urge the Texas Legislature — and in some instances Congress and relevant state and federal agencies — to:

- Fully fund all state and federal legislative and regulatory requirements

- Streamline, clarify, and repeal outdated or burdensome statutes and agency rules affecting public schools that do not demonstrably improve outcomes for students
- Review recently enacted laws and related rules to ensure practical implementation aligned with student and parent needs and legislative intent
- Conduct comprehensive and regular reviews of all state mandates imposed on school districts, evaluating each for cost, effectiveness, and continued necessity, with a presumption toward repeal or consolidation of those that are unfunded, duplicative, or no longer aligned with current educational needs
- Require that the Texas Education Agency's four-year rule review process under state law expressly evaluates the fiscal and operational impact of each agency rule on school districts and require that all other state agencies identify and disclose, as part of their rulemaking and periodic review processes, whether a proposed or reviewed rule has a fiscal or operational impact on public schools, ensuring that effects on school districts are not overlooked

Leveling the Playing Field

Texas Trustees call upon the Texas Legislature to ensure that no school receiving public funds operates without comparable accountability for student outcomes and responsible stewardship of taxpayer dollars.

Trustees urge the Legislature to:

- Enact legislation requiring all public, private, and charter schools receiving state funding to meet identical standards for academic accountability, financial transparency, and reporting, and to comply with agency rules and regulations related to pre-K-12 education
- In instances where the Legislature determines that a provision is an unnecessary burden on any type of school receiving public funds, remove it for all rather than creating sector-specific exemptions
- Require that fiscal notes for legislation creating new requirements for public schools explicitly state whether those requirements apply equally across all school types receiving public funds and, if not, provide a clear justification for the disparity

Investing in the Future of Texas

Texas Trustees advocate for fully funded and consistent investments in programs and services that yield meaningful returns — stronger student outcomes, a skilled Texas workforce, and thriving communities — including but not limited to:

- School safety and security
- Special education
- Full-day pre-kindergarten and early learning

- Student workforce development
- School nurses, counselors, and other student support professionals
- Enrollment-based funding
- Transportation

Moreover, Trustees advocate for the Legislature — in collaboration with the TEA and Comptroller — to ensure hold harmless provisions function as intended and school districts receive the funding intended when legislation was passed.

Texas Trustees stand ready to work alongside the 90th Texas Legislature in pursuit of these priorities, confident that a collaborative approach — one that draws on the expertise of local school boards and the vision of state leadership — will produce the strongest possible outcomes for Texas students, families, and communities.

What Is the TASB Advocacy Agenda?

TASB's Advocacy Agenda is created by Texas school board members through a grassroots process.

Read More

TASB Legislative Advisory Council

The Legislative Advisory Council is a 108-member body of school trustees elected by TASB members like you. Find out what they do and who they are.

Learn More

2027 TASA Legislative Priorities

During the 90th session of the Texas Legislature, the Texas Association of School Administrators (TASA) will support or initiate legislation that aligns with the association's positions and priorities and work with other associations and groups to advocate for them.

Local Control

- A cornerstone priority of TASA members is local control and flexibility, as school districts must be able to respond to the differing needs of students, educators, parents, and the communities they serve.
- Support local control of school finances and oppose measures that erode local discretion.
- Oppose legislation or measures that seek to limit school districts' or administrators' ability to have representation before the Texas Legislature, state agencies, and the executive branch.
- Support Districts of Innovation in their current form.

Education Funding

- Advocate for an adequate and equitable school finance system that raises per-pupil funding to the national average.
- Advocate for local discretion with spending to ensure that the needs of students, staff, and communities are met.
- Support the use of enrollment vs. attendance as the standard for school funding.

Foundation School Program

- Oppose any cuts to school district FSP funding.
- Advocate for adequate and equitable formula-based funding that considers student and district characteristics to meet state and local standards.

Allotment of Basic Costs

- Advocate for increased funding to address rising operational costs driven by inflation, including higher property and casualty insurance premiums.
- Advocate for increased funding to cover employee benefit costs that exceed the state minimum.

School Safety

- Advocate for an increase above current funding levels of $21.10 per student and $33k per campus from the School Safety Allotment.
- Advocate for local flexibility so districts can meet student and staff safety needs while complying with state requirements.
- Support efforts to reduce travel costs and minimize time away from district duties for safety training currently offered only in San Marcos, Texas.

Instructional Materials & Technology Allotment

- Advocate for increased IMTA funding to provide districts with needed technology and instructional materials, while opposing carveouts that reduce district funding.
- Advocate for keeping state-designated OER materials optional, allowing districts to select instructional materials that best meet local student needs.
- Advocate for TEA to implement rigorous pre-publication reviews and clear timelines for the state's Curriculum to prevent future disruptions and protect public funds.

Facilities Funding

- Advocate for additional funding for the Instructional Facilities Allotment (IFA), Existing Debt Allotment (EDA), and the New Instructional Facilities Allotment (NIFA).

2027 TASA Legislative Priorities

Charter Schools

- Oppose further expansion of publicly funded charter schools, including additional campuses under existing charters, unless they are subject to the same accountability and transparency requirements as community-based public schools, including those governing special education, public notices, discipline, finances, transportation, bilingual programs, employment, parental rights, lobbying, student privacy, audits, nutrition, and nepotism.

Special Education Funding

- Advocate for increasing the Special Education Allotment at a minimum by $250 million per each year of the biennium.
- Support public schools with the staff and funding needed to comply with IDEA requirements for determining whether students entering the state's Texas Education Freedom Account Program qualify for special education services.

Teacher Retirement System

- Advocate for the continuation of the current defined benefit pension program for TRS members and advocate for an annual cost-of-living adjustment for all retirees if a study of the fund determines it will not negatively impact the actuarial soundness of the fund.
- Advocate for increased state funding to assist with increased healthcare costs associated with TRS-ActiveCare and TRS-Care.

Teacher Shortage

- Support measures that help with recruitment and retention of the workforce.
- Support expanding the Teacher Retention Allotment and Teacher Incentive Allotment eligibility for hard-to-staff positions, such as counselors and nurses.

Texas Education Freedom Account Program

- Oppose expanding the Texas Education Freedom Account program, which diverts public tax dollars to private entities, homeschool students, or parents without sufficient academic or financial accountability or transparency to the state, taxpayers, or local communities.

Assessment & Accountability

- Advocate for the establishment of a comprehensive accountability system that looks beyond high-stakes, multiple-choice exams to meaningful assessments that have value for students, parents, and teachers, as well as flexible measures that local communities value.
- Advocate for financial assistance to campuses with three consecutive failing grades, with local flexibility to address student performance and prevent further failing grades and state takeover.

Artificial Intelligence

- Support designating a leader to coordinate a statewide K-12 AI strategy and convene an advisory board of educators, parents, industry representatives, and policymakers.
- Support developing and publishing state guidance for school districts on responsible AI use by educators and students, data privacy, AI procurement, and student assessment.

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Fall Regional Workshop 2026: Fabens, Region 19

December 8, 2026

08:15 AM CST - 03:30 PM CST

521 Mike Maros St., Fabens, TX 79838

Fabens ISD Rio Valle Women's Club

TASB Regional Connections

Register

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A regional workshop packed with valuable legal content is coming to Fabens! Don’t miss this opportunity to learn alongside fellow trustees and gain important legal insights to help support your district leadership.

Bring your team of 8 and join us for a day of learning, collaboration, and discussion with trustees from across the region.

Fee

$195, includes breakfast, lunch, and snacks

Agenda

8:15-9 a.m.
Check-in and Breakfast

9 a.m. - Noon - Morning Sessions
Legal and Governance Perspective of Meetings
Is there a difference between meeting legal requirements and following best practices at your board meeting? There doesn’t have to be. Get answers to common questions about meetings and hear different perspectives on public participation, voting, keeping minutes, the effect of abstentions, and more from Board Development Services and Legal Services.

Reducing Personnel Costs
School districts around the state report that their budgets are getting leaner. Often, tight budgets lead to reductions in spending on school personnel. In this session, we will discuss options for reducing personnel costs including reducing or freezing compensation. The discussion will focus on ways to lower costs while avoiding a reducing in force (RIF), as well as how to successfully apply the district’s RIF policy when necessary.

Board Member Digital Engagement
We conduct so much of our lives online, but the stakes are higher when you serve on a school board. Trustees access and create public information in the performance of their board duties. This session will focus on legal concerns about the use of social media, personal devices, and district networks, including how the Public Information Act governs the rights and obligations of school districts, requestors, and records custodians, in today’s digital environment.

12-12:40 p.m.
Lunch

12:40 - 3:20 p.m. - Afternoon Sessions
Legal Update Hot Topics
This presentation with TASB attorneys will update you on legal developments from the courts, commissioner, and attorney general, as well as regulatory agencies. You'll hear the latest legal news affecting public school employees, students, parents, business operations, governance, and more.

Legislative Update - The TASB GR team will give the most up-to-date information on the educational landscape going into the 90th Legislative Session.

Finding Funding for Mandates: Understanding the Cost and Telling the Story
Join Kelly Rasti, TASB Governmental Relations associate executive director, for an interactive conversation with a local district as they explore the financial impact of unfunded and underfunded mandates facing Texas school districts. Attendees will also gain practical strategies for communicating these budget realities to their communities.

3:20-3:30 p.m.
Questions & Answers

Hotel Accommodations

Hotel Indigo El Paso
325 N. Kansas St.
El Paso, TX 79901

$119 per night (before taxes and fees)

- **Check-in:** 3 p.m.
- **Check-out:** 11 a.m.
- **Valet Only:** $21 per night
- **Deadline to reserve a room:** Tuesday, November 10, 2026

Booking Link

Phone Number: 915-532-5200



This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning.

Registration & Housing Are Open!*

If you are registering yourself only, select Individual Registration. If registering more than one person in your group, select Group Registration.

You should have received your new portal login credentials by email. If you did not receive them, or if you have questions about your membership status or roster updates, please contact memberservices@nsba.org.

Individual Registration **Group Registration** **Group Registration Guide**

Schedule-at-a-Glance (As of Aug. 24, 2026)

All dates and times are subject to change.

Friday, April 2

7:30 a.m. – 5 p.m.	Registration
8:30 – 11:30 a.m.	Experiential Learning Site Visits (Ticketed Event)

Saturday, April 3

7:30 a.m. – 5 p.m.	Registration
9 – 10:15 a.m.	Magna Awards Breakfast (Ticketed Event)

Sunday, April 4

7:30 a.m. – Noon	Registration
9 – 10:15 a.m.	Concurrent Sessions
10:30 a.m. – 12:30 p.m.	Closing General Session

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9 – 10:15 a.m.	Rural Education Breakfast (Ticketed Event)	9 – 10:15 a.m.	Concurrent Sessions
		10:30 – 11:45 a.m.	Concurrent Sessions
9 – 10:15 a.m.	District Council Breakfast (Ticketed Event)	11:30 a.m. – 2:30 p.m.	Exhibit Hall
		Noon – 12:30 p.m.	Fireside Chats (Exhibit Hall)
9 a.m. – Noon	Preconference Workshops (Ticketed Event)	Noon – 2 p.m.	Council of Urban Boards of Education Luncheon (Ticketed Event)
10:30 – 11:45 a.m.	Concurrent Sessions		
11:30 a.m. – 2:30 p.m.	Exhibit Hall	12:45 – 2 p.m.	Concurrent Sessions
12:45 – 2 p.m.	Concurrent Sessions	1:30 – 2 p.m.	Fireside Chats (Exhibit Hall)
2:30 – 4 p.m. (Doors open at 2 p.m.)	Opening General Session	2:30 – 4 p.m. (Doors open at 2 p.m.)	General Session
4 – 6 p.m.	Welcome Reception (Exhibit Hall)	7:30 – 10:30 p.m.	CUBE Urban Night Out (UNO) (Ticketed Event)

Registration Fees

In-Person Attendance

Online Experience Add On*

Online Experience (Virtual Attendance Only)

One-Day Pass (In-Person Attendance, Available Onsite Only)

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Spring Regional Workshop 2027: San Elizario, Region 19

April 15, 2027

04:30 PM CDT - 09:00 PM CDT

1050 Chicken Ranch Rd., San Elizario, TX 79849

San Elizario Administrative Building

TASB Regional Connections

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Save the Date!

Join us in San Elizario for an evening of learning, networking, and meaningful conversations with fellow trustees and superintendents.

Designed specifically for school board members and district leaders, these workshops will feature timely topics that support effective governance and student success. Attendees will have the opportunity to connect with peers, share ideas, and gain practical insights they can bring back to their districts.

Participants can earn up to 3 hours of continuing education credit, and dinner will be served.

We look forward to seeing you this spring!

Additional details and registration information will be available soon.

Continuing Education | Board Development | Student Success | Team of Eight



Continuing Education Credit

This event is eligible for TEA-approved Continuing Education Credit (CEC) for board members. For questions about CEC, contact the TASB CEC team at cec@tasb.org.

SHARE