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# Instructional Workshop

## May 20, 2026



Soaring to Excellence

# Strategic Plan Priorities – Lever 4

## Strategic Priority 1 Lever 4 Academic Experience

### Effective District Framework Key Practices

#### Key Practice 4.2.5

#### Implementation Monitoring for Alignment to District Curriculum and Instruction

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

### San Elizario ISD Aligned Initiatives

#### Initiatives

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

# Strategic Plan Priorities – Lever 5

## Strategic Priority 2 Lever 5 Instructional Capacity Building

### Effective District Framework Key Practices

#### Key Practice 5.2.4

##### Instructional Planning & Support

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

### San Elizario ISD Aligned Initiatives

#### Initiatives

Texas Instructional Leadership MIA

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# **School Improvement Strategy**

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

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# Instructional Strategies (Shared 2-12-25)

Accountability for ALL

Urgency

Transparency in Communication

PLC Redesign

Principal and Assistant Principal Presence in Classrooms

Lesson Plan Template

Data Analysis

Targeted Interventions

Refinement of Master Schedule

Fostering Teacher Collaboration (CTE, Special Education)

AVID Strategies

Quick Walks

Monitor and Refinement

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# School Improvement Strategies

**2025-2026 Existing**

**2026-2027 Refinement Needed**



Soaring to Excellence

# 2026-2027 School Improvement Strategies Refinement

## Early Literacy

PreK Alignment (TCMPC)

Early Grade Literacy & 2nd Grade Reading

Intensive support for Sambrano Elementary

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

Strengthen literacy systems through structured HMH implementation

## Assessment Systems & Data-Driven Instruction

Consistent implementation of module assessments

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

Strengthen campus use of assessment data for immediate instructional response

# 2026-2027 School Improvement Strategies Refinement

## PLC Facilitation & Collaborative Planning

Protect PLC time and align with assessment cycles

Increase principal leadership in instructional conversations

Strengthen writing across content areas and collaborative planning practices

## Special Education Integration

Full integration of Special Education staff into PLCs and MTSS systems

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

Eliminate isolated planning structures

## Observation & Feedback Systems

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

Prioritize support for lowest-performing teachers

Implement tighter monitoring systems and coaching scoreboards

## Home Connection

Targeted homework assignments (Fluency, Math, etc.)

Learning Camps with Parent Component

# 2026-2027 School Improvement Strategies Refinement

## Classroom Instruction

Aggressive Monitoring

Student Discourse

Grade Level Text

Student Work Analysis Protocol (Extend to Elem.)

Intentional Integration of Social Studies and Science as content reading blocks

PE Teacher support in reading and writing integration

Summit K-12 (EB support)

## Classroom Instruction

Read-Out-Louds (consistency)

Exit Tickets (consistency)

High Quality Instructional Materials



## Performance Management Site Visit – Feedback Summary

**Date of Visit:** November 12, 2025

**School Name:** San Elizario High School

### Overall Summary of Metric Results:

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

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

### Strengths:

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

### Areas for Growth:

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

# Glows

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

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

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



# Continuous Improvement Culture

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

LIFT Support

One Word...

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**Thank you for your support!**  
**Questions**