

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, March 5, 2025, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

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

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

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. GENERAL FUNCTIONS

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Establish Quorum

D. The Pledge of Allegiance

San Elizario ISD Student

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E. Texas Pledge of Allegiance

San Elizario ISD Student

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F. **San Elizario ISD Mission Statement**

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

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
 - A. Recognition 3rd Place State UIL Wrestling Competition - Rubie Chavez
Mr. Cesar Morales, Executive Director Athletics
 - B. San Elizario High School Cheerleading Squad - 4A Game Division Champions - 17th Annual UTEP Cheerleading Championship
Mr. Cesar Morales, Executive Director Athletics
 - C. San Elizario High School Boys Varsity Basketball Team - Bi-District Champions
Mr. Cesar Morales, Executive Director Athletics
 - D. San Elizario High School Girls Varsity Basketball Team - Bi-District Champions
Mr. Cesar Morales, Executive Director Athletics
 - E. San Elizario High School Eagle Success Team Recognition
Mr. Troy Enriquez, Principal, San Elizario High School
 - F. Teacher and Employee of the Month for Lorenzo G. Loya Primary School
Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School
 1. Ms. Isabel Rodriguez - Teacher of the Month
 2. Ms. Alma Duran - Employee of the Month
 - G. Introduction of New Chief Financial Officer - Ms. Elizabeth Perez
Dr. Jeannie Meza-Chavez, Superintendent
4. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. Student Outcome Goals
 1. Lorenzo G. Loya Primary School - Monitoring Student Progress 7
Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School
 - B. Discussion and possible Board action on the Career and Technical Education programs 24
of study at San Elizario High School
Ms. Sandra Sanchez, Career & Technical Education Administrator
5. **CONSENT AGENDA** - Consider and possible Board action on
 - A. Financial Reports
Ms. Edna Garcia, Interim Chief Financial Officer
 1. Tax Report 59
 2. Financial Statements 61
 3. Investment Report 65
 4. Resolution Stating Review of Investment Policy and Review of Investment Strategies and Designation of Investment Officer 73
Ms. Edna Garcia, Interim Chief Financial Officer
 5. Resolution for Selection and Approval of Authorized Investment and Financial Institutions 75
Ms. Edna Garcia, Interim Chief Financial Officer
 6. Resolution Approving Independent Sources for Investment Training 77
Ms. Edna Garcia, Interim Chief Financial Officer
 - B. Consider and possible Board action on Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plans
Campus Principals
 1. Ann M. Garcia-Enriquez Middle School 80
Mr. Richard Salcido, Principal, Ann M. Garcia-Enriquez Middle School
 2. Alfonso Borrego Sr. Elementary School 91

	Ms. Martha Santana, Principal, Alfonso Borrego Sr. Elementary School	
3.	Lorenzo G. Alarcon Elementary School	104
	Ms. Monika Ruiz, Principal, Lorenzo G. Alarcon Elementary School	
4.	Josefa L. Sambrano Elementary School	120
	Ms. Susana Frescas, Principal, Josefa L. Sambrano Elementary School	
5.	Lorenzo G. Loya Primary School	132
	Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School	
C.	Consider and possible Board action to approve revision to FL(LOCAL) - Student Records policy	145
	Ms. Gina Ramirez, Executive Director Human Resources	
D.	Consider and possible Board action to approve the University of Texas at El Paso's Proposal to Study the Organizational Culture in the San Elizario Independent School District	151
	Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	
E.	Consider and possible Board action to approve MCH Family Outreach of El Paso MOU	158
	Ms. Blanca Cruz, Associate Superintendent	
F.	Consider and possible Board action to approve amendment to Tyler Technologies Inc. agreement dated December 12, 2021	162
	Mr. Jesus Martinez, Executive Director Support Services	
G.	Consider approval of minutes for the following:	
	Board of Trustees	
1.	February 12, 2025 - Regular Board Meeting	164
H.	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.	
1.	Technology Department	172
	Mr. Horacio Hernandez, Executive Director Technology	
2.	Support Services Department	175
	Mr. Jesus Martinez, Executive Director Support Services	
6.	PRESENTATION / REPORTS / INFORMATION	
A.	Presentations	
B.	Reports	
1.	Goal Progress Monitoring	
	Mr. Edgar Ponce, Research and Evaluation Administrator	
a.	(HB3) GPM 1.3 - Progress Monitoring - Grade 3 Math Growth	177
2.	Meal Service Update	180
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
C.	Information	
1.	Response Letter from Senator Blanco regarding Public Education Funding	181
	Dr. Jeannie Meza-Chavez, Superintendent	
2.	Board Training	
	Dr. Jeannie Meza-Chavez, Superintendent	
a.	Far West Texas School Boards Association Meetings	182
	• Tuesday, May 6, 2025 – 5:00 pm to 9:00 pm	
	• Saturday, July 12, 2025 - TBD	

7. **NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, April 9, 2025, at 5:30 p.m.

8. **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.

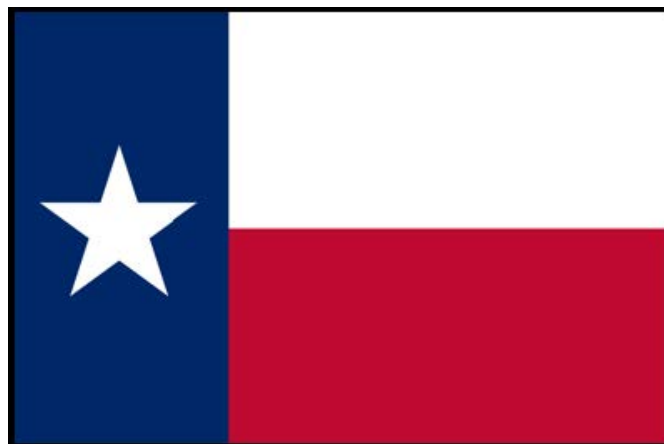
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (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."



Lorenzo G. Loya Primary

2024 – 2025

#SEISDCommitmentValorYCorazon

Progress Monitoring



Background information on: CIRCLE Assessment

- All PK4 students are tested with assessment
- Dual Language students are tested in both English and Spanish: BOY and EOY

- Benchmark rating rubric is scored by age range and language
- Core Measures **Age group 3.0 < 3.5 not enough data to set benchmark for this age group**
- Each content area has a different range on benchmarks

PHONOLOGICAL AWARENESS BENCHMARKS:

Core Measures, Total Score

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	8	5	10	7
2	7	5	10	7	12	10	14	12
3	9	7	12	11	15	13	17	15

By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Syllabication	***	***	6	5	6	5	6	5
Onset-Rime	***	-	3	-	3	-	3	-
Alliteration	***	***	6	5	6	5	6	5
Rhyming 1	***	***	7	5	7	5	7	5

***A sufficient sample size has not been collected to date to set benchmarks for this age range.

(-): Onset-rime is not assessed for Spanish-speaking students.

MATH BENCHMARKS: TOTAL SCORE

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	7	4	9	6	11	8
2	9	7	10	9	14	13	17	15
3	11	10	13	13	18	17	20	20

By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Rote Counting	***	***	2	2	2	2	2	2
Shape Naming	***	***	4	4	4	4	4	4
Number Discrimination	***	***	2	2	2	2	2	2
Number Naming	***	***	3	3	3	3	3	3
Shape Discrimination	***	***	5	5	5	5	5	5

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Examples from CPM (CIRCLE Progress Monitoring guide 2023)

- BOY and EOY waves are being reported, 25-26 school year, all waves will be reported: BOY, MOY & EOY
- Information is reported to [Texas Public Education Information Resource](#)

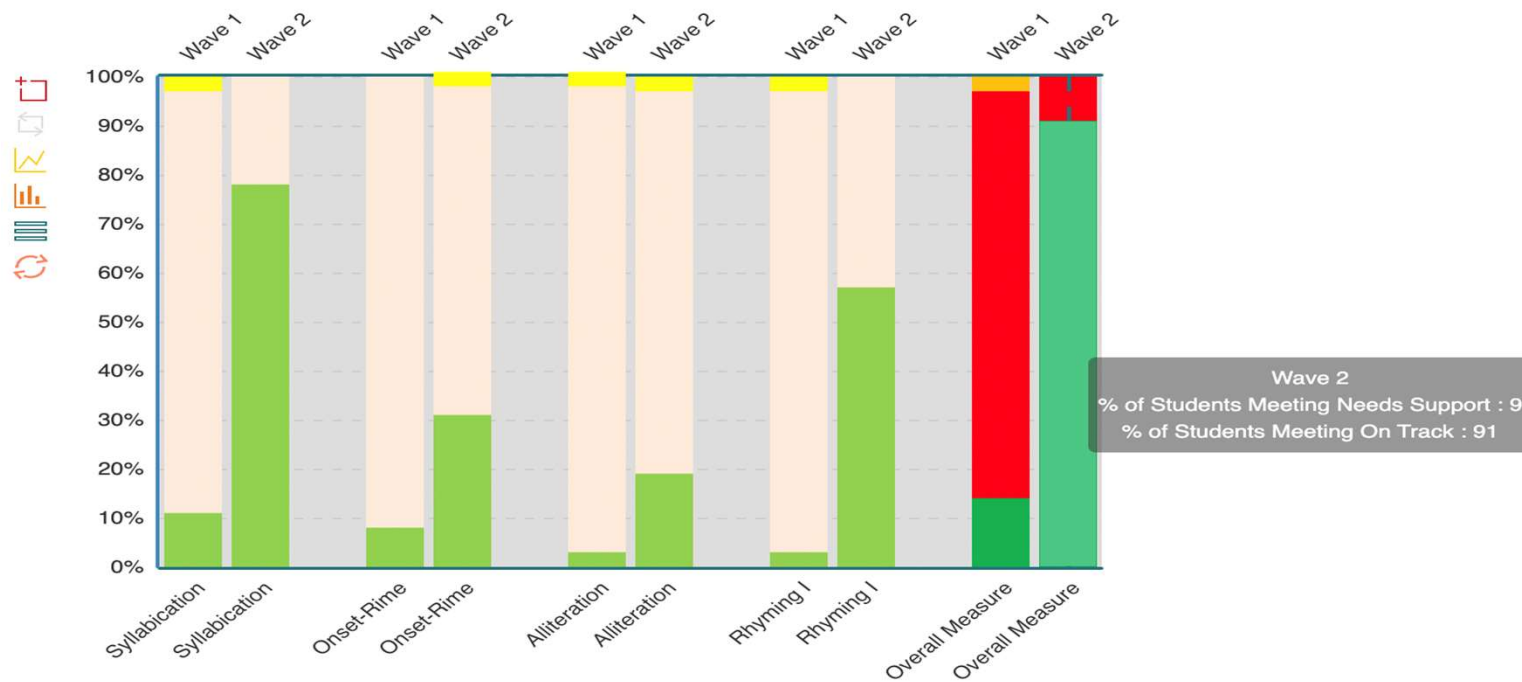


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Reading: Phonological Awareness

School Benchmark Growth Report

LORENZO LOYA PRI: Phonological Awareness

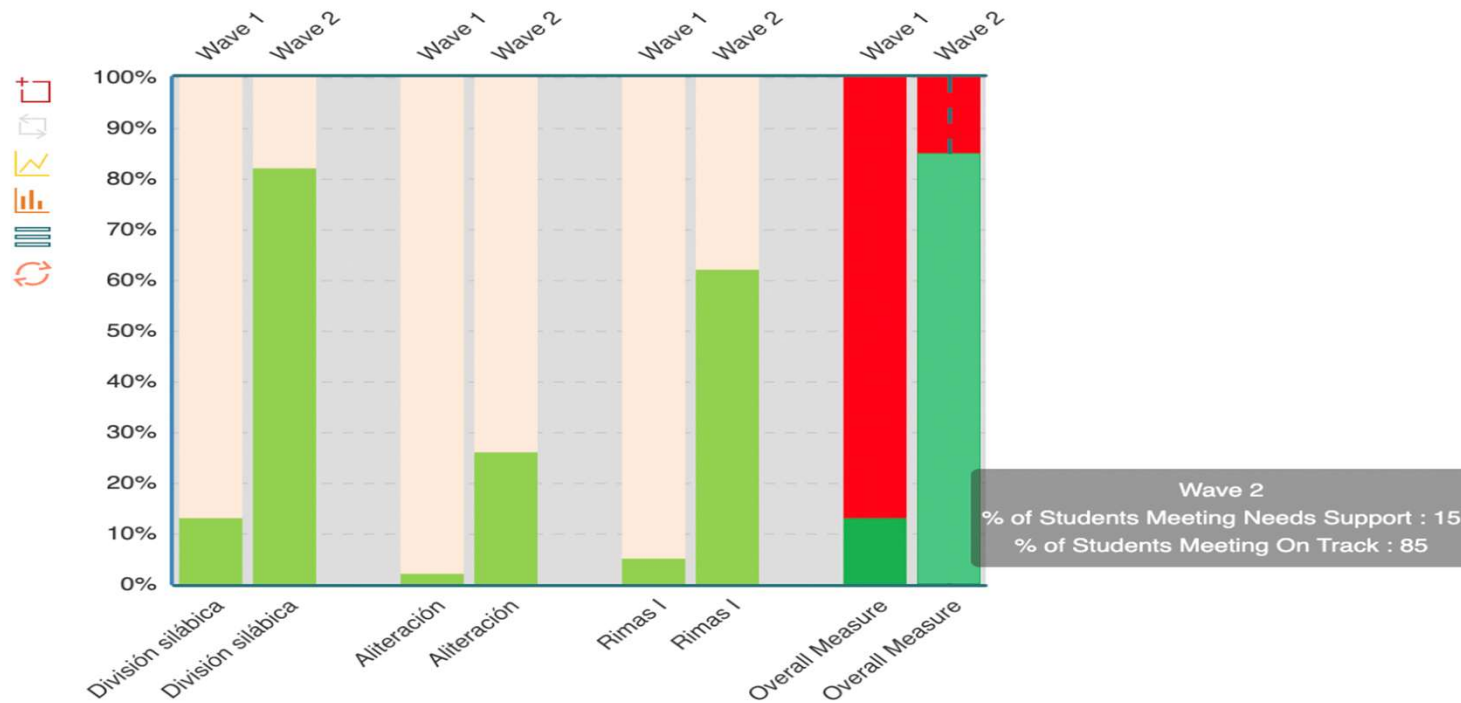


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Spanish

School Benchmark Growth Report

LORENZO LOYA PRI: Conciencia fonológica



Onset-rime is not assessed for Spanish-speaking students.



Overall Average Reading

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

2 monolingual sections

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

4 dual-lang sections

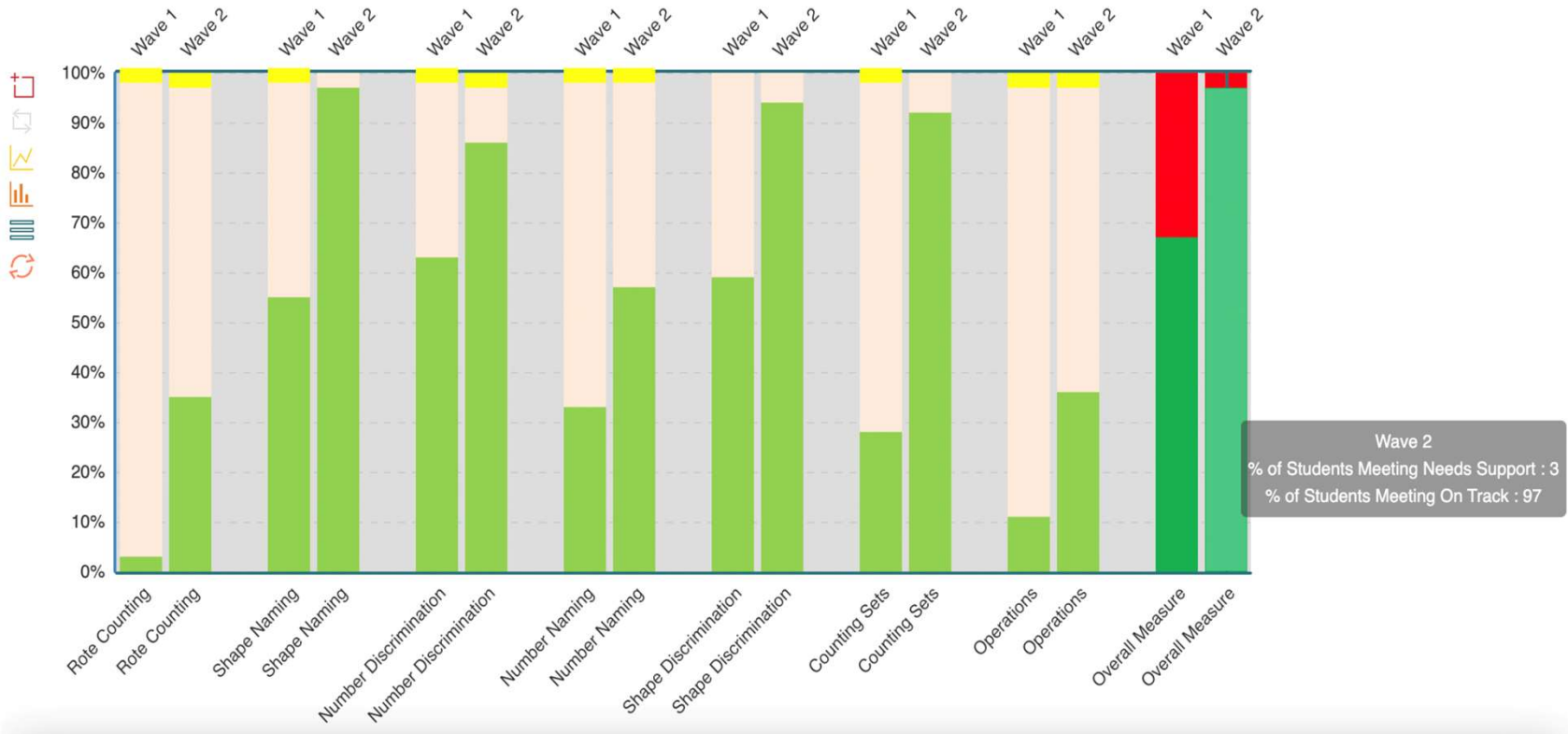


1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
<p>New students we have received after the BOY assessment was given, no scores to show compare. These students have improved since enrollment.</p> <p>Students who enter after January 8, 2025 were assessed with MOY, teachers have noticed gaps of learning and lack of exposure to school setting.</p> <p>Special Note: Concepts in rhyme and alliteration have not been fully taught, only introduced.</p>	<p>Some of our SI (speech) students are needing more support in the area tested.</p> <p>TIER I: In-class small group intervention for students needing support by teacher and T-2.</p> <p>TIER II : Students being supported by reading Intervention teacher, IS and tutor for MCV students.</p> <p>SLP & SLP intern is supporting SI students.</p>	<p>Attendance plays a huge role for retention of concepts.</p> <p>Some of our younger students are being affected because they are not developmentally ready, takes more time for them.</p>	<p>In comparing the students who took the BOY and MOY had huge gains in all areas.</p> <p>Many students that did attend our PK3 program showed the highest growth progress compared to those that just entered this year.</p>	<p>Continue supporting the unique needs of the campus.</p>



School Benchmark Growth Report

LORENZO LOYA PRI: Math

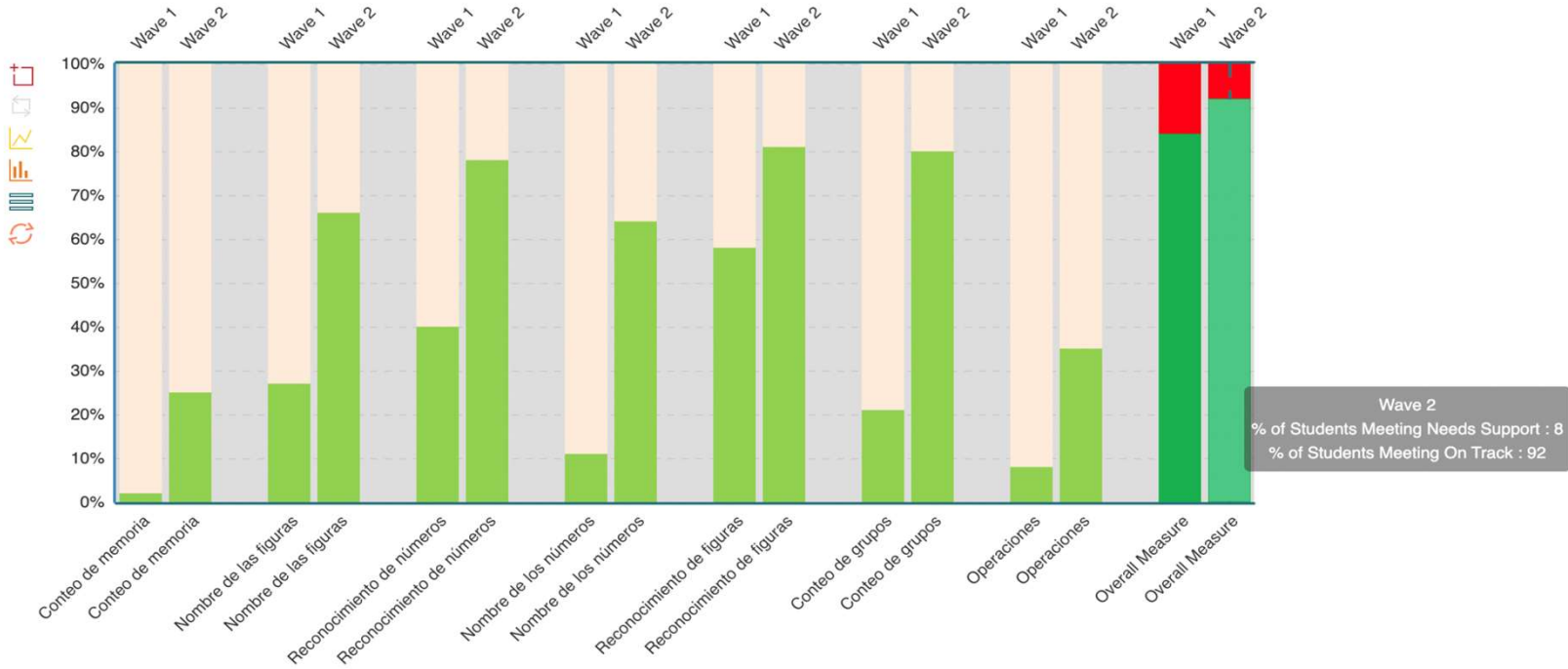


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Spanish

School Benchmark Growth Report

LORENZO LOYA PRI: Matemáticas



**Overall
Average:
Math**

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

2 monolingual sections

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

4 dual-lang sections



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?
<p>New students we have received after the BOY assessment was given, no scores to compare with. These students have improved since enrollment.</p> <p>Students who enter after January 8, 2025 were assessed with MOY, teachers have noticed gaps of learning and lack of exposure in a school setting.</p> <p>Special Note: Concept of operations has not been taught yet. Teachers have been introducing since our return from 1st semester, Concept is usually taught in the 4th 9 weeks..</p>	<p>TIER I: In-class small group intervention for students needing support by teacher and T-2.</p> <p>TIER II : Students being supported by IS and tutor for MCV students.</p>	<p>Attendance plays a huge role for retention of concepts.</p> <p>Some of our younger students are being affected because they are not developmentally ready, takes more time for them to grasp concepts.</p>	<p>In comparing the students who took the BOY and MOY had huge gains in all areas.</p> <p>Many students that did attend our PK3 program showed the highest growth compared to those that just entered this year.</p> <p>Special Note: <i>Historically, our students do very well in math and continue to do so.</i></p> <p><i>Great alignment between PK3 & PK4</i></p>	<p>Continue supporting the unique needs of the campus.</p>



PK3 data

English: MOY Teacher Created Assessment		
Concepts	On-track	Needing Support
Colors	94%	6%
Shapes	73%	27%
Rote counting numbers	93%	7%
Number concept	100%	0%
<i>Vowel name</i>	76%	24%
<i>Vowel sound</i>	41%	59%

(1 monolingual section)

Spanish: MOY Teacher Created Assessment		
Concepts	On-track	Needing Support
Colors	92%	8%
Shapes	65%	35%
Rote counting numbers	83%	17%
Number concept	82%	18%
<i>Vowel name</i>	42%	58%
<i>Vowel sound</i>	35%	65%

(2 dual-lang sections)

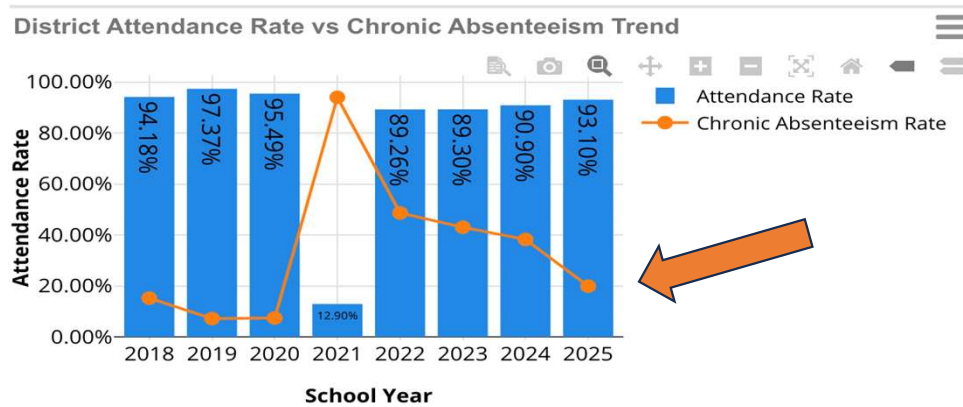
ECSE: MOY Teacher Created Assessment		
Concepts	On-track	Needing Support
Colors	51%	49%
Shapes	43%	57%
Rote counting numbers	41%	59%
Number concept	62%	38%
<i>Vowel name</i>	46%	54%
<i>Vowel sound</i>	33%	67%



Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 Current
89.30%	90.90%	93.00%

2024-2025 Grade Level Attendance	
PK3	91.85
PK4	93.08



Special Note: Chronic Absentee rate has decreased from 40% last year, to 20% as of 2/14/25.



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?
	<p>Inform parents about the importance of attending school every day to develop good habits and set the foundation of learning and responsibility.</p>	<p>We encourage all our families to bring their children to school. It is difficult when parents are making the decision to keep them home, when they are not ill.</p>	<p>We will continue communicating to parents the value of them being in school every day, all day.</p>	<p>Continued support of attendance awareness.</p>



Showcase



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Overall Improvements

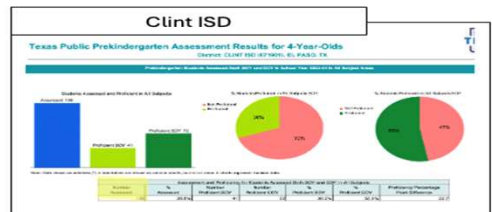
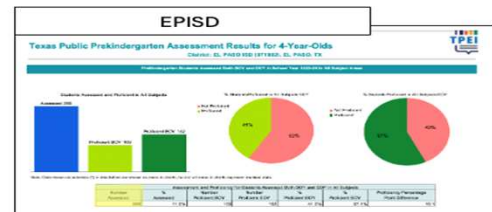
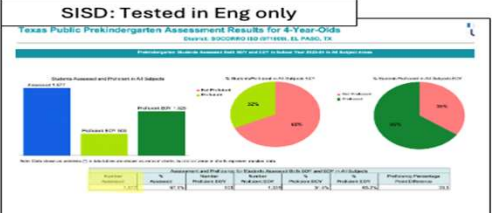
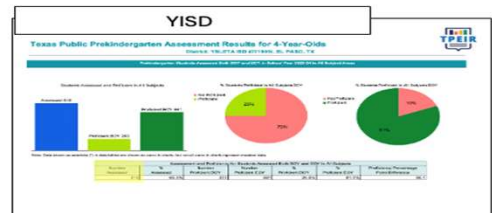
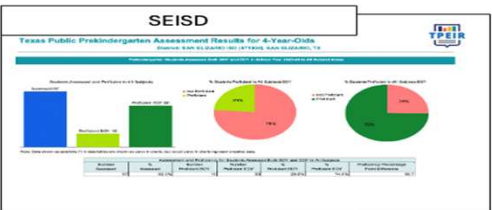
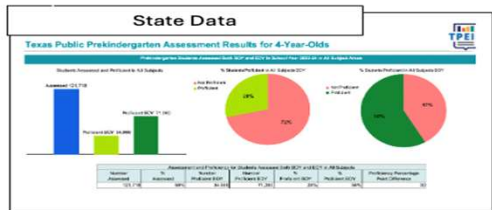
2024-2025

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TPEIR Report

Texas Public Education Information Resource (TPEIR) 2023-24 DATA



Reading & Math Scores

Comparison	BOY Read	EOY Read	BOY Math	EOY Math
State-wide	47%	83%	80%	89%
YISD	41%	93%	89%	98%
SEISD	26%	81%	88%	95%
SISD	51%	91%	91%	96%
EPISD	59%	76%	89%	88%
CISD	40%	90%	86%	93%

All areas assessed

Comparison	BOY Proficient	EOY Proficient
State-wide	41%	57%
YISD	25%	81%
SEISD	24%	75%
SISD	32%	65%
EPISD	41%	57%
CLINT	30%	53%

- Emergent Reading
- Language Communication
- Math



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Lorenzo G. Loya Primary

2024-2025

#SEISDCommitmentValorYCorazon

Questions?



Career and Technical Education (CTE) Updates

MARCH 5, 2025
SANDRA SANCHEZ, CTE ADMINISTRATOR

CTE Acronyms

- (#) – Actual students enrolled in the tested course for that school year
- ## – Number after the career pathway if the student cap for each program
- ASE – Automotive Service Excellence
- CNA – Certified Nursing Assistant
- BASE – Biotechnology Aptitude and Competency Exam
- DPS TOPS – Department of Public Safety – Texas Online Private Security
- EKG – Electrocardiogram
- EPCC – El Paso Community College
- MOS – Microsoft Office Specialist
- NCCER - National Center for Construction Education & Research
- PLTW – Project Lead The Way
- PCT – Patient Care Technician
- POS – Program of Study
- TEA – Texas Educational Agency
- TDLR – Texas Department of Licensing and Regulation
- THECB – Texas High Education Coordinating Board

SEISD: Endorsements

5 – Endorsements

- ❖ Business & Industry
- ❖ Public Service
- ❖ STEM
- ❖ Arts & Humanities
- ❖ Multidisciplinary

1- Regional Program of Study (POS)

- ❖ Cosmetology has been approved by TEA

State Requirement Number of POS

High School Enrollment Number	of Programs of Study Offered
Less than 500 students	1 program of study
501-1,000 students	2 programs of study
1,001-2,000 students	3 programs of study
2,001-5,000 students	4 programs of study
5,001-10,000 students	5 programs of study
10,001 + students	6 programs of study

SEISD: CTE 11 PROGRAMS OF STUDY

BUSINESS AND INDUSTRY ENDORSEMENT - CERTIFICATION

- ❖ **Automotive #16**
 - Automotive Service Excellence (ASE) Brakes
- ❖ **Business Management #25**
 - Microsoft Office Specialist (MOS) and Administrative Assistant
- ❖ **Construction/Plumbing #15-VACANT**
 - National Center for Construction Education & Research (NCCER)
 - Core and Construction Level I
- ❖ **Culinary Arts #15**
 - ServSafe Manager
- ❖ **Graphic Design #18**
 - ADOBE Illustrator
- ❖ **A/V Production #25**
 - ADOBE Premiere Pro – New 2025

– Number after the career pathway is the student cap for each program

PUBLIC SERVICES ENDORSEMENT - CERTIFICATION

- ❖ Cosmetology #22 EPCC/#25 Texas Dept of Licensing & Regulation
 - Licensed Cosmetologist
- ❖ Law Enforcement #25
 - Non-Commissioned Security Officer, Level 2
- ❖ Health Science #12 EMT/#10 PCT
 - Emergency Medical Technician (EMT) and Patient Care Technician (PCT)
 - 4 Certification will be received: EMT, Certified Nursing Assistant (CNA), Electrocardiogram (EKG) Technician, Phlebotomy Technician and PCT
- ❖ Biomedical Science course cap TBD
 - Project Lead the Way (PLTW)

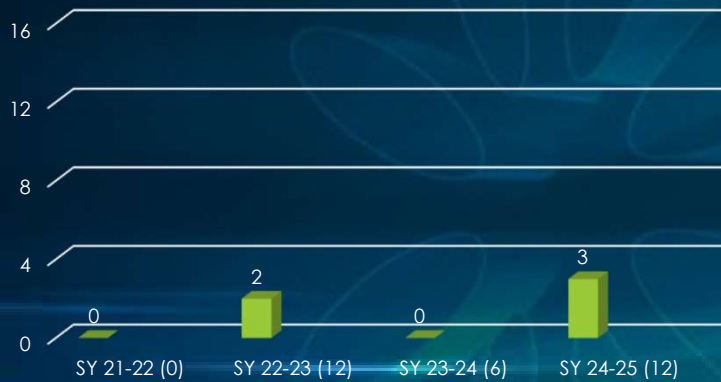
STEM ENDORSEMENT - CERTIFICATION

- ❖ Engineering #25
 - AutoCAD – NEW 2025

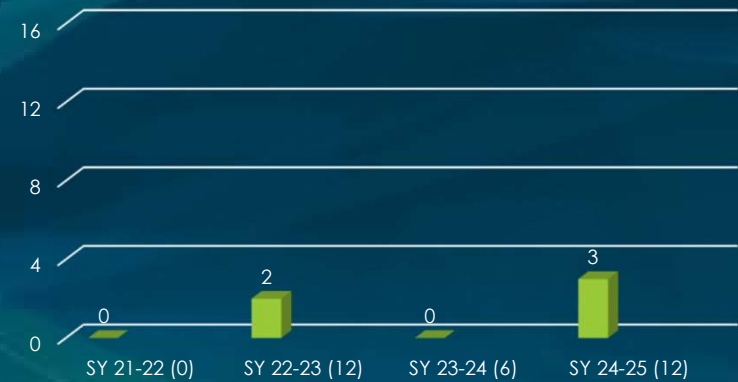
– Number after the career pathway is the student cap for each program.

Career Pathway - Automotive

Automotive Certifications



Automotive CCMR Points



CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.

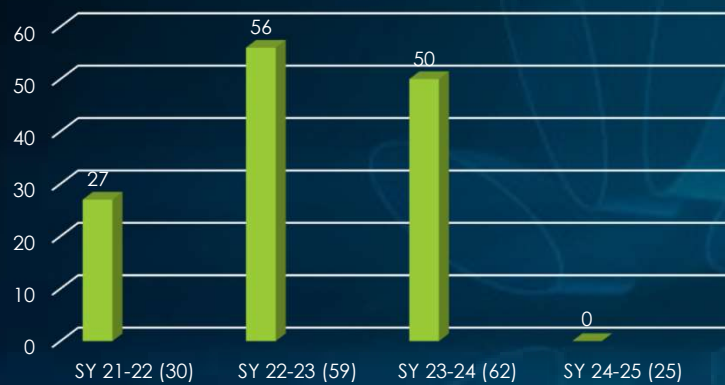
Timeline - Automotive

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Automotive Certifications: Small Engine Repair & Brakes THECB/EPCC – 16	ASE certification Teacher renewals, licensing and training for teacher	Meeting with ASE for compliance to become a work-based learning site Opened account with ASE to test students	Class size = 12 Certified Students = 2 CTSO = No New Certification Total CCMR Points = 2	Class size = 6 Certified Students = 0 CTSO = No Total CCMR Points = 0	Class size = 12 Certified Students = 3 CTSO = No Total CCMR Points = 3

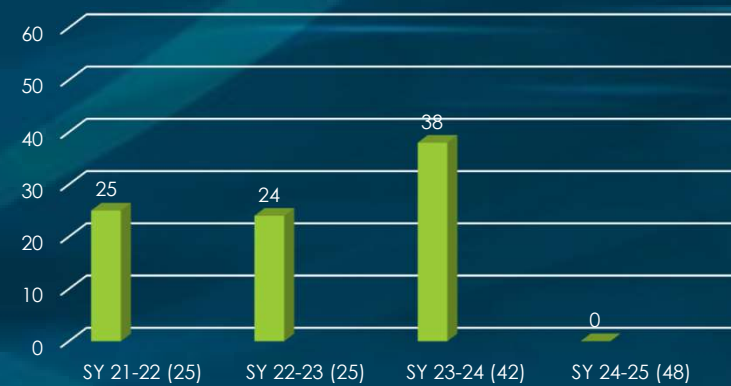
– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Biomedical Science

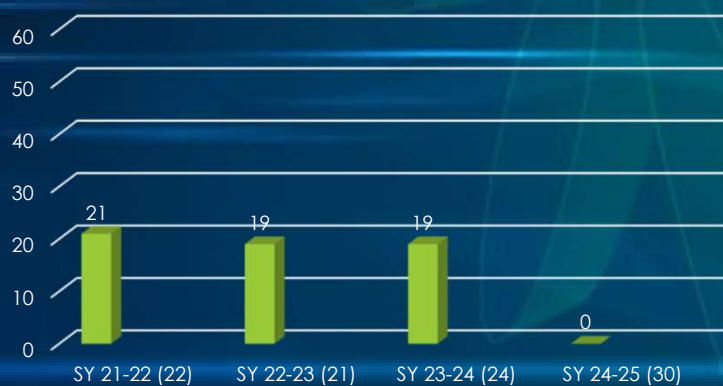
Principles of Biomedical Science - EOC



Human Body Systems - EOC



Medical Interventions - EOC



EOC – End of Course Exam for Project Lead the Way.
(#) – Actual students tested for that school year.

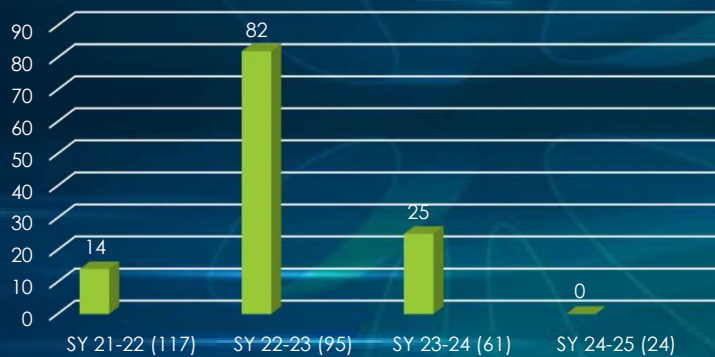
Timeline – Biomedical Science

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Biomedical Science Certifications: End of course exam Project Lead The Way THECB/EPCC - Pending		Class Size = 77 End of Course Exam: Prin of Bio Med = 27 out of 30 Human Body = 25 out of 25 Med Interv = 21 out of 22 CTSO - No	Class Size = 105 End of Course Exam: Prin of Bio Med = 56 out of 59 Human Body = 24 out of 25 Med Interv = 19 out of 21 CTSO – No	Class Size = 128 End of Course Exam Prin. of Bio Med = 50 out of 62 Human Body Systems = 38 out of 42 Medical Intern = 19 out of 24 CTSO – Yes Teacher Training on Biotechnology Aptitude and Competency Exam (BACE) – Lab Technician	Class Size = 103 End of Course Exam: Prin of Bio Med = 25 Human Body = 48 Med Intern = 30 CTSO – Yes New Certification working on lab certification

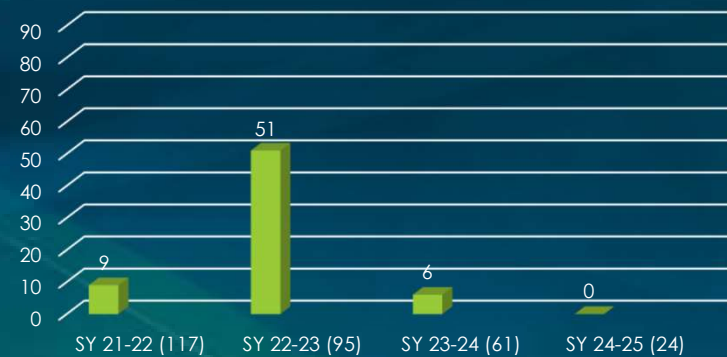
– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Business Management

Business Management Certifications



Business Management CCMR Points



*CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.*

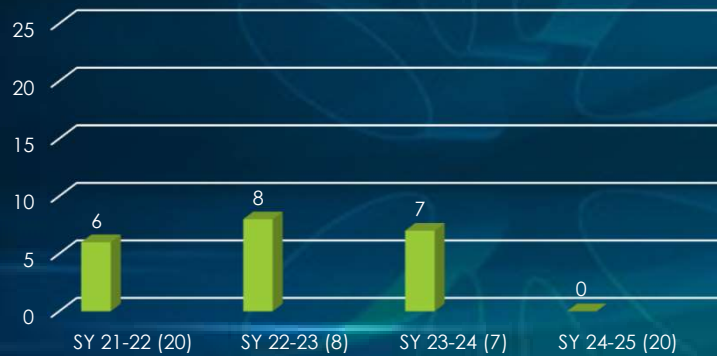
Timeline – Business Management

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Business Management Certifications: MOS/Admin Assistant THECB/EPCC - 25	Approved Testing Site, MOS & Google Certification Training	Class Size = 117 Certified Students = 9 CTSO = Yes MOS Certifications = 14 Total CCMR Points = 9	Class size = 95 Certified Students = 51 CTSO = Yes MOS Certifications = 82 Total CCMR Points = 51	Class size = 61 Certified Students = 6 CTSO = Yes MOS Certifications = 24 Admin Assistant = 1 TEA Sunsetting MOS Spec New Certification Total CCMR Points = 6	Class size = 24 Certified Students = CTSO = Yes Admin Assistant = New Certification Total CCMR Points =

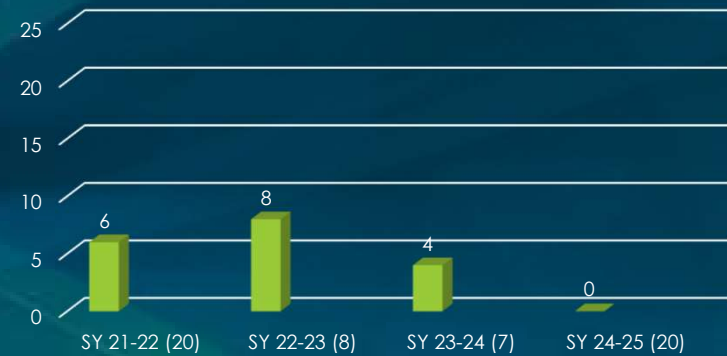
– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Construction

Construction Certifications



Construction CCMR Point



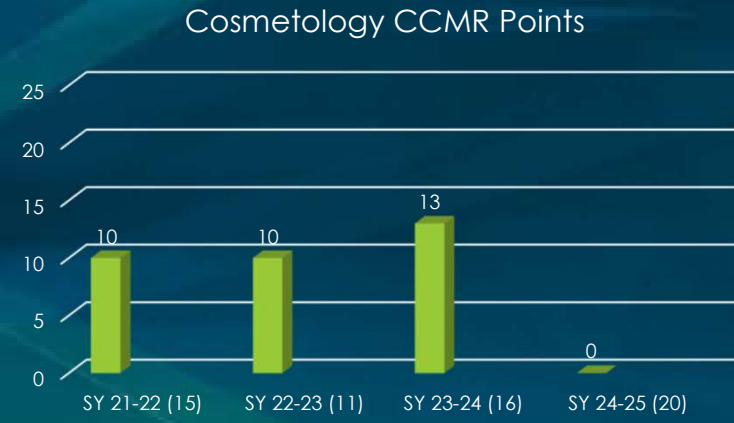
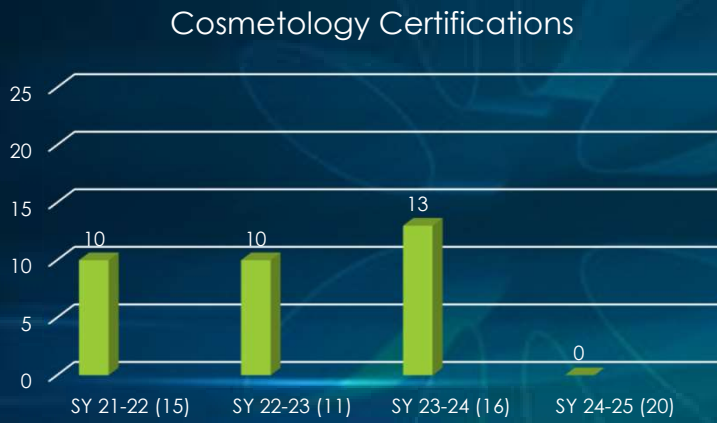
CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.

Timeline – Construction

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Construction Certifications: OSHA/NCCER THECB/EPCC - 15	Teacher Training and certification in OSHA 30 New Certification	Class size = 20 Certified Students = 6 CTSO = Yes OSHA 30 = 6 Students Total CCMR Points = 6	Class size = 8 Certified Students = 8 CTSO = Yes OSHA 30 = 8 TEA Sunsetting OSHA New Certification - NCCER CORE Total CCMR Points = 8	Class size = 7 Certified Students = 7 CTSO = Yes OSHA = 3 NCCER CORE = 4 Total CCMR Points = 4	Class size = 20 Certified Students = CTSO = No VACANT

– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Cosmetology



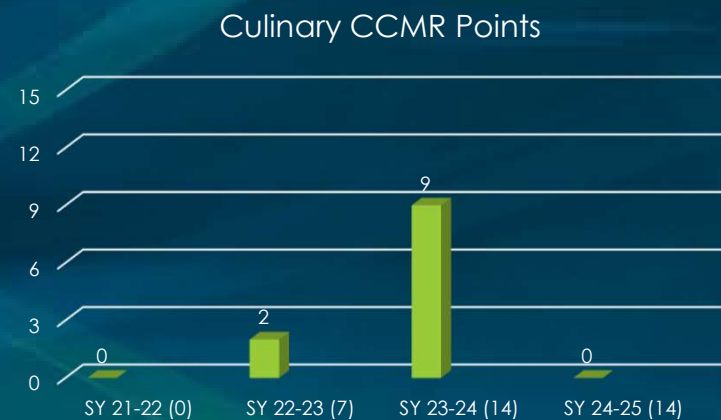
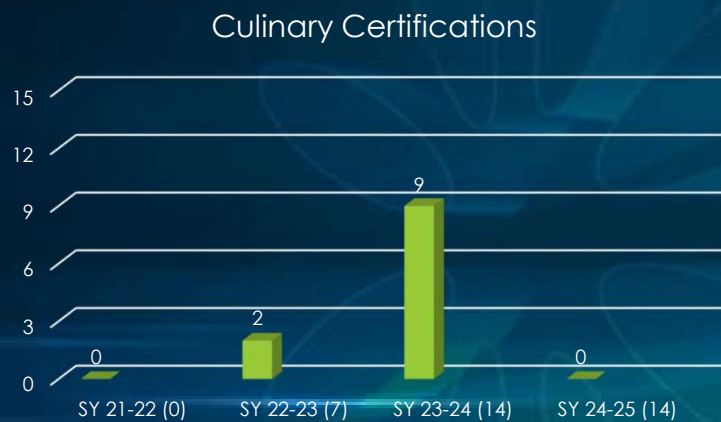
*CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.*

Timeline – Cosmetology

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Cosmetology Certification: Cosmetologist license THECB/EPCC – 22 TDLR - 25	Teacher Shadowing - Erica Sanchez Time Clock VACANT Mid Year	Class size = 15 Certified Students = 10 CTSO = No Cosmetologist License = 10 Change from Time Clock to Modules New Teacher Mid-Year Total CCMR Points = 10	Class size = 11 Certified Students = 10 CTSO = Yes Cosmetologist License = 10 New CTE Teacher Training and Shadowing Total CCMR Points = 10	Class size = 16 Certified Students = 13 CTSO = Yes Cosmetologist License = 13 Total CCMR Points = 13	Class size = 20 Certified Students = CTSO = Yes Cosmetologist License = Total CCMR Points =

– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Culinary Arts



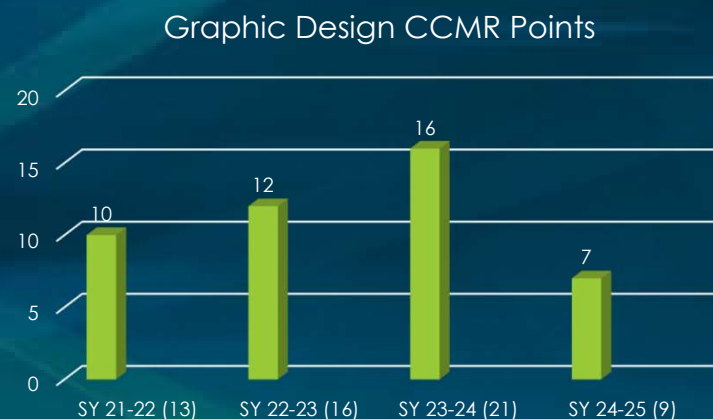
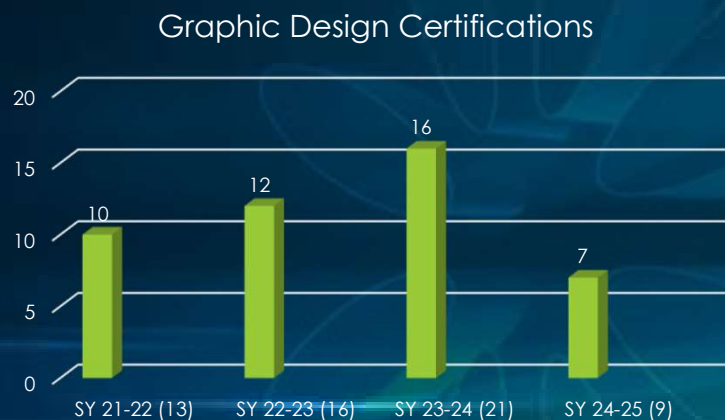
CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.

Timeline – Culinary Arts

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Culinary Arts Certification: ServSafe Manager THECB/EPCC - 15	Training on ServSafe Manager - Pricilla Ortiz	VACANT	Class size = 7 Certified Students = 2 CTSO = No New Teacher & ServSafe Manager Training New Teacher New Certification Total CCMR Points = 2	Class size = 14 Certified Students = 9 CTSO = Yes Total CCMR Points = 9	Class size = 14 Certified Students = CTSO = Yes Total CCMR Points =

– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Graphic Design



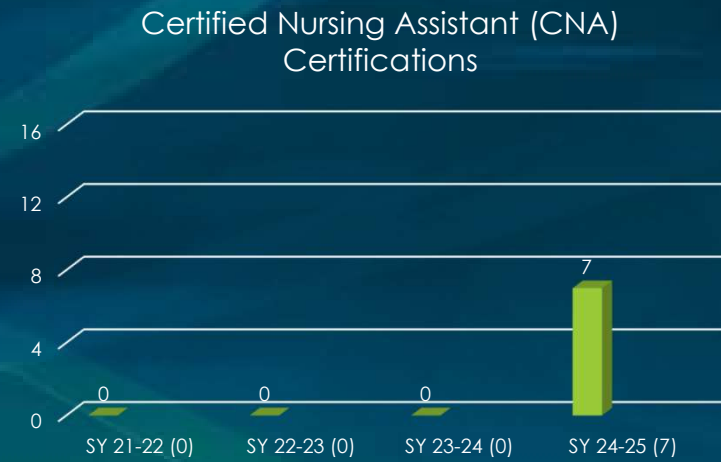
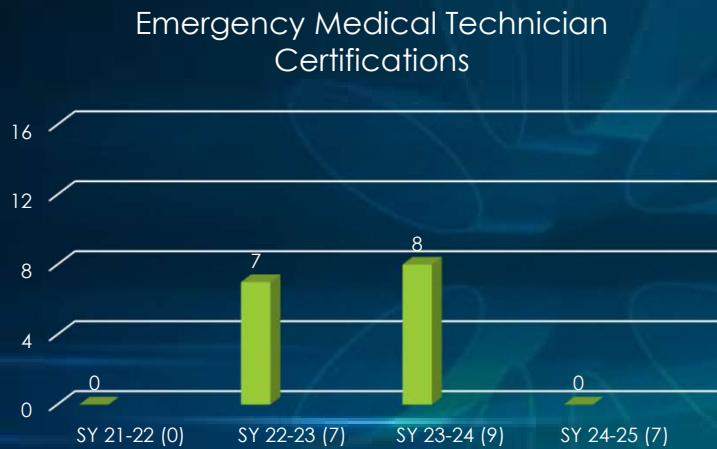
*CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.*

Timeline – Graphic Design

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Graphic Design Certification: Adobe Illustrator THECB/EPCC - 18	Training to update Teacher industry certification	Class size = 13 Certified Students = 10 CTSO = Yes	Class size = 16 Certified Students = 12 CTSO = Yes	Class size = 21 Certified Students = 16 CTSO = Yes	Class size = 9 Certified Students = 7 CTSO = Yes
		Total CCMR Points = 10	Total CCMR Points = 12	Total CCMR Points = 16	Total CCMR Points = 7

– Number after THECB/EPCC is the student cap for each program.

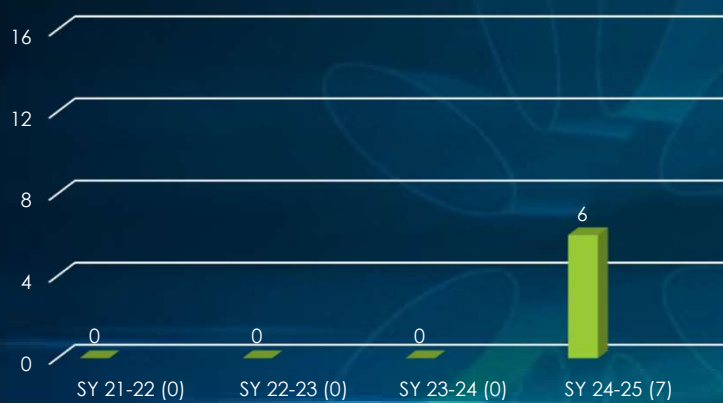
Career Pathway – Health Science



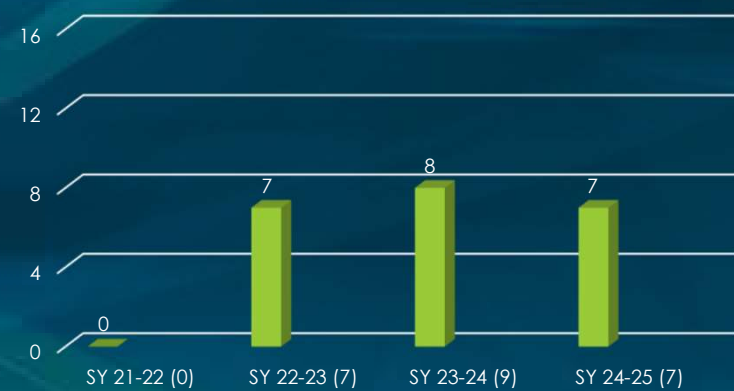
*CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.*

Career Pathway – Health Science

Electrocardiogram (EKG) Certifications



CNA & EKG CCMR Points - EMT Pending



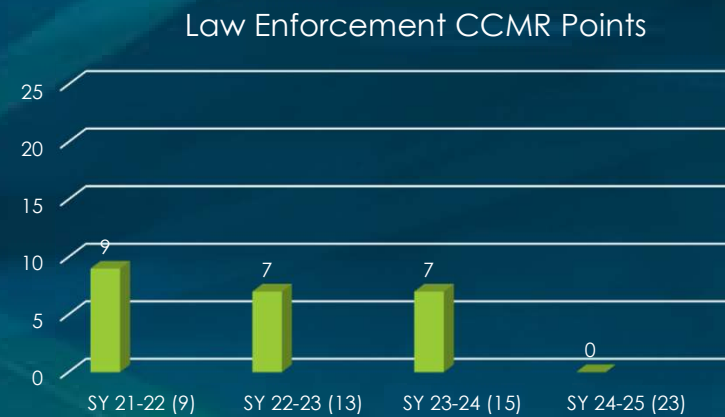
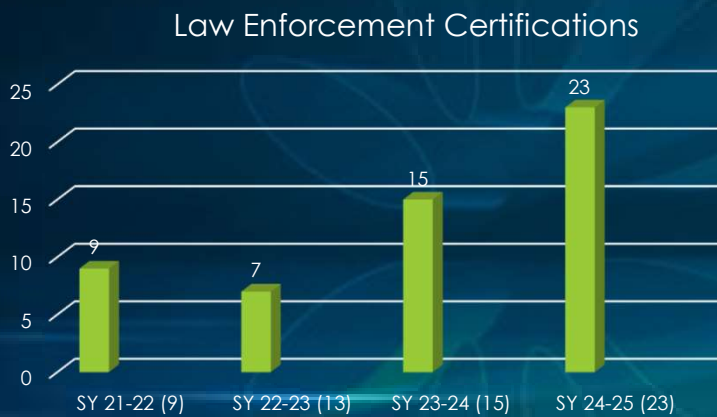
*CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.*

Timeline – Health Science

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Health Science Certification: EMT THECB/EPCC – 12 Certification: PCT THECB/EPCC - 10	No Health Science Program	No Health Science Program	Class size = 7 Certified Students = 7 CTSO = No EMT = 7 New Certification Total CCMR Points = 7	Class size = 9 Certified Students = 8 CTSO = No EMT = 9 PCT Setup New Teacher Training New Teacher New Certification Total CCMR Points = 8	Class size = 7 EMT-7 PCT Certified Students = CTSO = Yes EMT = PCT = - CNA = 7 - EKG = 6 - Phlebotomy = Total CCMR Points = 7 **EMT Pending Certs

– Number after THECB/EPCC is the student cap for each program.

Career Pathway – Law Enforcement



CCMR Point – State accountability point towards the district A-F rating. Only 1 point is allowed per student.
(#) – Actual students enrolled in the tested course for that school year.

Timeline – Law Enforcement

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Law Enforcement Certification: Non-Commissioned Officer Level 2 THECB/EPCC - 25	TOPS Application	Class size = 9 Certified Students = 9 CTSO = Yes State licensed Security Officer School Level 2-3 Non-Commissioned Officer Level 2 = 9 TOPS Teacher Certification New Certification Total CCMR Points = 9	Class size = 13 Certified Students = 7 CTSO = Yes Non-Commissioned Officer Level 2 = 7 Total CCMR Points = 7	Class size = 15 Certified Students = 15 CTSO = Yes Non-Commissioned Officer Level 2 = 15 Total CCMR Points = 7	Class size = 23 Certified Students = 23 CTSO = Yes Non-Commissioned Officer Level 2 = 23 Total CCMR Points =

– Number after THECB/EPCC is the student cap for each program.

Timeline – A/V Production

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
A/V Production Certification: Adobe Premier Pro THECB/EPCC – 25	A/V Equipment Training with HB ProSound for Mr. Lozano	More A/V Training for Mr. Lozano Became a work-based testing site VACANT Position	New Teacher – Mr. Marin Training with HB ProSound on A/V Equipment and equipment software New Teacher Mid Year	Updated equipment. Training for New Teacher With HB ProSound . Curriculum software training in Certiport, GMetrix and LearnKey Teacher certified in Premier Pro New Certification	Class size = 9 Certified Students = CTSO = Yes Students scheduled to test for the Premier Pro certification in March 2025. Total CCMR Points =

– Number after THECB/EPCC is the student cap for each program.

** Please Note: this program does not have a chart because there is no data. It will be gathered in March of this school year.

Timeline – Engineering

Career Pathway THECB/EPCC	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Engineering Certification: AutoCAD THECB/EPCC - 25	VACANT	PLTW Engineering Training NEW Teacher-VACANT	PLTW Engineering Training NEW Teacher-VACANT	AutoCAD, 3D and work-base learning Training Work-base learning lab set up NEW Teacher New Certification	New computer lab in room 400 and software upgrade in process. Pending certification of testing site for AutoCAD.

– Number after THECB/EPCC is the student cap for each program.

** Please Note: this program does not have a chart because there is no data. It will be gathered this in Fall of the next school year.

CTE Program Closure

- Teaching and Learning – SY 21-22
- Information Technology-Networking – SY 21-22 & 22-23
- Extremely low numbers – Practicums with 3 or less students
- No student interest

CTE Internships

- LAW ENFORCEMENT Practicum
 - SEISD Security Department – in process to having 6 students rotating at the middle school and elementary campuses.
- HEALTH SCIENCE - Practicum
 - Cimarron Rehab and Assisted Living – CNA
 - Life Ambulance and University Medical Center Central – EMT
 - Providence Eastside - Phlebotomy Tech
 - EPCC on campus Clinic with live EKGs - EKG Technicians
- BUSINESS MANAGEMENT-Career Prep
 - SEISD Technology Department
 - Nathaniel Guerra
 - Loya Primary School - Nurse
 - Ashley Garcia (CNA)
 - Spectrum
 - Alondra Diaz
 - Churches Chicken
 - Victor Gomez
 - Kings Pizza
 - Legion Davis
 - Whataburger
 - Justin Melendez
 - SEHS Front Office
 - Deserie Diaz
 - SEHS Attendance Office
 - Johnathan Medina
 - Matilde Arroyos
 - SEHS Library
 - Anna Luna
 - Daisy Reza

Career Readiness JOB CON - May 15, 2025

- Hosted by San Elizario High School
- Working with WorkForce Solutions Borderplex
 - Denisse Wiley, Deputy Director
 - Bring in various employers for internships and job recruitment
 - All of San Elizario High School students will be scheduled to attend
- Districts that will be attending
 - Tornillo ISD
 - Fabens ISD
 - Clint ISD
 - Canutillo ISD
 - Anthony ISD

CTE & Special Education Post Secondary Transitions

- February 19, 2025
 - EPCC Transitioning and Career and Technical Education.
 - Visited Valle Verde Campus and CTE
 - Visited CTE Viscount locations
 - EPCC Transition Office follow-up with students at SEISD
- April 11, 2025
 - Region 19 Special Education Department - "Charting the Course"
 - Reverse job fair – employers come to the students
 - El Paso Convention Center - TBD

Career Ready Programs

- [Accounting](#)
- [Advanced Technology Center Programs](#)
- [Automotive Technology](#)
- [Business Management](#)
- [Child Development](#)
- [Computer Science](#)
- [Cosmetology](#)
- [Court Reporting](#)
- [Criminal Justice](#)
- [Culinary Arts](#)
- [Fashion Technology](#)
- [Fire Technology](#)
- [Health Programs](#)
- [Hospitality](#)
- [Information Technology Systems](#)
- [Interior Design](#)
- [Nursing](#)
- [Paralegal](#)
- [Sign Language Interpreter](#)
- [Social Work](#)
- [Teacher Prep](#)
- [Travel and Tourism](#)

Opportunity Now

- Career plan for Special Education
- Pre-employment transition services for students ages 14-22
- Curriculum focus on Job exploration, work readiness, self-advocacy and post-secondary training and education and work-base learning
- **4-year plan**
 - CTE-Project Based Research (up to 2 years as per program)
 - CTE - General Employability skills, Career Exploration
 - Student to Industry Connection (elective credit towards graduation requirements, TAC 74.13)
 - CTE - Career Preparation I

CTE Outlook

- P-Tech for Health Science
 - EPCC CTE 2-year degree
- Credential dual credit CTE teachers
- Increase Parental meetings with special education CTE meetings
- Expand the support received from Workforce Solutions Borderplex to provide our Special Education students the opportunity to do more career exploration in Loya Primary and the elementary schools.
- CTE Counselor training through Region 19
 - April 30, 2025 - CTE Professional Learning for School Counselors: Fundamental
 - March 5 and May 1, 2025 - CTE Professional Learning for School Counselors: Deep Dive
- CTE Administrator training through Region 19
 - February 24, 2025 - CTE Professional Learning for Administrators – Fundamental: Data-Driven Decision Making
 - February 25, 2025 - CTE Professional Learning for Administrators – Fundamental: Partnerships
 - March 5, 2025 - CTE Professional Learning for Administrators – Fundamental: Program Design
 - March 6, 2025 - CTE Professional Learning for Administrators – Fundamental: CTE Resources

Career and Technical Student Organizations (CTSO)

- Connecting students to:
 - Real-world applications they learned in the classroom through leadership opportunities
 - Networking with industry professionals
 - Connects students with similar career interest at local, state, and national levels
 - Community service projects
 - Competitive events
- SkillsUSA
 - **A/V production
 - Cosmetology
 - **Culinary Arts
 - **Graphic Design
 - Law Enforcement
- BPA
 - **Business Management
- HOSA
 - Biomedical Science
 - **Health Science

** Programs representing the City of El Paso and San Elizario ISD at the State Leadership Conferences

CTE student certification outcomes

Certifications/Actual Students Enrolled in Tested Course					
No.	CTE Career Pathway	SY 2021- 2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
1	Automotive		16.7%	0.0%	25.0%
2	A/V Production	VACANT	NEW Teacher - Mid Year	---	New Pending
3	Biomedical Science - Prin Biomedical	90.0%	94.9%	80.6%	Pending
	Biomedical Science - Human Systems	100.0%	96.0%	90.5%	Pending
	Biomedical Science - Med Interventions	95.5%	90.5%	79.2%	Pending
4	Business Management	12.0%	86.3%	42.6%	New Pending
5	Construction	30.0%	100.0%	57.1%	VACANT
6	Cosmetology	66.7%	90.9%	81.3%	Pending
7	Culinary Arts	VACANT	28.6%	64.3%	Pending
8	Engineering	VACANT	VACANT	NEW Teacher	New Fall 2025
9	Graphic Design	76.9%	75.0%	100.0%	77.8%
10	Health Science - EMT		100.0%	88.9%	Pending
	Health Science - CNA				100.0%
	Health Science - EKG				85.7%
11	Law Enforcement	100.00%	53.85%	100.00%	100.00%
12	Teaching and Learning	VACANT	CLOSED	CLOSED	CLOSED
13	IT - Networking	66.67%	0.00%	CLOSED	CLOSED

LEGEND:

Distinguished-Accomplished
90%-100%

Proficient
75%-89%

Developing
60%-74%

Improvement Needed
0%-59%

CTE Outlook

- Thriving Programs
- Continue to Evaluate
- Locally Sunsetting Programs



San Elizario ISD
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 San Elizario, TX 79849
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 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Edna Garcia, Interim Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: March 5, 2025

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the September 17, 2024 Board meeting for a total rate of \$0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7156 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

RATIONALE The purpose of this agenda item is to report collections made for the current 2024 tax year which is based on the levy billed on October 1, 2024.

BUDGET: Collections as of January 31, 2025 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,308,341	\$542,631	\$2,850,972	
Current Year Collections	\$1,666,197	\$395,128	\$2,061,324	\$2,061,324
Current Year Levy Outstanding	\$642,145	\$147,503	\$789,648	
Prior Year Collections				\$71,286
Penalty & Interest Collections				\$20,488
Total Collections				\$2,153,099

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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.

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2024 through 1/31/2025

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2024	-	-	29,704.22	29,704.22	29,704.22	29,704.22	1.04%	4,673.87	4,673.87
Oct 2024	33,803.54	33,803.54	29,728.63	59,432.85	63,532.17	93,236.39	3.27%	4,623.32	9,297.19
Nov 2024	164,482.07	198,285.61	6,132.46	65,565.31	170,614.53	263,850.92	9.25%	2,018.36	11,315.55
Dec 2024	875,281.24	1,073,566.85	14,534.49	80,099.80	889,815.73	1,153,666.65	40.47%	2,658.21	13,973.76
Jan 2025	987,709.50	2,061,276.35	11,722.65	91,822.45	999,432.15	2,153,098.80	75.52%	2,352.62	16,326.38
Feb 2025									
Mar 2025									
Apr 2025									
May 2025									
Jun 2025									
Jul 2025									
Aug 2025									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2024	2,792,044.14	N/A	N/A	Total Levy Collected	2,061,324.43	71,286.34	2,132,610.77
Levy-Billed 10/1/2024	2,849,041.41	617,496.50	3,466,537.91	Total Penalty & Interest	(48.08)	20,536.11	20,488.03
Adjusted Levy YTD	2,850,972.46	582,490.88	3,433,463.34	Total Levy + P&I	2,061,276.35	91,822.45	2,153,098.80
Increase/Decrease	1,931.05	(35,005.62)	(33,074.57)	Taxes as percent of levy	72.30%	2.50%	74.80%
Levy Outstanding	789,648.03	511,204.54	1,300,852.57	P&I as percent of levy	0.00%	0.72%	0.72%
				Total as percent of levy	72.30%	3.22%	75.52%
				Collection Fee	0.96	16,325.42	16,326.38
				Total Collected YTD	2,061,277.31	108,147.87	2,169,425.18



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edna Garcia, Interim Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: March 5, 2025

HISTORY: The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually and the results are presented at the regular meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of January 31, 2025 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET: There is no budget impact associated with this agenda item.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE SEVEN MONTHS ENDING JANUARY 31, 2025

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 3,168,717	\$ 3,104,306	\$ 2,279,117	\$ (825,189)
5800	State Program Revenues	31,951,976	31,329,490	15,926,527	(15,402,963)
5900	Federal Program Revenues	4,305,000	4,305,000	2,123,213	(2,181,787)
5020	Total Revenues	<u>39,425,693</u>	<u>38,738,796</u>	<u>20,328,856</u>	<u>(18,409,940)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,231,854	18,585,540	10,948,614	7,636,926
0012	Instructional Resources and Media Services	91,905	94,475	39,218	55,257
0013	Curriculum and Instructional Staff Development	876,647	862,837	447,812	415,025
0021	Instructional Leadership	771,466	710,560	383,666	326,894
0023	School Leadership	2,189,604	2,147,429	1,181,960	965,469
0031	Guidance, Counseling and Evaluation Services	1,477,931	1,465,629	855,686	609,943
0032	Social Work Services	64,488	62,511	33,511	29,000
0033	Health Services	505,977	488,825	282,769	206,056
0034	Student (Pupil) Transportation	1,297,829	1,292,291	826,482	465,809
0035	Food Services	3,535,000	3,634,000	1,966,826	1,667,174
0036	Extracurricular Activities	1,153,814	1,155,128	599,009	556,119
0041	General Administration	1,811,023	1,870,744	1,112,770	757,974
0051	Facilities Maintenance and Operations	5,321,684	5,500,230	3,369,595	2,130,635
0052	Security and Monitoring Services	1,621,544	1,546,578	734,305	812,273
0053	Data Processing Services	1,414,788	1,602,299	963,202	639,097
0061	Community Services	16,100	16,171	6,073	10,098
Debt Service:					
0071	Debt Service	304,575	304,588	237,357	67,231
Capital Outlay:					
0081	Facilities Acquisition and Construction	375,150	351,175	285,271	65,904
Intergovernmental:					
0099	Other Intergovernmental Charges	52,000	52,000	22,148	29,852
6030	Total Expenditures	<u>42,113,379</u>	<u>41,743,010</u>	<u>24,296,274</u>	<u>17,446,736</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,687,686)</u>	<u>(3,004,214)</u>	<u>(3,967,418)</u>	<u>(963,204)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	(14,796)	(39,796)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>(14,796)</u>	<u>(39,796)</u>
1200	Net Changes in Fund Balances	<u>(2,662,686)</u>	<u>(2,979,214)</u>	<u>(14,796.00)</u>	<u>(1,003,000)</u>
0100	Fund Balance - July 1 (Beginning)	-	16,807,886	16,807,886	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,662,686)</u>	<u>\$ 13,828,672</u>	<u>\$ 16,793,090</u>	<u>\$ (1,003,000)</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE SEVEN MONTHS ENDING JANUARY 31, 2025

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
	REVENUES:				
5700	Total Local and Intermediate Sources	\$ 580,120	\$ 580,120	\$ 425,775	\$ (154,345)
5800	State Program Revenues	1,091,268	1,091,268	1,039,554	(51,714)
5020	Total Revenues	<u>1,671,388</u>	<u>1,671,388</u>	<u>1,465,329</u>	<u>(206,059)</u>
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,625,207	1,625,207	425,354	1,199,853
6030	Total Expenditures	1,625,207	1,625,207	425,354	1,199,853
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>46,181</u>	<u>46,181</u>	<u>1,039,976</u>	<u>993,795</u>
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	\$ -	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net Changes in Fund Balances	46,181	46,181	1,039,976	993,795
0100	Fund Balance - July 1 (Beginning)	-	379,738	379,738	-
3000	Fund Balance - June 30 (Ending)	<u>\$ 46,181</u>	<u>\$ 425,919</u>	<u>\$ 1,419,714</u>	<u>\$ 993,795</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE SEVEN MONTHS ENDING JANUARY 31, 2025

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 1,990,861	\$ 42,021	\$ 2,032,882
Total Operating Revenues	<u>1,990,861</u>	<u>42,021</u>	<u>2,032,882</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,370,571	197,450	1,568,021
Other Operating Costs	<u>231,334</u>	-	<u>231,334</u>
Total Operating Expenses	<u>1,601,905</u>	<u>-</u>	<u>1,799,356</u>
Operating Income (Loss)	<u>388,956</u>	<u>42,021</u>	<u>430,977</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	<u>289</u>	<u>38,149</u>	<u>38,438</u>
Total Nonoperating Revenues (Expenses)	<u>289</u>	<u>38,149</u>	<u>38,438</u>
Income (Loss) Before Transfers	389,245	80,170	469,415
Transfer In	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Position	<u>389,245</u>	<u>80,170</u>	<u>469,415</u>
Total Net Position - July 1 (Beginning)	<u>(1,037,588)</u>	<u>1,037,125</u>	<u>(463)</u>
Total Net Position - June 30 (Ending)	<u>\$ (648,343)</u>	<u>\$ 1,117,295</u>	<u>\$ 468,952</u>



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Edna Garcia, Interim Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: March 5, 2025

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present that investment report for the month of January 2025.

BUDGET: Interest earned by fund is summarized in the investment report which is attached.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

**San Elizario I.S.D.
Statement of Interest Earned
For The Seven Months Ending January 31, 2025**

	General Fund	\$	374,335.45
	Interest & Sinking (Debt Service) Fund	\$	9,222.11
	Capital Projects Fund	\$	11,497.24
	Health Insurance Fund	\$	288.70
	Workers Compensation Fund	\$	38,149.28
	Total	\$	<u>433,492.78</u>

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

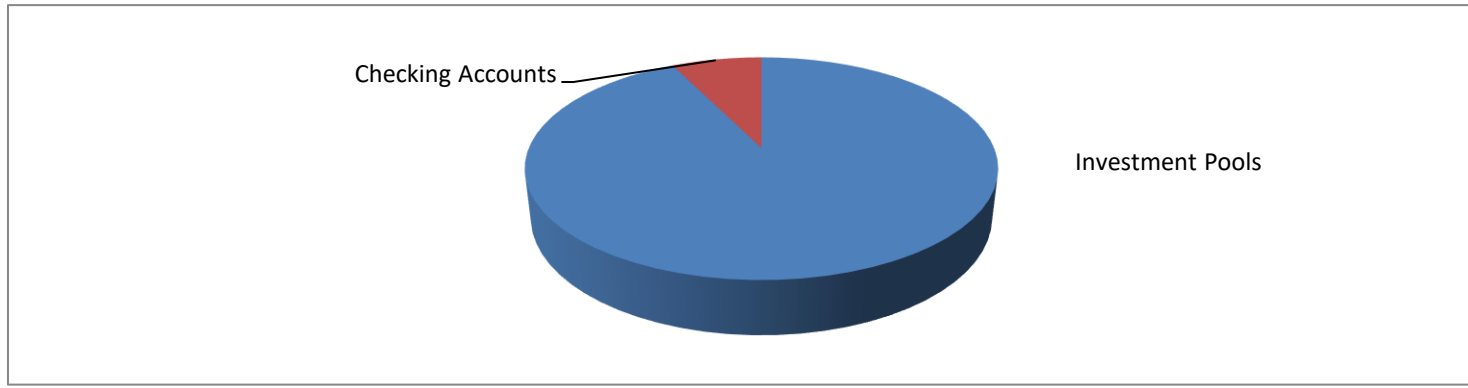


Interim Chief Financial Officer

February 20, 2025
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 15,745,919	92.64%	Overnight
Checking Accounts	\$ 1,250,059	7.36%	Overnight
	<u>\$ 16,995,978</u>		



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 680,195.28	1.65%	\$ 925.45
01-Aug-24	31-Aug-24	Overnight	\$ 723,048.13	1.65%	\$ 1,106.79
01-Sep-24	30-Sep-24	Overnight	\$ 644,120.22	1.65%	\$ 913.63
01-Oct-24	31-Oct-24	Overnight	\$ 728,333.59	1.65%	\$ 814.44
01-Nov-24	30-Nov-24	Overnight	\$ 745,411.84	1.65%	\$ 1,286.46
01-Dec-24	31-Dec-24	Overnight	\$ 1,051,834.32	1.65%	\$ 1,430.90
01-Jan-25	31-Jan-25	Overnight	\$ 1,128,834.22	1.40%	\$ 1,498.35
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ 7,976.02

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

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 7,061.91	0.00%	\$ -
01-Aug-24	31-Aug-24	Overnight	\$ 19,396.75	0.00%	\$ -
01-Sep-24	30-Sep-24	Overnight	\$ 30,680.17	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ 42,304.97	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ 69,071.77	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ 75,649.22	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ 83,562.47	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ -

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

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 6,346,218.29	5.44%	\$ 28,728.68
01-Aug-24	31-Aug-24	Overnight	\$ 5,372,292.90	5.44%	\$ 29,523.72
01-Sep-24	30-Sep-24	Overnight	\$ 5,595,127.97	5.33%	\$ 22,255.69
01-Oct-24	31-Oct-24	Overnight	\$ 4,826,834.68	5.08%	\$ 22,812.83
01-Nov-24	30-Nov-24	Overnight	\$ 5,865,671.05	4.90%	\$ 20,762.61
01-Dec-24	31-Dec-24	Overnight	\$ 5,941,051.01	4.77%	\$ 23,889.85
01-Jan-25	31-Jan-25	Overnight	\$ 5,735,055.76	4.51%*	\$ 22,979.87
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 170,953.25

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 207,771.65	5.44%	\$ 952.82
01-Aug-24	31-Aug-24	Overnight	\$ 208,727.78	5.43%	\$ 956.13
01-Sep-24	30-Sep-24	Overnight	\$ 209,636.91	5.32%	\$ 909.13
01-Oct-24	31-Oct-24	Overnight	\$ 210,538.28	5.08%	\$ 901.37
01-Nov-24	30-Nov-24	Overnight	\$ 211,380.84	4.88%	\$ 842.56
01-Dec-24	31-Dec-24	Overnight	\$ 212,228.26	4.73%	\$ 847.42
01-Jan-25	31-Jan-25	Overnight	\$ 213,049.97	4.47%*	\$ 821.71
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 6,231.14

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 2,901,671.96	5.33%	\$ 13,037.20
01-Aug-24	31-Aug-24	Overnight	\$ 2,937,988.38	5.32%	\$ 13,128.18
01-Sep-24	30-Sep-24	Overnight	\$ 2,968,609.60	5.17%	\$ 12,483.11
01-Oct-24	31-Oct-24	Overnight	\$ 3,017,505.70	4.90%	\$ 12,403.04
01-Nov-24	30-Nov-24	Overnight	\$ 3,175,351.06	4.70%	\$ 11,886.92
01-Dec-24	31-Dec-24	Overnight	\$ 3,824,590.16	4.54%	\$ 12,943.62
01-Jan-25	31-Jan-25	Overnight	\$ 4,587,905.64	4.35%*	\$ 15,369.07
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 91,251.14

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 3,528,040.21	5.45%	\$ 16,239.30
01-Aug-24	31-Aug-24	Overnight	\$ 3,544,305.51	5.43%	\$ 16,265.30
01-Sep-24	30-Sep-24	Overnight	\$ 3,559,709.69	5.29%	\$ 15,404.18
01-Oct-24	31-Oct-24	Overnight	\$ 3,574,942.10	5.04%	\$ 15,232.41
01-Nov-24	30-Nov-24	Overnight	\$ 3,589,278.53	4.88%	\$ 14,336.43
01-Dec-24	31-Dec-24	Overnight	\$ 3,603,735.27	4.75%	\$ 14,456.74
01-Jan-25	31-Jan-25	Overnight	\$ 3,617,668.52	4.54%	\$ 13,933.25
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 105,867.61

Wells Fargo- San Elizario High School Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 4,600.71	1.09%	\$ 3.95
01-Aug-24	31-Aug-24	Overnight	\$ 6,040.32	1.09%	\$ 4.56
01-Sep-24	30-Sep-24	Overnight	\$ 8,910.89	0.92%	\$ 5.89
01-Oct-24	31-Oct-24	Overnight	\$ 8,762.59	0.71%	\$ 5.27
01-Nov-24	30-Nov-24	Overnight	\$ 8,815.13	0.63%	\$ 4.56
01-Dec-24	31-Dec-24	Overnight	\$ 8,972.46	0.56%	\$ 4.22
01-Jan-25	31-Jan-25	Overnight	\$ 9,249.82	0.50%	\$ 3.86
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 32.31

Total General Fund Interest Earned **\$ 374,335.45**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 135,225.21	5.44%	\$ 620.76
01-Aug-24	31-Aug-24	Overnight	\$ 135,847.73	5.44%	\$ 622.52
01-Sep-24	30-Sep-24	Overnight	\$ 136,441.41	5.33%	\$ 593.68
01-Oct-24	31-Oct-24	Overnight	\$ 137,028.91	5.08%	\$ 587.50
01-Nov-24	30-Nov-24	Overnight	\$ 137,579.32	4.90%	\$ 550.41
01-Dec-24	31-Dec-24	Overnight	\$ 138,135.01	4.77%	\$ 555.69
01-Jan-25	31-Jan-25	Overnight	\$ 138,673.85	4.51%*	\$ 538.84
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 4,069.40

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 121,693.88	5.33%	\$ 545.93
01-Aug-24	31-Aug-24	Overnight	\$ 126,938.07	5.32%	\$ 559.81
01-Sep-24	30-Sep-24	Overnight	\$ 131,250.64	5.17%	\$ 544.47
01-Oct-24	31-Oct-24	Overnight	\$ 139,779.45	4.90%	\$ 560.80
01-Nov-24	30-Nov-24	Overnight	\$ 174,412.55	4.70%	\$ 598.48
01-Dec-24	31-Dec-24	Overnight	\$ 325,764.91	4.54%	\$ 845.06
01-Jan-25	31-Jan-25	Overnight	\$ 504,374.83	4.35%*	\$ 1,498.16
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 5,152.71

Total Debt Service Fund Interest Earned **\$ 9,222.11**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 396,096.68	5.33%	\$ 1,780.46
01-Aug-24	31-Aug-24	Overnight	\$ 397,880.65	5.32%	\$ 1,783.97
01-Sep-24	30-Sep-24	Overnight	\$ 399,566.85	5.17%	\$ 1,686.20
01-Oct-24	31-Oct-24	Overnight	\$ 401,226.35	4.90%	\$ 1,659.50
01-Nov-24	30-Nov-24	Overnight	\$ 402,772.46	4.70%	\$ 1,546.11
01-Dec-24	31-Dec-24	Overnight	\$ 404,320.46	4.54%	\$ 1,548.00
01-Jan-25	31-Jan-25	Overnight	\$ 405,813.46	4.35%*	\$ 1,493.00
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 11,497.24

Total Capital Projects Fund Interest Earned **\$ 11,497.24**

Health Insurance Fund

Wells Fargo- Health Insurance

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 67,287.37	1.09%	\$ 54.70
01-Aug-24	31-Aug-24	Overnight	\$ 106,672.61	1.09%	\$ 39.81
01-Sep-24	30-Sep-24	Overnight	\$ 69,597.86	0.91%	\$ 39.93
01-Oct-24	31-Oct-24	Overnight	\$ 73,922.53	0.71%	\$ 53.75
01-Nov-24	30-Nov-24	Overnight	\$ 69,341.74	0.62%	\$ 35.53
01-Dec-24	31-Dec-24	Overnight	\$ 95,393.88	0.54%	\$ 40.63
01-Jan-25	31-Jan-25	Overnight	\$ 40,802.26	0.50%	\$ 24.35
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 288.70

Total Health Insurance Fund Interest Earned **\$ 288.70**

Workers Compensation Fund

Wells Fargo- Worker's Compensation


<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 24,622.08	1.09%	\$ 9.80
01-Aug-24	31-Aug-24	Overnight	\$ 22,968.68	1.09%	\$ 17.54
01-Sep-24	30-Sep-24	Overnight	\$ 13,542.93	0.84%	\$ 36.76
01-Oct-24	31-Oct-24	Overnight	\$ 3,831.32	0.71%	\$ 4.95
01-Nov-24	30-Nov-24	Overnight	\$ 32,059.49	0.61%	\$ 6.58
01-Dec-24	31-Dec-24	Overnight	\$ 18,209.46	0.57%	\$ 12.86
01-Jan-25	31-Jan-25	Overnight	\$ 23,128.17	0.50%	\$ 6.78
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 95.27

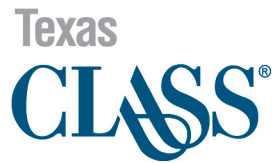
Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 1,268,877.09	5.44%	\$ 5,818.92
01-Aug-24	31-Aug-24	Overnight	\$ 1,274,716.26	5.43%	\$ 5,839.17
01-Sep-24	30-Sep-24	Overnight	\$ 1,280,268.40	5.32%	\$ 5,552.14
01-Oct-24	31-Oct-24	Overnight	\$ 1,285,773.11	5.08%	\$ 5,504.71
01-Nov-24	30-Nov-24	Overnight	\$ 1,290,918.67	4.88%	\$ 5,145.56
01-Dec-24	31-Dec-24	Overnight	\$ 1,296,093.93	4.73%	\$ 5,175.26
01-Jan-25	31-Jan-25	Overnight	\$ 1,301,112.18	4.47%*	\$ 5,018.25
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 38,054.01

Total Worker's Compensation Fund Interest Earned : **\$ 38,149.28**

* Current Lone Star rates available as of 2/18/25

<p>Quick Links</p> <p>Account Overview Account Summary Message Center</p> <p>Enter Transactions</p> <p>Deposit Withdrawal Vendor Payment Internal Transfer</p> <p>Market Information</p> <p>Daily Rates Monthly Averages</p> <p>Correspondence</p> <p>Statements + Confirmations Reports + Forms</p> <p>Account Information</p> <p>Account Summary Interest Postings Transaction History</p>	<p> SYSTEM MESSAGE</p> <p>Bond payment and alternate withdrawal reminder:</p> <p>All wire transfers to third-party banks require verbal confirmation from both signers prior to initiation. Lone Star operations will contact each authorized signor via separate phone call to the phone number we have on file to verify the instructions received. Same day wire cut off is 3 pm CST, but due to the high volume of wires during this time of year, we recommend expediting the process by submitting your alternate withdrawals early.</p> <p>If making bond payments via vendor pay, please be aware that all vendor pay transactions are sent as overnight ACH payments. Please verify that you are using the banks ACH instructions.</p> <p>President's Day</p> <p>In observance of President's Day, the custodial bank for the Lone Star Investment Pool will be closed Monday, February 17th. Any ACH transactions and/or same-day (wire) transactions that would normally settle on Monday, February 17th, will settle on Tuesday, February 18th. For your convenience, Lone Star will be open for customer service calls during normal business hours on Monday, February 17th.</p> <p>Current Rates as of 2/18/2025</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Fund</th> <th style="text-align: center;">Rate</th> <th style="text-align: right;">Fund Balance</th> <th style="text-align: right;">Your Balance</th> </tr> </thead> <tbody> <tr> <td>Government Overnight Fund</td> <td style="text-align: center;">4.3514%</td> <td style="text-align: right;">\$8,719,177,844.22</td> <td style="text-align: right;">\$5,956,127.85</td> </tr> <tr> <td>Corporate Overnight Fund</td> <td style="text-align: center;">4.4707%</td> <td style="text-align: right;">\$4,259,430,042.39</td> <td style="text-align: right;">\$1,514,162.15</td> </tr> <tr> <td>Corporate Overnight Plus Fund</td> <td style="text-align: center;">4.5127%</td> <td style="text-align: right;">\$14,901,486,534.80</td> <td style="text-align: right;">\$4,941,064.82</td> </tr> </tbody> </table>	Fund	Rate	Fund Balance	Your Balance	Government Overnight Fund	4.3514%	\$8,719,177,844.22	\$5,956,127.85	Corporate Overnight Fund	4.4707%	\$4,259,430,042.39	\$1,514,162.15	Corporate Overnight Plus Fund	4.5127%	\$14,901,486,534.80	\$4,941,064.82
Fund	Rate	Fund Balance	Your Balance														
Government Overnight Fund	4.3514%	\$8,719,177,844.22	\$5,956,127.85														
Corporate Overnight Fund	4.4707%	\$4,259,430,042.39	\$1,514,162.15														
Corporate Overnight Plus Fund	4.5127%	\$14,901,486,534.80	\$4,941,064.82														



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
01/01/2025	0.000000000	4.6331%
01/02/2025	0.000127252	4.6447%
01/03/2025	0.000379071	4.6125%
01/04/2025	0.000000000	4.6125%
01/05/2025	0.000000000	4.6125%
01/06/2025	0.000127273	4.5767%
01/07/2025	0.000124626	4.5489%
01/08/2025	0.000124513	4.5446%
01/09/2025	0.000124298	4.5373%
01/10/2025	0.000372768	4.5353%
01/11/2025	0.000000000	4.5354%
01/12/2025	0.000000000	4.5354%
01/13/2025	0.000124032	4.5272%
01/14/2025	0.000123971	4.5250%
01/15/2025	0.000123736	4.5163%
01/16/2025	0.000123664	4.5137%
01/17/2025	0.000494396	4.5114%
01/18/2025	0.000000000	4.5114%
01/19/2025	0.000000000	4.5114%
01/20/2025	0.000000000	4.5114%
01/21/2025	0.000123993	4.5257%
01/22/2025	0.000123441	4.5056%
01/23/2025	0.000123258	4.4989%
01/24/2025	0.000371649	4.5217%
01/25/2025	0.000000000	4.5217%
01/26/2025	0.000000000	4.5217%
01/27/2025	0.000123910	4.5227%
01/28/2025	0.000124154	4.5316%
01/29/2025	0.000124199	4.5333%
01/30/2025	0.000124161	4.5319%
01/31/2025	0.000124070	4.5286%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



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: Edna Garcia, Interim Chief Financial Officer
Subject: Resolution stating review of investment policy, investment strategies and designation of investment officer
Date: March 5, 2025

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds. Resolutions related to the investment act were previously presented and approved by the Board at the August 2024 regular meeting. The purpose of this agenda item is to update district records and staff designated as the district's investment officer.

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

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

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

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

**Resolution Stating Review of Investment Policy and Review of
Investment Strategies and Designation of Investment Officer
for the San Elizario Independent School District**

Whereas, Section 2256.005, Texas Government Code, as amended, requires the governing body of an investing entity review its investment policy and investment strategies not less than annually;

Whereas, the Board of Trustees of the San Elizario Independent School District, “District”, has adopted an Investment Policy for the District, in the form attached hereto as “Exhibit A” pursuant to Chapter 2256, Texas Government Code, as amended from time to time;

And *Whereas*, the Board of Trustees wishes to designate one or more employees of the District as investment officer to be responsible for the investment of its funds consistent with the Investment Policy;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. The Investment Policy, in the form attached hereto as “Exhibit A” and investment strategies contained in such policy has been reviewed and is hereby adopted with no changes.

Section 2. The Chief Financial Officer, Elizabeth Perez, of the District is hereby named as the investment officer of the District to be responsible for the investment of its funds consistent with the investment Policy.

Section 3. The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

APPROVED THIS 5th day of March, 2025.

BY: _____
Eduardo Chavez
Board President

ATTEST: _____
Sandra Licon
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: Edna Garcia, Interim Chief Financial Officer
Subject: Resolution for selection and approval of authorized investment and financial institutions
Date: March 5, 2025

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds. Resolutions related to the investment act were previously presented and approved by the Board at the August 2024 regular meeting. The purpose of this agenda item is to update district records and staff designated as the district's investment officer.

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

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

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

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Resolution for Selection and Approval of Authorized Investments and Financial Institutions

Section 2256.016(a) of the Texas Government Code, as amended, allows an entity to invest its funds and funds under its control in an eligible investment pool(s) if the governing body authorizes investments in the particular pools(s) and if the investment pool(s) complies with the requirements outlined in the subchapter.

A list of qualified pools authorized to engage in investment transactions with the District must be reviewed, revised and adopted by the School Board or designated investment committee at least annually. The recommended pools are the Lone Star Investment Pool, the TexSTAR investment pool, the Texas CLASS investment pool, the Texas Range investment pool, and the LOGIC investment pool which are investment pools in full compliance with the public funds investment act.

Section 2256.010(a) of the Texas Government Codes, as amended, allows an entity to invest its funds and funds under its control in a certificate of deposit(s) issued by a depository institution that has its main office or a branch office in this state if the governing body authorizes investments at that particular depository institution(s) and if the depository institution(s) complies with the requirements outlined in the subchapter.

The recommended depository institutions for investing in certificates of deposits are GECU, Raiz Federal Credit Union, Evolve Credit Union, Security Service Federal Credit Union, First Light Federal Credit Union, and Bank of Texas; however, provided that the certificates of deposit shall not exceed \$250,000 in principal amount (the limit of FDIC or other government insurance coverage of deposits).

The District’s Chief Financial Officer, shall serve as the District’s Investment Officer:

- Elizabeth Perez, Chief Financial Officer

APPROVED THIS 5th day of March 2025

BY: _____
Eduardo Chavez
Board President

ATTEST: _____
Sandra Licon
Board Secretary



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Edna Garcia, Interim Chief Financial Officer
Subject: Resolution approving independent sources for investment training
Date: March 5, 2025

HISTORY: The State Legislature passed the Texas Public Funds Investment Act in 1987.

RATIONALE: The Public Funds Investment Act as found per Chapter 2256, Title 10 of the Government Code is the statute governing the investing of public funds. Resolutions related to the investment act were previously presented and approved by the Board at the August 2024 regular meeting. The purpose of this agenda item is to update district records and staff designated as the district's investment officer.

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

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

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

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Resolution Approving Independent Sources for Investment Training

WHEREAS, San Elizario Independent School District (“District”) has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Investment Policy CDA (LOCAL) states the Superintendent or other person as designated by Board resolution shall serve as the investment officer of the District; and

WHEREAS, the Texas Association of School Boards, the Texas Association of School Business Officials, the Texas Local Government Investment Pool, the Lone Star Investment Pool, the Texas Class Investment Pool, Texas State University, and various TASBO Affiliates are independent sources that provide investment training sessions relating to investment responsibilities; and

WHEREAS, the Board of Trustees of the San Elizario Independent School District wishes to approve these independent sources of instruction to provide investment training sessions required by Government Code Section 2256.008(a);

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT:

That the Texas Association of School Boards, the Texas Association of School Business Officials, the Texas Local Government Investment Pool, the Lone Star Investment Pool, the Texas Class Investment Pool, Texas State University, and various TASBO Affiliates are approved as independent sources of instruction relating to investment responsibilities for the investment officers of the District, as required by Section 2256.008(a), Texas Government Code, as amended.

The District’s Chief Financial Officer, shall serve as the District’s Investment Officer:

- Elizabeth Perez, Chief Financial Officer

APPROVED THIS 5th day of March 2025

BY: _____
Eduardo Chavez
Board President

ATTEST: _____
Sandra Licon
Board Secretary

Authorized Representative Add Form

Name of Participant _____ Participant Number _____

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	_____	_____	_____
Title	_____	_____	_____
E-mail address	_____	_____	_____
Signature	_____	_____	_____

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this _____ day of _____, 20____.

By: _____ By: _____

Printed Name, Board President

Printed Name, Board Secretary

State of Texas, County of _____.

Before me, _____, on this day personally appeared _____, and _____
(name of notary) (name of President) (name of Clerk/Secretary)

known to me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20____.

(Personalized Seal)

Notary Public's Signature

If you have any questions, call the Lone Star Investment Pool at 800-758-3927 for assistance.

Please return the completed form to **customer.service@lonestarinvestmentpool.com** or fax **512-452-7842**.

Campus Information							
District Name	San Elizario Independent School District	Campus Name	Garcia Enriquez Middle School	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Richard Salcido
District Number		Campus Number	000000140	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Support	Yocelina Hernandez

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	For Student Achievement, our goal is to rise our approaches to 72%, meets to 37%, and masters to 17%. School Progress Domain is to move from an overall score of an 88 to a 90. In the domain of Closing the Gaps, our goal is to move from an overall score of 74 to an 80.
	What changes in student group and subject performance are included in these goals?	Using the MAP Assessment as well as 2024 STAAR scores we are prioritizing our special pops (EB, SPED, and GT students) for a more target intervention/ acceleration program. This will be done during small-group within the classroom, after school tutoring, Saturday Camps, as well as enrichment activities. Students focusing on their strengths in addition to their weaknesses.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We have College Career Readiness through the Texas On-Course Program as well as AVID. This will allow our students to see what opportunities are available to them post high school.

Self-Assessment Results	
(To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Adjustment to planning for the 4-day week. Our Instructional Officers have provided a pacing guide for the all content areas but teachers are still struggling to keep pace.	Due to results from STAAR and TELPAS we believe that objective-driven daily lesson plans need to be a priority. There is always a room for growth and we need to shift the focus to effective instruction using instructional time purposefully and engage in rigorous instruction.	Due to the results from STAAR, TELPAS Spanish we believe that data-driven instruction needs to be a priority. We need to better focus our PLCs by reviewing data to focus on what we need to do when the students don't understand the concepts taught.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Barriers to Address During the Year	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implementation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Gaps in learning from previous grade levels, misconceptions in data comprehension, pacing/ YAG
District Commitment Theory of Action:			
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal - BOY	Actual - MOY	Data Source	Goal	Actual	Data Source	Goal	Actual
7	Reading Approaches	STAAR	64%	55%	District Interim								
7	Reading Meets	STAAR	33%	28%	District Interim								
7	Reading Masters	STAAR	14%	9%	District Interim								
7	Reading - MAP				District Interim	14%	12%						
7	Math Approaches	STAAR	85%	45%	District Interim								
7	Math Meets	STAAR	62%	21%	District Interim								
7	Math Masters	STAAR	20%	2%	District Interim								
7	Math - MAP				District Interim	32%	26%						
8	Reading Approaches	STAAR	80%	74%	District Interim								
8	Reading Meets	STAAR	44%	39%	District Interim								
8	Reading Masters	STAAR	13%	8%	District Interim								
8	Reading - MAP				District Interim	14%	13%						
8	Math Approaches	STAAR	85%	51%	District Interim								
8	Math Meets	STAAR	62%	9%	District Interim								
8	Math Masters	STAAR	20%	0%	District Interim								
8	Math - MAP				District Interim	15%	13%						
8	Algebra I Approaches	STAAR	100	98	District Interim								
8	Algebra I Meets	STAAR	90	89	District Interim								
8	Algebra I Masters	STAAR	65	61	District Interim								
8	Algebra I MAP												

Cycle 1 90-day Outcomes (September - November)				
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.	
Desired 90-day Outcome	Provide resources and tools for teachers to teach Bell to Bell. Teachers will be provided resources to incorporate the 5 phases of Focus Notes to effectively have students interact with their note taking and revisit implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on getting to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will allow teachers to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.	
Barriers to Address During this Cycle	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implementation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Becoming familiar with MAP testing reports and disaggregation of data.	
District Actions for this Cycle				
District Commitments Theory of Action				

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teacher Professional Learning	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Daily through PLC and end of year results	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks, weekly PLC best practices	Some Progress	Teacher input on what additional supports they need.
Leadership Targeted Walkthroughs from Professional Learning	1,2, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal, Instructional Specialist, District Personnal	Callobration, collaboration in STRIVE	Monday Leadership	Significant Progress	Collaborate on targeted focus areas
Leadership Data Talks Weekly	1,2, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Weekly throughout the year	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection	Some Progress	Collaborate on targeted focus areas

Tiering teachers	3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	By semester	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,	No Progress	Meet with Instructional Specialists to Tier teachers
Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	1,2, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment	Some Progress	Ongoing through PLC's and half day professional learning
TELPAS increase	1,2, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Monthly	Looks for" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data ongoing	Some Progress	Practice Summit K-12 during STAAR labs and Golden Hour period
Incorporating speaking campus wide	1,2, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Daily, Weekly		Classroom Teachers	TELPAS practice through Summit K-12	TELPAS scores results date	Some Progress	Practice Summit K-12 during STAAR labs and Golden Hour period
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, we were able to create a 57 model using Sean Cain Lesson Cycle and provide a sample lesson time frame (like clockwork). Teachers have been provided ongoing training on AVID strategies to increase rigor in the classroom.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Not yet, we did not use comparative data from STAAR to MAP.
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Desired 90-day Outcome	Teachers incorporating the 5 phases of Focus Notes to effectively have students interact with their note taking. Teachers implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on getting to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will allow teachers to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Barriers to Address During this Cycle	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implementation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Becoming familiar with MAP testing reports and disaggregation of data.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teacher Professional Learning	1 <input type="checkbox"/>	Daily through PLC and end of year results	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks, weekly PLC best practices	Significant Progress	Teacher input on what additional supports they need.
Leadership Targeted Walkthroughs from Professional Learning	1,2, <input type="checkbox"/>	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal, Instructional Specialist, District Personnal	Calobration, collaboration in STRIVE	Monday Leadership	Significant Progress	Collaborate on targeted focus areas
Leadership Data Talks Weekly	1,2, <input type="checkbox"/>	Weekly throughout the year	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection	Some Progress	Collaborate on targeted focus areas
Tiering teachers	3 <input type="checkbox"/>	By semester	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,	No Progress	Meet with Instructional Specialists to Tier teachers

Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	1,2, <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment	Significant Progress	Ongoing through PLC's and half day professional learning
TELPAS increase	1,2, <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Monthly	Looks for" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data ongoing	On Track	Practice Summit K-12 during STAAR labs and Golden Hour period
Incorporating speaking campus wide	1,2, <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Daily, Weekly		Classroom Teachers	TELPAS practice through Summit K-12	TELPAS scores results date	On Track	Practice Summit K-12 during STAAR labs and Golden Hour period
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, teachers are incorporating effective note taking and maximizing bell to bell instruction. The lesson plan template has been adjusted to provide more detailed planning with targeted areas to focus on. Teachers are utilizing data from data talks to incorporate into bell ringers, after school tutoring, and our rotation schedule during Golden Hour.		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The BOY to MOY Map data did not show growth.		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones		New Milestones
	Teacher Professional Learning		Provide more interventions through Spring Intersession, After School Tutoring, Saturday Camps, and rotations during Golden Hour
	Leadership Targeted Walkthroughs from Professional Learning		
	Leadership Data Talks Weekly		
	Tiering teachers		
	Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks		
TELPAS increase			

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Provide resources and tools for teachers to teach Bell to Bell. Teachers will be provided resources to incorporate the 5 phases of Focus Notes to effectively have students interact with their note taking, and revisit	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on getting to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							

	1							
	2							
	3							
	1							
	2							
	3							
	1							
	2							
	3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Alfonso Borrego Sr Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Martha Santana-Garcia
District Number		Campus Number	071904104	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Martha Santana

DATA ANALYSIS

Using your accountability data from 2023 and 2024, and any relevant student achievement data from 2023-2024, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Student Achievement Rationale: Decreases across grade levels, content areas: Approaches 70 to 66, Meets 37 to 36 and Masters 11 to 10 Domain 2B: Relative Performance Rationale: 2019 Value was 53 and 2022 value is 38 Domain 3: Closing the Gaps Rationale: Academic Achievement went from 13 out of 14 to 5 out of 14
	What changes in student group and subject performance are included in these goals?	Domain 1: Emergent Bilingual and Special Education Domain 2B: Emergent Bilingual and Special Education Domain 3: All students
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR: Teachers will provide instruction and assessments that are aligned to Texas Essential Knowledge and Skills with a focus on reading comprehension.

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	<p>Following a review of the ESF, there is a need to further create and improve systems that support: Measuring Student Progress educators can gauge whether students have internalized key concepts and skills as outlined by state standards. Informed Instructional Adjustments that provide a more personalized learning experience for each student, promoting mastery over the content rather than just moving through the curriculum. Timely Interventions for a more responsive approach to learning, ultimately preventing students from falling behind. Professional Learning Communities (PLCs) where teachers can share insights about instructional methods, best practices, and successful interventions, which improves the overall quality of teaching across the school.</p>	<p>Following a review of the ESF, the campus leadership team has identified the need for instructional leaders to regularly analyze disaggregated data in order to track and monitor the progress of all students, while also providing evidence-based feedback to teachers</p>	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>To build capacity in this area, the campus will collaborate with the district's Planning and Instruction department to access targeted support. Professional development will continue to focus on aligning lessons with standards and assessments and ensuring the effective use of high-quality instructional resources. Additionally, we will continue to work with instructional coaches and specialists to provide continuous guidance and support for teachers, ensuring sustained growth and improved instructional practices across the campus.</p>	<p>The campus will seek support from the district planning and instruction department. The instructional team will schedule regular meetings with a focus of looking at data so as to be prepared for PLCs. The campus will also create schedules/topics that are consistent for all PLCs so that teachers are prepared for every PLC. By the end of November, teachers will lead PLCs and instructional team will support.</p>	
<p>Barriers to Address throughout this year</p>	<p>Administration will schedule regular meetings to discuss data and plan prior to weekly PLC so as to ensure that effective feedback and structured/purposeful support is provided. Consistency will also be key through schedules of topics for PLCs, preplanned leadership meetings, agendas, protected time.</p>	<p>Meeting on a consistent basis with leadership team; Adhering to PLC topics/schedules</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Expectations are reviewed and discussed at every PLC. They will also be revisited at BOY PD. Ongoing support during weekly PLCs will be provided.</p>	<p>Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided. Data binders will be collected and discussed.</p>	
<p>Desired Annual Outcome</p>	<p>By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.</p>	<p>By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.</p>	<p>If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. Once data is available, please update the Actual Result column. Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Just like in Domain 1, please include the 2019 and 2021 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency. Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goal as well.

1. For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2024 Results	2025 Results	Cycle 1			Cycle 2			Cycle 3			2023 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	70%	%	MAP	55	38%	MAP	60	34.40%	MAP	65			
		All	All	Reading	Meets	STAAR	41%	%	MAP	20	22%	MAP	30	26.70%	MAP	38			
		All	All	Reading	Masters	STAAR	13%	%	MAP	10	10%	MAP	12	6.35%	MAP	17			
		All	All	Mathematics	Approaches	STAAR	65%	%	MAP	55	29%	MAP	60	31.60%	MAP	69			
		All	All	Mathematics	Meets	STAAR	34%	%	MAP	22	27%	MAP	25	22.30%	MAP	33			
		All	All	Mathematics	Masters	STAAR	8%	%	MAP	5	3%	MAP	8	4.80%	MAP	13			
		All	All	Science	Approaches	STAAR	53%	%	MAP	50	29%	MAP	55	30.6	MAP	62			
		All	All	Science	Meets	STAAR	22%	%	MAP	20	8%	MAP	25	9.1	MAP	27			
		All	All	Science	Masters	STAAR	4%	%	MAP	5	1%	MAP	7	0.8	MAP	10			
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA										
		All	All	Social Studies	Meets	STAAR	NA	NA	NA										
		All	All	Social Studies	Masters	STAAR	NA	NA	NA										
		All	All	Writing	Approaches	STAAR	NA	NA	NA										
		All	All	Writing	Meets	STAAR	NA	NA	NA										
All	All	Writing	Masters	STAAR	NA	NA	NA												
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All	RLA	MEETS	STAAR													
All	All	Mathematics	Meets	STAAR															
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	SPED	RLA/Math	Meets	STAAR													
All	ELs	RLA/Math	Meets	STAAR															
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS													

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Desired 90-day Outcome	By the end of November 2024, PLCs will be structured to represent planning, assessment, instruction and intervention that is aligned to TEKS. Teacher will also receive feedback from lesson plans, classroom observations, and student data. Teachers will use the feedback to make instructional decisions.	By the end of November 2024, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead	
Barriers to Address During this Cycle	Administration will schedule regular meetings to discuss data and plan prior to weekly PLC so as to ensure that effective feedback and structured/purposeful support is provided. Consistency will also be key through schedules of topics for PLCs, preplanned leadership meetings, agendas, protected time.	Meeting on a consistent basis with leadership team to discuss data and its impact on instructional decisions; Adhering to PLC topics/schedules;	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials and training that includes full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners, effective planning by ensuring alignment to the TEKS and identifying strategies and resources to meet the needs of students.	
District Commitment Theory of Action-leave the same	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify a planning process that will ensure specificity of TEKS is being met during planning, instruction and assessments	4.1	Aug 1 - Nov 30	District guidance; TRS; planning time	Instructional Team	Lesson plans; assessment results;	30-Nov	Some Progress	monitor assessments/data and lesson plans
High Quality Instructional Materials	4.1	Aug 1 - Nov 30	Lesson plans include inst. materials	Instructional Team	Lesson plans; assessment results; walkthroughs: data	30-Nov	Significant Progress	included in lesson plan; observe through walkthroughs:
observation of teachers during PLC/planning/data meetings by instructional team	4.1	Aug 1 - Nov 30	PLC documentation	Instructional Team	Lesson plans; PLC documentation	30-Nov	Some Progress	Continue providing feedback
Review disaggregated data and provide feedback plan for use of data to make instructional decisions (ex. How TEKS will be retaught)	5.3	Aug 1 - Nov 30	Assessment calendars; regularly scheduled	Instructional Team	District created data forms	30-Nov	Some Progress	Monitor assessments
Planned conversations about student data (PLC)	5.3	Aug 1 - Nov 30	Plan for reteach	Instructional Team and teachers	PLC documentation; walkthroughs: data	30-Nov	Some Progress	Monitor reteach
			PLC Calendar	Instructional Team	PLC documentation; walkthroughs: data	30-Nov	Some Progress	Continue with PLC

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

It was not completely achieved. Campus instructional specialist was out on FMLA posing a challenge to planning and implementing the plan to achieve the outcome.

<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, the plan was not fully executed until a the desired level until the return of the instructional specialist.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue to structure the PLC process. The instructional leadership team will establish a consistent meeting time (weekly) to discuss the alignment of TEKS with planning, assessment, instruction and intervention.</p>	<p>The instructional leadership team will protect PLC time to be present and an active participant. The instructional leadership team will create and protect a time to review lesson plans and data.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Desired 90-day Outcome	By the end of November 2024, PLCs will be structured to represent planning, assessment, instruction and intervention that is aligned to TEKS. Teacher will also receive feedback from lesson plans, classroom observations, and student data. Teachers will use the feedback to make instructional decisions.	By the end of November 2023, 100% of teachers will receive support and coaching on using a corrective action plan to identify trends, misconceptions and root causes. The leadership team is calibrated on data disaggregation and on the implementation of corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheet. Protecting time to review lesson plans and provide feedback. Remaining consistent with instructional leadership meetings	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials and training that includes full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify a planning process that will ensure specificity of TEKS is being met during planning, instruction and assessments	4.1	Dec 1 - Feb 28	District guidance; TRS; planning time	Instructional Team	Lesson plans; assessment results;	28-Feb	Significant Progress	monitor assessments/data and lesson plans
High Quality Instructional Materials	4.1	Dec 1 - Feb 28	Lesson plans include inst. materials	Instructional Team	Lesson plans; assessment results; walkthrough data	28-Feb	Significant Progress	Included in lesson plan; observe through walkthrouths; assessment results
observation of teachers during PLC/planning/data meetings by instructional team	4.1	Dec 1 - Feb 28	PLC documentation	Instructional Team	Lesson plans; PLC documentation	28-Feb	Significant Progress	Continue providing feedback
Review disaggregated data and provide feedback	5.3	Dec 1 - Feb 28	Assessment calendars; regularly scheduled meetings;	Instructional Team	District created data forms	28-Feb	Some Progress	Monitor data
plan for use of data to make instructional decisions (ex. How TEKS will be retaught)	5.3	Dec 1 - Feb 28	Plan for reteach	Instructional Team and teachers	PLC documentation; walkthroughs; data	28-Feb	Some Progress	monitor assessments and intervention
Planned conversations about student data (PLC)	5.3	Dec 1 - Feb 28	PLC Calendar	Instructional Team	PLC documentation; walkthroughs; data	28-Feb	Some Progress	continue with PLC process

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	No, we have had to modify data, planning, recording process. Although IS is back, it took time to kick the process off.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, as we continue to refine process we will also get closer to meeting our student performance goal. Students expressed that they are tired of testing.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue to structure the PLC process. The instructional leadership team will establish a consistent meeting time (weekly) to discuss the alignment of TEKS with planning, assessment, instruction and intervention.</p>	<p>The instructional leadership team will protect PLC time to be present and an active participant. The instructional leadership team will create and protect a time to review lesson plans and data.</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through <u>assessment data and lesson plans, all of which will reflect</u>	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, <u>misconceptions, and root causes that will lead to instructional</u>	0
Desired 90-day Outcome	By the end of May 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership team is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of May 2023, 100% of teachers will receive supports and coaching using a corrective action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheets.	Identification of trends and planning for a powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	March 1 - May 31	Campus planning calendar	Instructional Team	Lesson Plans	31-May		
High Quality Instructional Materials	4.1	March 1 - May 31	Lesson plans include inst materials	Instructional Team	Lesson Plans	31-May		
Instructional leaders review how teachers internalize, modify and use lesson plans	4.1	March 1 - May 31	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	31-May		
Review disaggregated data and provide feedback	5.3	March 1 - May 31	Assessment Calendars	Instructional Team	Data Tracker	31-May		
Implement a Corrective Action Plan	5.3	March 1 - May 31	Plan for Reteach	Instructional Team	Data Tracker	31-May		
Planned conversations about student data	5.3	March 1 - May 31	PLC Calendar	Instructional Team	Data Tracker	31-May		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes, we achieved the desired outcome. The feedback provided regarding lesson planning and the first teach provided opportunity for reflection and adjustment.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	<p>Prioritized Focus Area #1</p>	<p>Prioritized Focus Area #2</p>	<p>Prioritized Focus Area #3</p>
<p>Essential Action</p>	<p>4.1</p>	<p>5.3</p>	<p>0</p>
<p>Desired Annual Outcome</p>			<p>0</p>
<p>Did the campus achieve the desired outcome? Why or why not?</p>			

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario Independent School District	Campus Name	Lorenzo G. Alarcon	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Monika Ruiz
District Number		Campus Number	071-904	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Monika Ruiz

DATA ANALYSIS

Using your accountability data from 2022 and 2023, and any relevant student achievement data from 2023-2024, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 5.1: Special Education population will increase the meets by 2% in the areas of math and reading. Math meets 18% and Readding meets 12%
	What changes in student group and subject performance are included in these goals?	We want to show growth in our SPED population in the meets performance level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	4 - Partial Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.3	
Rationale	The campus has a new leadership team this year (Principal, Assistant Principal, and Instructional Specialist). While practices and policies have been established, they need to be followed with more fidelity. The mission and vision of the campus must be revisited to create an alignment between all stakeholders.	The campus has a new leadership team with a new vision and new district expectations. Teachers need more support and training in understanding data and how it drives next steps in instruction.	
How will the campus build capacity in this area? Who will you partner with?	Through our Site-based Committee, we will begin reviewing our mission and vision statements. Input will be provided from all stakeholders to include teachers/staff, students, parents, and community members. A Principal's Advisory Committee, made up of student representatives, will be created for student input.	The instructional leadership team on campus will meet weekly to review data and set expectations for teachers during PLT meetings. We will continue to guide them in creating student groups for intervention and providing post data information to mark growth or lack of growth. Coaching and support of teachers will be crucial for building capacity in this area.	
Barriers to Address throughout this year	One barrier could be getting the diverse groups to come to a consensus. The time of year could also be a factor in the creation of the updated mission and vision for the campus.	A barrier could include teachers struggling to see a shift in focus from teaching to student learning.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Meetings will be set up to meet with each group of stakeholders to get feedback. Buy-in will happen naturally because they are being included in the decision-making process.	Once teachers begin to see the success in student performance, they will realize the importance of knowing their data.	

<p>Desired Annual Outcome</p>	<p>Our desired outcome is to create clear, inclusive, and achievable mission and vision statements.</p>	<p>Our desired annual outcome is close academic gaps for students by using data to plan the reteach and/or interventions and to follow through with reassessment data for review.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district supports training for teacher's in research based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.</p>	<p>If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goals as well.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

% of Assessments									
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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2022 Results	2023 Results	Cycle 1			Cycle 2			Cycle 3			2023 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	59%	63%	MAPS	60%	65%	MAPS	61%		MAPS	62%		63%
		3rd	All	Reading	Meets	STAAR	21%	29%	MAPS	22%	21%	MAPS	23%		MAPS	24%		25%
		3rd	All	Reading	Masters	STAAR	13%	11%	MAPS	14%	6%	MAPS	15%		MAPS	16%		17%
		4th	All	Reading	Approaches	STAAR	67%	59%	MAPS	68%	65%	MAPS	69%		MAPS	70%		71%
		4th	All	Reading	Meets	STAAR	43%	25%	MAPS	44%	38%	MAPS	45%		MAPS	46%		47%
		4th	All	Reading	Masters	STAAR	23%	6%	MAPS	24%	12%	MAPS	25%		MAPS	26%		27%
		5th	All	Reading	Approaches	STAAR	81%	70%	MAPS	82%	69%	MAPS	83%		MAPS	84%		85%
		5th	All	Reading	Meets	STAAR	50%	42%	MAPS	51%	25%	MAPS	52%		MAPS	53%		54%
		5th	All	Reading	Masters	STAAR	22%	18%	MAPS	23%	4%	MAPS	24%		MAPS	25%		26%
		6th	All	Reading	Approaches	STAAR	54%	73%	MAPS	55%	68%	MAPS	56%		MAPS	57%		58%
		6th	All	Reading	Meets	STAAR	31%	41%	MAPS	32%	29%	MAPS	33%		MAPS	34%		35%
		6th	All	Reading	Masters	STAAR	9%	13%	MAPS	10%	10%	MAPS	11%		MAPS	12%		13%
		3rd	All	Mathematics	Approaches	STAAR	57%	73%	MAPS	58%	57%	MAPS	59%		MAPS	60%		61%
		3rd	All	Mathematics	Meets	STAAR	17%	20%	MAPS	18%	20%	MAPS	19%		MAPS	20%		21%
		3rd	All	Mathematics	Masters	STAAR	5%	6%	MAPS	6%	2%	MAPS	7%		MAPS	8%		9%
		4th	All	Mathematics	Approaches	STAAR	66%	69%	MAPS	67%	62%	MAPS	68%		MAPS	69%		70%
		4th	All	Mathematics	Meets	STAAR	28%	37%	MAPS	29%	12%	MAPS	30%		MAPS	31%		32%
		4th	All	Mathematics	Masters	STAAR	13%	10%	MAPS	14%	5%	MAPS	15%		MAPS	16%		17%
		5th	All	Mathematics	Approaches	STAAR	80%	76%	MAPS	81%	70%	MAPS	82%		MAPS	83%		84%
		5th	All	Mathematics	Meets	STAAR	41%	40%	MAPS	42%	28%	MAPS	43%		MAPS	44%		45%
5th	All	Mathematics	Masters	STAAR	14%	7%	MAPS	15%	4%	MAPS	16%		MAPS	17%		18%		
6th	All	Mathematics	Approaches	STAAR	68%	83%	MAPS	69%	63%	MAPS	70%		MAPS	71%		72%		

		6th	All	Mathematics	Meets	STAAR	20%	32%	MAPS	21%	33%	MAPS	22%		MAPS	23%		24%
		6th	All	Mathematics	Masters	STAAR	1%	6%	MAPS	2%	2%	MAPS	3%		MAPS	4%		5%
		5th	All	Science	Approaches	STAAR	60%	53%				MAPS	62%		MAPS	63%		64%
		5th	All	Science	Meets	STAAR	29%	25%	4 and 8 Weeks Assessment	30%	24.43%	MAPS	31%		MAPS	32%		33%
		5th	All	Science	Masters	STAAR	8%	6%	4 and 8 Weeks Assessment	9%	2.71%	MAPS	10%		MAPS	11%		12%
2. Domain 3 Focus 1	Focus 1 Components (Choose	3rd-6th	SPED	Mathematics	Meets	STAAR	12%	18%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Mathematics	Meets	STAAR	18%	28%	MAPS	19%		MAPS	20%		MAPS	21%		22%
3. Domain	Focus 2 Component	3rd-6th	SPED	Reading	Meets	STAAR	12%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Reading	Meets	STAAR	27%	24%	MAPS	28%		MAPS	29%		MAPS	30%		31%
4. Domain 3 Focus 3	ELP Component	All	Emergent Bilinguals (EBs)	TELPAS	All	TELPAS			Benchmark	52%		Benchmark	53%		Benchmark	54%		55%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action		If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			

District Actions for this Cycle			
District Commitment Theory of Action		If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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Lead4ward: SPED intervention Math and Reading	5.1	12/5 and 12/7/2023	TBD	Administration and Instructional Specialist	Sign in sheet, Lesson plans, walk through's	on-going	Some Progress	A full-day training will be done on December 5 and 7 by Lead4ward.
Follow up guided reading observations	5.1	1/26/2024	TBD	Administration and Instructional Specialist	Feedback forms from Region 19	1/26/2024	Some Progress	Region 19 representative will follow up guided reading training with classroom observations.
PLC Process	5.1	8/2/2023- May	PLC Agenda, PLC roles, PLC schedule	Leadership Team, Instructional Officer, Teachers	Agendas, sign in sheets, lesson plans	on-going	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.3	0
Desired Annual Outcome	Our desired outcome is to create clear, inclusive, and achievable mission and vision statements.	Our desired annual outcome is close academic gaps for students by using data to plan the reteach and/or interventions and to follow through with reassessment data for review.	0
Desired 90-day Outcome	The vision and mission statements will be reviewed and revised by 50% of stakeholders (Principal's Advisory Council and Site-based committee).	MAP EOY data will show a 5% increase in student achievement in Reading and Math	
Barriers to Address During this Cycle	Scheduling meetings could be a barrier during testing season.	Teacher misconceptions about the importance of data analysis could create a barrier.	
District Actions for this Cycle	The district actions below will help support this cycle: *collaboration with Assistant Superintendent to align the vision and mission to district goals *timely feedback on progress	A district action for this cycle is to have Planning and Instruction department to assist in data analysis and modeling reteach or intervention lessons for teachers.	
District Commitment Theory of Action	If the district supports training for teacher's in research based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Sambrano Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Susana Frescas
District Number	071904	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Susana Frescas

DATA ANALYSIS

Using your accountability data from 2023-2024, and any relevant student achievement data from 2022-2023, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 42 Rationale: Prior school year MAP component was a 49% of students meeting projection at MOY in the area of Mathematics.
	What changes in student group and subject performance are included in these goals?	Domain 2B: 52 Rationale: Prior school year MAP component was a 39% of students meeting projection at MOY in the area of Reading.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Domain 3: Rationale: Domain 1: EBs Domain 2B: EBs Domain 3:

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2024-2025 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	In order to achieve high-quality instruction, materials and assessments, planning time aligned with TEKS and appropriate levels of rigor with consistent use for all students needs with frequent review of data through the PLC process, lessons, and assessment dates. Data analyzed is coming from MAP and MClass (BOY, MOY, and EOY), 4th and 8th week assessments and DRA/EDL.	The need for effective instruction is needed based on 2023-2024 data; purposeful planning for student engagement and rigorous instruction will be prioritized during PLC's through analyzing data. Campus expectations for implementing instructional strategies shared with teachers to be observed during walkthroughs.	To determine if learning is occurring, if not, how will it be addressed to ensure we are achieving student success.
How will the campus build capacity in this area? Who will you partner with?	The district will provide support via instructional officers supporting the campus in the development of our PLC process/es to include the scheduling of PLC meetings that are structured and aligned to ensure fidelity and commitment to the process and meeting smart goals. Campus instructional team, and teachers, will hold structured PLC meetings to include analyzing of data and grouping students for intervention support.	Campus instructional leaders will provide capacity to develop effective classroom routines and strategies through classroom visits and on-going support for high quality instruction through the PLC process.	Campus instructional leaders, with the support of instructional officer, will build capacity by providing a structured block of time through PLC's to disseminate data to help drive instruction through proper grouping of students to provide interventions, meeting the needs of our students.
Barriers to Address throughout this year	Planning time within the week of assessment delivery to students and intervening immediately the following week to comply with the district core support plan, Professional Development Availability is limited due to the 4-Day work week.	Teacher Buy-In, School Expectations, and fidelity to creating a streamlined approach to our PLC process through the lens of data.	Planning time, teacher accountability for due dates, keeping time with Scope and Sequence.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication will be through email weekly updates and during PLC meetings on campus, setting clear expectations with non-negotiables and providing support from campus leadership/instructional team.	Communication will be through email, weekly updates, and faculty meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.	Communication will be through email, faculty meetings, PLC meetings, weekly newsletters, and setting clear expectations with non-negotiables and providing support from campus leadership team.
Desired Annual Outcome	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2022 Accountability Goal	
							2023-2024 Results	2024-2025 Results	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	K-2	All	Reading	Approaches	MAP	26	Pending	MAP BOY	3% points higher	34 (UP 8%)							
		K-2	All	Reading	Meets	MAP	7	Pending	MAP BOY	3% points higher	13 (UP 8%)							
		K-2	All	Reading	Masters	MAP	2	Pending	MAP BOY	3% points higher	10 (UP 8%)							
		K-2	All	Mathematics	Approaches	MAP	31	Pending	MAP BOY	3% points higher	34 (UP 8%)							
		K-2	All	Mathematics	Meets	MAP	14	Pending	MAP BOY	3% points higher	21 (UP 7%)							
		K-2	All	Mathematics	Masters	MAP	6	Pending	MAP BOY	3% points higher	8 (UP 3%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Approaches	MAP	37	Pending	MAP BOY	3% points higher	31 (Down 6%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Meets	MAP	10	Pending	MAP BOY	3% points higher	23 (Up 13%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Masters	MAP	3	Pending	MAP BOY	3% points higher	23 (Up 20%)							
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Reading	Met MAP MDY Growth Percentage	MAP	39%	Pending MDY Results										
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Mathematics	Met MAP MDY Growth Percentage	MAP	49%	Pending MDY Results										
4. Domain 3 Focus 3	ELP Component	2	English Learners (ELs)	TELPAS	All	TELPAS	2nd Grade Intermediate Composite Score will increase 5% from 64% to 69% 2nd Grade Advanced Composite Score will increase 2% from 16% to 18%	Pending 24-25 TELPAS Results										

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of May 2025, our PLC process will be more streamlined, focused and applied with fidelity to ensure continuation and fidelity to the process.	By May 2025, Sambrano would have built capacity, 90% of teachers will use high-yield instructional strategies such as holding students accountable for their learning, implementing a random selection of student strategies and providing students with opportunities to engage in collaboration during instruction.	By May 2025, consistent review of data throughout the school year will be evident through our PLC processes and structure to ensure having met our Smart Goals for Reading and Math during MAP MOY testing.
Desired 90-day Outcome	Our desired 90-day outcome is to ensure our PLC processes are being solidly streamlined, structured and focused to ensure we are on a path to consistently analyzing data to ensure our smart goals are met. It is work in progress and staying true to our commitment and ensuring fidelity to our process and structures will ensure continued progress to establishing a true PLC campus focused on data and student outcomes.	By the end of November, 100% of teachers are receiving feedback bi-weekly on effective classroom routines and instructional strategies as part of a campus initiative.	By the end of November. The campus structured approach to the PLC process will be evident.
Barriers to Address During this Cycle	Providing teachers with planning time and ensuring teacher commitment and buy in to our initiative. Due to the 4-day work week, PD for teachers is limited as not to compromise instructional time.	The challenges that will be addressed is ensuring consistent implementation of high yield strategies during instruction to students. Walkthrough and Evaluation feedback with be ongoing to ensure consistency of implementation from all teachers.	The challenge will be turning in assessment data meeting deadlines and turnin
District Actions for this Cycle	Actions will include; P & I ongoing support, professional development opportunities that focus on guided reading implementation and implementing effective learning stations during guided reading and small group intervention time.	Actions will include; P & I ongoing support, modeling of strategies during PLC's.	Actions will include; P & I ongoing support, ensuring meeting testing deadlines to ensure effective, timely and consistent intervention instruction for our small groups.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing professional development opportunities such as, the use of high-yield strategies, effective lesson planning, the use of the backward design, then the leadership team will be able to implement an effective planning process during PLC based and analyzing data to meet campus student outcomes.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

- For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
- For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Lesson Planning Development PD for Teachers and Leadership	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Foundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2024	Some Progress	Going to a 4 day work week, PD was strategically targeted and focused on PLC Processes, Guided Reading Instruction and Learning Centers PD
Modeling of Lesson Delivery	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Foundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2024	Significant Progress	Our Instructional Specialist model lesson to teachers throughout the semesters.
Walkthrough and Feedback	5.1	08/01 to 10/31	Strive platform	Campus Instructional Leaders	Walkthroughs and Observations	10/31/2024	Significant Progress	Administrators and Instructional Specialists provide feedback to teachers via walkthrough.

Instructional Strategies	5.1	08/01 to 10/31	Cooperative Structures, Lead4ward Playbook, Teach Like a Champion	District and Campus Instructional Leaders	Student Artifacts, observations	10/31/2024	Some Progress	Administrators continue to see progress in the implementation of high yield strategies and improvement is evident.
PBIS	5.1	08/01 to 10/31	Visuals, Powerpoint Presentations, PBIS Resources	Campus Instructional Leaders	Student Artifacts, observations, referrals	10/31/2024	Some Progress	Committee members continue to meet monthly to address concerns, schedule student initiatives, etc.
Guided Data PLC	5.3	08/01 to 10/31	Data Template, Color Coded Data, Data Trackers	District and Campus Instructional Leaders	Student artifacts, unit assessments, 4th and 8th week assessments, MAP, Mclass, and DRA/EDL data	10/31/2024	Some Progress	Consistent implementation of guided reading data observed through walkthrough evidence and teacher tracking data on DRA/EDL tracking sheets.
Calendar	5.3	08/01 to 10/31	Weekly updates and monthly calendar with due dates	Campus Instructional Leaders	Timely entry of data onto Eduphoria	10/31/2024	Significant Progress	Consistent evidence of weekly updates submitted to teachers and monthly parent newsletter.
Development of PLC Protocol	5.3	08/01 to 10/31	Region 19 and IO training	District and Campus Instructional Leaders	PLC Agendas and Walkthrough Feedback	10/31/2024	Significant Progress	PLC processes and protocols in place and having met progress significantly. No fail with PLC meetings up to this point.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We have seen progress in most areas. The only area of most concern is the lesson planning development. We strategically plan and are focusing on our PLC process, Guided Reading Instruction, Learning station implementation, and data review consistently.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Based on our data review for BOY MAP, our students demonstrated progress and growth. We are awaiting MOY testing results for comparison.	
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	Continued implementation of our PLC process to eventually have them be more teacher led, consistency of implementation of high yield strategies. We will continue to follow our established ritual of our PLC meetings. Monitor implementation of high yield strategies.	We will begin deliberations on how to establish a well set pattern of reviewing PA assessment data in order to track student progress for standards they are struggling with and ensuring they are showing master of those particular standards.

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	FALSE	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Lorenzo G. Loya Primary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Julissa C. Esquivel
District Number	071904	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?	School year 2020-21, ongoing	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	None

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Blanca Cruz
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Julissa C. Esquivel

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Increase the number of students who are grade level ready for the preceeding grade. Rationale: Raise the percentage of students who are meeting the required levels from the CIRCLÉ assessments.</p> <p>Domain 2B: The alignment within the grade level P-K 4 in both monolingual and dual languages with a focus in lesson planning. Rationale: Students in the dual language out perform their monolingual peers in the area of phonics since Spanish letter names and sounds mirror each other more than in letters and sounds in English language.</p> <p>Domain 3: PK4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger foundation</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Domain 2B: Domain 3:</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	<p>PK 4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger foundation for the students heading to kindergarten. Rationale:Grade To ensure they are on track with pre-reading skills for the next grade level.</p>

CAMPUS FOCUS AREAS

Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.

Essential Action

Implementation Level (1 Not Yet Started - 5 Fully Implemented)

1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. PREK guidelines and outcomes	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	5 - Full Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	In reviewing the ESF document, campus instructional team will continue reviewing lesson plans weekly to give feedback from IS, review alignment of guidelines and activities with teachers during PLC planning. Continue monitoring SLO student growth charts, 4th & 8th week checklist assessments.	In reviewing and updating the ESF document, campus instructional team will support teachers in data-driven instructional procedures to disaggregate student data as a grade-level and analyze class and grade-level areas of achievement and areas of improvement to identify trends in student misconceptions, and create a plan of action for reteaching or reinforcing concepts. Meetings will be held during PLC and when data has been collected from teachers. (CIRCLE and Teacher created assessments)	
How will the campus build capacity in this area? Who will you partner with?	We will continue building capacity within our campus and grade level teams by looking for expertise within our staff for alignment in lesson planning. Reach out to district Planning and Instruction Department for support when needed. We will reach out to Region 19 partners Early Childhood Professional Development to look for training in the CIRCLE assessment.	We continue with systems in place to review and analyze with data-driven instruction after BOY, MOY, EOY CIRCLE Progress Monitoring Assessment, 4th and 8th 9 week assessment checklist, SLO student growth tracker, teacher created assessments in PK3 and BOY & EOY PreLAS data by dedicating planning time to disaggregate data, analyze trends and create a plan of action for reteaching for intervention and reinforcement.	
Barriers to Address throughout this year	Barriers to address for our campus is the limited availability of Early Childhood PD in our area and at the district-level. We also have a limited budget for PD due to student enrollment.	Barriers to address for our campus will be the routine of testing. CIRCLE testing is administered on a one-to-one basis. PK is the first year students experience a school setting and testing. Student attendance becomes an issue when the season changes, we will inform parents through the monthly Parent newsletter to advise them when testing begins.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication through a collaboration of the instructional team with PK teachers and Specialty teachers. We will embed a 1/2 full-day grade-level planning time during early release. During PLC planning days, T2's will continue with class instruction and specialty rotations.	Teachers will take a critical role in disaggregating their student data, address student misconceptions, and planning for interventions for students needing more support and students exceeding expectations.	

<p>Desired Annual Outcome</p>	<p>Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .</p>	<p>Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.</p>	
<p>District Commitment Theory of Action</p>	<p>If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments</p>	<p>If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.</p>	<p>If....then,</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
 If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.
 Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
 You will choose which tested subjects to track for these indicators.
 Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.
 Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.
 Please enter a Summative Goals as well.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	PIG										2024 Accountability Goal						
							22-23 Wave 3 EOY Results		23-24 Wave 3 EOY Results		% of Assessments			Cycle 1				Cycle 2			Cycle 3		
							Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type		Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students on-track, need monitoring and needing support	PK4	Dual Language	Phonological Awareness	On Track	CIRCLE	70%	88%	CIRCLE Phonological Awareness (Spanish) OVERALL Measure	30%	13%	CIRCLE Phonological Awareness (Spanish) OVERALL Measure	60%	85%	CIRCLE Phonological Awareness (Spanish) OVERALL Measure	87%							
		PK4	Monolingual	Phonological Awareness	On Track	CIRCLE	60%	88%	CIRCLE: Phonological Awareness (English) OVERALL Measure	30%	14%	CIRCLE: Phonological Awareness (English) OVERALL Measure	65%	91%	CIRCLE: Phonological Awareness (English) OVERALL Measure	90%							
		PK4	Dual Language	Mathematics	On Track	CIRCLE	70%	87%	Circle: Mathematics (Spanish) OVERALL Measure	50%	84%	Circle: Mathematics (Spanish) OVERALL Measure	70%	91%	Circle: Mathematics (Spanish) OVERALL Measure	92%							
		PK4	Monolingual	Mathematics	On Track	CIRCLE	75%	96%	CIRCLE Mathematics (English) OVERALL Measure	55%	67%	CIRCLE Mathematics (English) OVERALL Measure	75%	97%	CIRCLE Mathematics (English) OVERALL Measure	92%							
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)																						
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)																						
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	PreLAS	All	PreLAS																	

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Daily lessons, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to PK guidelines and instructional materials. Time for reteach is built into the scope and sequence.	On-going PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.	
Desired Annual Outcome	By the end of November 2024, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	By the end of November 2024, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities	By the end of September 2024, we will have assessment results from the CIRCLE Progress Monitoring assessment as well checklist assessments data. For the CIRCLE Assessment, we will create and implement a plan of action according to students' needs during small group intervention. Reading Intervention teacher will provide additional academic support a small group of students from each PK4 classroom on a daily basis.	
Barriers to Address During this Cycle	Loya is aligned to the district TEAMS grading system. This year we will implement a numerical grade instead of using a rubric scale. PK grade levels and campus instructional team will co-create a observational checklists to assess student progress based on PK guidelines.	Barriers to address during Cycle 1 are time within the instructional day to allow for vocabulary and oracy development, additional limited developmentally appropriate intervention activities as part of the intervention plans of actions to include center activities alignment.	
District Actions for this Cycle	Continued collaboration with district Technology Department for support using on progress reports and report cards in TEAMS grading system. District Planning and Instruction department provide support with for informal observation feedback throughout the school year.	Technology Department Tracking student progress on formal/informal assessments (observational checklists) IS has created excel sheets to keep data throughout thr year.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

ACTION PLAN								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
CIRCLE PD and iTRS	4.1	7/18/2024 -5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	On-going
Weekly PLC	4.1	7/30/2024 - 05/21/2025	Curriculum-Frogstreet PK 3 and Scholastic PK 4, Estrellita Curriculum, Learning Without Tears, Learning Dynamics, Chart Tablets/Paper, Construction Paper	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	On-going
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Google Slide Lesson Plans	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student products	Ongoing	Significant Progress	Feedback given to teacher by instructional Team.
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Google Slide Lesson Plans	All Loya Teachers	Email communication	Ongoing	Significant Progress	Ongoing, submitted to Admin Team for weekly review.
SEPTEMBER Early Release: PD on Oral Language Development with Mr. Palomino and Make and Take Story Board	4.1	9/29/2024 12:30-4:10 PM	Canva Presentation, foam boards, felt, copies of story, glue gun, velcro	Guided planning with Admin Team	Teachers will use the storyboard for whole group, center activity, and small group lessons for phonological awareness and reading sequencing	9/29/2024 12:30-4:10 PM	Met	Teachers will use the storyboard for whole group, center activity, and small group lessons for phonological awareness and reading sequencing

OCTOBER Early Release: PD and PK4 had debrief of visits with Sambrano Kinder teachers.	4.1	10/31/2024 12:30-4:10 PM	Visit Observation Sheets	Lesson Planning		10/31/2024 12:30-4:10 PM	Met	Shared feedback with teachers
4th AND 8TH CHECKLIST ASSESSMENTS	5.3	9/24/2024 and 11/12/2024	IS and teachers created assessments	PreK 3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	9/24/2024 and 11/12/2024	Significant Progress	Adjust Data Driven Decision Form
SLO BOY DATA and SLO Check-Ins	5.3	BOY 8/27/2024 Check-In 10/22/2024	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	BOY 8/27/2024 Check-In 10/22/2024	Some Progress	BOY- baseline, data is monitored by IS using excel spreadsheet she created
CIRCLE BOY DATA PLC	5.3	9/24/2024	CIRCLE Reports by teachers, monolingual and bilingual results	PK4 TEACHERS	Use Data Driven Decision Form for next step interventions	9/24/2024	Some Progress	Continue following the curriculum to complete state required guidelines and outcomes

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Our focus areas were achieved in the first cycle. Teachers and T-2's attended the training, along with Admin Team. Reviewing of lesson plans will continue for the next cycle. Teachers will be given time during early release days to plan. Continue with weekly PLC's.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Scores from the BOY CIRCLE assessment resulted in a lower percentage from the year before. Many of our students entered are younger than the year before. Math skills are strong for the students who attended PK3 with us last year.
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps
	New Action Steps
	Campus will continue with weekly PLC's, weekly lesson planning with feedback. Offer intersession to EB's students needing support in reading and math pre-skills. Campus was approved to also have a 1 monolingual classroom for intersession.

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	IS will continue to build up the assessment checklist question with teacher input and offer activities teachers and T-2's can use immediately during the same week. IS gives teachers center activities for student use (PLC Present) for math, phonological awareness, and reading comprehension.	Continue to monitor the 4th and 8th weeks checklist assessments, adjust instruction where needed. SLO check-ins monitored by principal. Follow timeline for MOY CIRCLE assessment and PK3 teacher created MOY assessment	
Barriers to Address During this Cycle	We had to adjust a few of the PLC data meetings due to the calendar.	We had to adjust a few of the PLC data meetings due to the calendar.	
District Actions for this Cycle	Check in from P & I for instructional feedback of classroom visits.	Principal and IS communicated with IO Mr. Palomino of the changes.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	7/18/2024 - 5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	Ongoing
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student	Ongoing	Significant Progress	Feedback given to teacher by instructional Team.
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	All Loya Teachers	Email communication	Ongoing	Significant Progress	Ongoing, submitted to Admin Team for weekly review.
Alignment classroom visits with teachers from Sambrabo ES: Ballesteros, Mendoza, and Ortega	4.1	2/7/25 and 2/12/25	Reflection sheet	P&I. IS & Principals	Debrief meeting scheduled on Feb. 27, 2025 at 4:00 at Loya	2/7/25 and 2/12/25	Significant Progress	Debrief meeting scheduled on Feb. 27, 2025 at 4:00 at Loya
CIRCLE MOY Data PLC	5.3	2/5/2025	Results per teacher	PK4-teacher, IS and Principal	Use Data Driven Decision Form for next step interventions	2/5/2025	Significant Progress	Use Data Driven Decision Form for next step interventions.Feedback emailed to teachers from principal.
4th AND 8TH CHECKLIST ASSESSMENTS	5.3	12/17/2024	IS and teachers created assessments	IS, and All Teachers	Use Data Driven Decision Form for next step interventions	12/17/2024	Significant Progress	Use Data Driven Decision Form for next step interventions

SLO Check-Ins and MOY data	4.1	12/17/2025 and 2/18/25	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	12/17/2025 and 2/18/25	Significant Progress	Pending meeting with Principal
Teacher created MOY DATA PLC	5.3	2/6/2025	IS and teachers created assessments	PK3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	2/5/2025	Significant Progress	Continue following the curriculum to complete state required guidelines and outcomes

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	MOY CIRCLE results shows great gains in all areas in math and in phonemic awareness in comparasion from BOY scores. SLO data also show the students progressing letter recognition and sound. Math continues to be the campus strength. Weekly PLC continues with success, great conversations and sharing between teachers.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	MOY CIRCLE results shows great gains in all areas in math and in phonemic awareness in comparasion from BOY scores. SLO data also show the students progressing letter recognition and sound. Math continues to be the campus strength. Weekly PLC continues with success, great conversations and sharing between teachers.	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	
	<table border="1"> <tr> <td>Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays.</td> <td>Adult tutor will work with MCV students, intervention teacher will add more groups of students who need more support with phonemic awareness. Continue supporting teaching and learning in all classrooms.</td> </tr> </table>	Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays.
Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays.	Adult tutor will work with MCV students, intervention teacher will add more groups of students who need more support with phonemic awareness. Continue supporting teaching and learning in all classrooms.	

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	Campus goal is to reach the EOY formative goals with the PK3 Teacher Created Assessment and PK4 CIRCLE assessments.	Continue to use the modified Data Driven Decision form to provide addition support for students who are below targets. Dual Language students will be provided opportunity to attend Spring Intercession	
Barriers to Address During this Cycle	Student attendance in the Spring.	Student attendance in the Spring	
District Actions for this Cycle	Check in from P & I for instructional feedback of classroom visits.	P & I visits during Data PLC for feedback and/or support.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	7/18/2024 - 5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	ongoing		
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student products	ongoing		
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	All Loya Teachers	Email communication	ongoing		
CIRCLE EOY Data PLC	5.3	5/6/2025	Results per teacher	PK4-teacher, IS and Principal	Use Data Driven Decision Form for next step interventions	will be on 5/6/2025		
4th Week CHECKLIST ASSESSMENTS (4th 9 weeks)	5.3	4/15/025	IS and teachers created assessments	IS, and All Teachers	Use Data Driven Decision Form for next step interventions	will be on 4/15/025		
SLO Check-Ins and EOY data	4.1	3/25/2025 and 4/30/2025	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	3/25/2025 and 4/30/2025		

Teacher created EOY DATA PLC	5.3	5/6/2025	IS and teachers created assessments	PK3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	will be on 5/6/2025		
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REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	TBD	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	TBD	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	TBD	TBD

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			



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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Gina Ramirez, Executive Director of Human Resources
Subject: FL(LOCAL) Policy Version Change Request
Date: March 5, 2025

HISTORY: With limited exceptions, the Federal Education Rights and Privacy Acts (FERPA) prohibits school districts from disclosing student education records without the written consent of a parent or student over the age of eighteen. *See* 34 C.F.R. § 99.30

FERPA Exceptions:

1. *Judicial order or lawfully issued subpoena* - The school district must make a reasonable effort to notify the parent or eligible student prior to the disclosure.
2. *Directory Information* - “Information in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed”

The school district must provide parents with notice of the type of information to be included and the opportunity to opt out of disclosure. *See* 34 C.F.R. § 99.37

RATIONALE: Education records that have been appropriately designated as "**directory information**" by the educational agency or institution *may* be disclosed without prior consent. *See* 34 CFR §§ 99.31(a)(11) and 99.37

Directory information is that which would not generally be considered harmful or an invasion of privacy if disclosed, including, but not limited to, name, address, and telephone numbers.

- In accordance with 34 C.F.R. § 99.37(a)(1), educational agencies may designate the types of personally identifiable information that they consider directory information.
- FL(LOCAL) defines what information each district designates as “directory information.”

BUDGET IMPACT: The amount for a Local Policy Change is \$40.00.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve revisions to FL(LOCAL) policy.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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.

PROPOSED REVISIONS

(see page 5)

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal is custodian of all records for currently enrolled students. The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.

STUDENT RECORDS

FL
(LOCAL)

- b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
- c. Immunization records. [See FFAB]
- 6. Attendance records.
- 7. Student questionnaires.
- 8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
- 9. Verified reports of serious or recurrent behavior patterns.
- 10. Copies of correspondence with parents and others concerned with the student.
- 11. Records transferred from other districts in which the student was enrolled.
- 12. Records pertaining to participation in extracurricular activities.
- 13. Information relating to student participation in special programs.
- 14. Records of fees assessed and paid.
- 15. Records pertaining to student and parent complaints.
- 16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents

**Access by School
Officials**

may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education office.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

~~The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~ Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and
2. Items for all other purposes.

School-Sponsored
Purposes

For the following school-sponsored purposes — all District publications and announcements — directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

All Other Purposes

For all other purposes, directory information shall include student name only.



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent and Ms. Blanca Cruz, Associate Superintendent
Subject: Proposal to Study the Organizational Culture in the San Elizario Independent School District (SEISD)
Date: Wednesday, March 5, 2025

HISTORY:

The San Elizario Independent School District (SEISD) Board of Trustees seek to assess the district's status and culture, aiming for continuous improvement.

To better accomplish this task, the district reached out to Dr. Rincones and Dr. Peña from the University of Texas at El Paso (UTEP) in the Educational Leadership and Foundations Department.

RATIONALE:

Organizational culture significantly influences the success of educational institutions like school districts. Understanding this culture is key to fostering positive changes, improving student outcomes, and enhancing staff environments.

This research proposal presents a mixed-method study to explore the organizational culture of San Elizario Independent School District (SEISD). Data will be collected through surveys and interviews. Surveys will be administered via email and during school or staff meetings to maximize participation. Interviews with district leaders, teachers, and stakeholders will provide deeper insights into culture, values, and practices. Participation will be voluntary, with informed consent and strict confidentiality maintained.

BUDGET IMPACT:

The research requires funding for transcription services and possibly a part-time research assistant. Transcription of 20 hours is estimated at \$2.00 per minute, totaling about \$2,400. Refer to Appendix B for details on verbatim transcription services from *Transcribe Me!*

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the Proposal to Study the Organizational Culture in the San Elizario Independent School District (SEISD) with the University of Texas at El Paso as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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.

**Proposal to Study the Organizational Culture in
the San Elizario Independent School District (SEISD)**

**A Proposal Submitted by Researchers: Dr. Rodolfo Rincones and Dr. Isela Peña
March 2025**

**Educational Leadership and Foundations Department
University of Texas at El Paso**

Proposal to Study the Organizational Culture in the San Elizario Independent School District (SEISD)

Background

Organizational culture plays a critical role in shaping the functioning, effectiveness, and overall success of educational institutions, including school districts. Understanding the dynamics of organizational culture within a school district is crucial for promoting positive changes, improving student outcomes, and enhancing the working environment for staff.

This research proposal outlines a comprehensive case mixed-method study aimed at exploring the organizational culture of San Elizario Independent School District (SEISD).

Significance of the Research

Understanding and improving organizational culture within school districts is critical for ensuring a positive learning environment for students and a supportive workplace for educators. This research will contribute to the body of knowledge on educational leadership and organizational management, with practical implications for district administrators and policymakers.

Research Objectives

The primary objectives of this research are as follows:

- To understand the current organizational culture within San Elizario Independent School District (SEISD).
- To identify the values, beliefs, norms, and practices that characterize the district's culture.
- To assess the impact of organizational culture on various aspects of the district's operations, including decision-making, staff engagement, and student achievement.
- To provide recommendations for improving and nurturing a positive organizational culture within the district.

Research Design

This is a mixed-methods case study of San Elizario Independent School District (SEISD) that explores the culture (and organizational management) of the district. The research will focus on central office and campus leadership practices including how these behaviors and actions are perceived by teachers and staff. The study will also focus on teacher values, beliefs, and practices.

Data Collection Methods

The research will employ the following methods:

- a. Surveys: Surveys will be distributed to teachers that focus on organizational culture, teacher self-efficacy and job satisfaction. Surveys will be distributed to district employees, administrators, and support staff that focus on organizational culture and job satisfaction. See Appendix A for a sample of the survey questions. The surveys will be administered in one of the following options:
 - i. Email survey to all teachers, administrators and staff from the UTEP server; the survey will include a support letter from the Superintendent and/or President of the School Board; reminders to complete de survey will be sent via email.
 - ii. In-person administration (preferred to avoid participation bias). Researchers will administer the survey during school or staff meetings so most if not all of the employees participate.
- b. Interviews: Interviews with key district leaders, teachers, and stakeholders will be conducted to gain a deeper understanding of the culture, values, and practices within the district. Interviews will be conducted with volunteers; if there is a large number of volunteers, participants will be selected randomly. To be able to participate in the interview, the individual must have completed the survey first.
- c. Document Analysis: Relevant district documents, such as policies, mission statements, and reports, will be analyzed to identify explicit and implicit aspects of the organizational culture.

Data Analysis

Data collected through surveys will be analyzed using quantitative methods, including descriptive statistics. Interview data and document analysis will be subjected to thematic analysis to identify key themes and patterns in the organizational culture of the district.

Expected Outcomes

The research anticipates several outcomes:

- A comprehensive understanding of the organizational culture within the school district.
- Identification of strengths and weaknesses in the current culture.
- Insights into the impact of culture on various aspects of district operations.
- Recommendations for improving the organizational culture to better serve the district's educational mission.

Ethical Considerations

All research participants will be provided with informed consent forms, and their confidentiality will be strictly maintained. The research will adhere to ethical guidelines and respect the privacy and anonymity of all participants. This includes drafting the reports for SEISD in the aggregate only to protect the anonymity of the participants.

Timeline

The research project is expected to take approximately 8 to 12 months, including data collection, analysis, and writing of the final report. Intermediate findings will be reported as they become available.

Budget

The research will require funding for transcription services and a part-time research assistant (if needed). Transcription services of an estimated 20 hours cost approximately \$2.00 per minute, totaling approximately \$2,400.00. See the attached information (Appendix B) for verbatim transcription services from Transcribe Me!, a transcription company commonly used.

Support needed to conduct the study

To conduct the research, different kinds of support will be required.

- a. Approval of the study from the Superintendent/School board expressed in a letter
- b. UTEP IRB approval
- c. List of emails of district employees including their role and category.
- d. Technical support to ensure that outside email including invitations to participate in the survey are not blocked or sent to the spam folder.
- e. Access to employees after school hours or other pertinent times to conduct surveys and interviews, including space at either district office or campuses.
- f. Access to relevant documents related to the organizational culture.

Appendix A: Sample Survey Questions

All surveys will include descriptive statements that will allow the participants to provide feedback on a series of variables related to the following topics: organizational culture, teacher self-efficacy and job satisfaction. Each survey statement will include a Likert scale to allow participants to rate their level of agreement or satisfaction on a scale, often ranging from "strongly disagree" to "strongly agree" or "rarely occurs" to very frequently." Below is a sample of the type of questions that may be used for the surveys related to organizational culture and

Organizational Culture

	Strongly Disagree	Disagree	Agree	Strongly Agree
Employees are made to feel important.				
Employees are treated with respect.				
Employees are treated with fairness.				

Teacher Self-Efficacy

	Rarely occurs	Sometimes occurs	Often occurs	Very frequently occurs
The principal explores all sides of topics and admits that other options exist.				
Students make provisions to acquire extra help from teachers.				
Teachers receive necessary classroom supplies.				

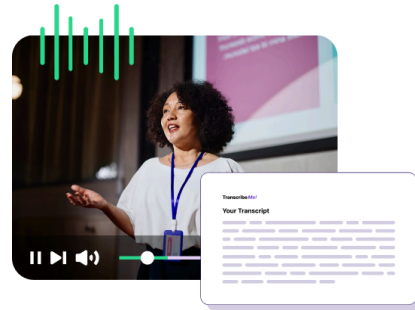
Job Satisfaction

	Extremely dissatisfied	Very dissatisfied	Moderately dissatisfied	Not sure	Moderately satisfied	Very dissatisfied	Extremely dissatisfied
The physical work conditions							
The freedom to choose your own method of working							
The amount of responsibility you are given							

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

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Subject: Memorandum of Understanding – MCH Family Outreach
Date: March 5, 2025

HISTORY:

The San Elizario Independent School District constantly evaluates the community services provided to students and their families. Partnerships are sought and reviewed for this purpose.

RATIONALE:

The primary goal of Methodist Children’s Home Family Outreach (MCH) is to strengthen families to help them provide a safe, stable, and healthy family environment. The purpose of this memorandum of understanding is to partner with MCH to be able to provide student and parent education services at no cost to the district or families.

BUDGET IMPACT:

The services are provided at no cost to the district or families.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the MCH Memorandum of Understanding as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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.

MEMORANDUM OF UNDERSTANDING
BETWEEN
METHODIST CHILDREN’S HOME FAMILY OUTREACH
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

This Memorandum of Understanding (“MOU”) is entered into by and between San Elizario Independent School district (“SEISD”) and Methodist Children Home Family Outreach (“MCH Family Outreach”). This Memorandum of Understanding shall be in effect for the period of March 5, 2025 through March 5, 2026.

as SEISD and MCH Family Outreach enter into this (MOU) for the express purpose of implementing the following:

SEISD and MCH Family Outreach desire to work cooperatively to help SEISD scholars develop to their fullest potential through prevention programs offered by MCH Family Outreach to SEISD families, such as case management and parent education.

I. PURPOSE

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the scholars and their families and to set forth the operative conditions which will govern this important partnership. The services provided may be, for example: case management and parent education.

II. DESCRIPTION OF PROGRAM SERVICES

A. MCH Family Outreach will:

1. Provide at no cost, parent education sessions, scholar and family services when needed, and Real Essentials 9-week curriculum through group sessions.
2. Deliver services to scholars during school hours, but only during lunch time or electives on designated days of program’s operation and as agreed to by SEISD.
3. Designate an MCH Family Outreach employee to act as point of contact to all San Elizario Independent School District Campuses and provide contact information for that Family Outreach employee.
4. Be responsible for general program coordination and program delivery.
5. Coordinate with SEISD’s school counselors as the primary contact for student referrals and to market the school to MCH Family Outreach members, local community youth, and their families.

B. SEISD agrees to the following:

1. Provide a space as needed for presentation for no charge, for operation of the program. Custodial Service – Provide necessary services to maintain this space, including custodial services, maintenance, utilities, and technology equipment, i.e. promethean to project the presentations.

2. Provide agreed upon equipment for program presentations. The equipment will remain on-site, and it is property of SEISD: Promethean Board or any other equipment needed for the program and agreed to by SEISD.
3. School counselors will work collaboratively with MCH Family Outreach to identify and meet student need service in the program.
4. Designate an SEISD employee to act as liaison to MCH Family Outreach.
5. Designate a staff person to provide campus access.
6. Coordinate with MCH Family Outreach to market the program to SEISD students and families. SEISD will not be responsible for any cost associated with marketing materials.

III. TERMS

The term of this MOU shall commence on March 5, 2025 and continue through March 6, 2025. This MOU may be reviewed and updated by mutual agreement of the parties annually.

This MOU contains all the terms and conditions agreed upon by the parties regarding the subject matters of this MOU and supersedes any prior agreement, oral or written, and all other communications between the parties relating to such subject matter.

IV. TERMINATION CLAUSE

Each party agrees that this MOU may be terminated by either party upon thirty (30) days written notice to terminate the agreement for breach of the terms outlined in the MOU.

This Agreement may be terminated by SEISD for any reason or no reason at all upon thirty (30) days' prior written notice to MCH.

V. AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

VI. HOLD HARMLESS/INDEMNIFICATION

Each party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action of other proceedings arises for the conduct, act, omission, or commission by the other party.

VII. INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

VIII. COMMUNICATION

MCH shall communicate with all San Elizario Independent School District Campuses and SEISD staff, both formally and informally, to ensure, to the best of the program's ability, that the MCH Family Outreach's services are aligned with the School(s) and SEISD's mission and objectives and are adequately meeting student's needs.

IX. CONFIDENTIALITY

MCH Family Outreach shall maintain strict confidentiality of all information about individual students received under this MOU and will not disseminate such information without the express written consent of SEISD. MCH Family Outreach will comply with FERPA, and will be allowed to use the data received to solicit funding to continue to expand its services/program, as long as there no information from which the identity of any student in the MCH Family Outreach's program as a participant could be made.

X. SITE LOCATION

Lorenzo G. Loya Pirmary School – 13705 Socorro Rd, San Elizario, TX 79849
Josefa L. Sambrano Elementary School – 200 Herring Rd, San Elizario, TX 79849
Lorenzo G. Alarcon Elementary School – 12501 Socorro Rd, San Elizario, TX 79849
Alfonso Borrego, Sr. Elementary School – 13300 Chicken Ranch Rd, San Elizario, TX 79849
Ann M. Garcia-Enriquez Middle School – 12280 Socorro Rd, San Elizario, TX 79849
San Elizario High School – 13981 Socorro Rd, San Elizario, TX 79849

XI. COMPENSATION

None.

The terms of this MOU are considered to be a mutually beneficial partnership.

SEISD agrees to provide dedicated space for scholar and parent program presentations. In return, MCH Family Outreach agrees to provide in-school programs to all SEISD enrolled students. Additionally, parent education and family prevention services will be provided to SEISD's student families via the referral process from counselors, teachers, and administrators.

APPROVALS

X

Methodist Children's Home

X

Dr. Jeannie Meza-Chavez, Superintendent
San Elizario Independent School District



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

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director- Support Services
Subject: Consider and possible Board action to approve amendment to Tyler Technologies Inc. agreement dated December 12, 2021
Date: March 5, 2025

HISTORY: The original agreement between Tyler Technologies Inc. and San Elizario Independent School District was approved by the Board on December 8, 2021. Based on the agreement, the billing cycle starts in January and ends in December. Our current budget year runs from July 1, 2024, to June 30, 2025.

RATIONALE: The rationale is to align the billing cycle to our current budget year which started on July 1, 2024, and ends in June 30, 2025. Subsequent renewal terms will cover the period of July 1st through June 30 each year.

BUDGET IMPACT: There is no budget impact, funds are allocated in the 2024-2025 Transportation budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the amendment to the agreement to align billing to our budget year (July 1 through June 30).

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!



AMENDMENT

This amendment (“Amendment”) is effective as of the date of signature of the last party to sign as indicated below (“Amendment Effective Date”), by and between Tyler Technologies, Inc. with offices at 11 Cornell Road, Latham, New York 12110 (“Tyler”) and San Elizario Independent School District, with offices at 1364 Farm Road 1110, San Elizario, Texas 78949 (“Client”).

WHEREAS, Tyler and the Client are parties to an agreement dated December 12, 2021 (“Agreement”); and

WHEREAS, Tyler and Client desire to amend the terms of the Agreement as provided herein.

NOW THEREFORE, in consideration of the mutual promises hereinafter contained, Tyler and the Client agree as follows:

1. Client’s current annual SaaS and hardware maintenance term under the Agreement is hereby amended to end June 30, 2025. Subsequent renewal terms shall cover the period July 1 through June 30 each year.
2. This Amendment shall be governed by and construed in accordance with the terms and conditions of the Agreement.
3. Except as expressly indicated in this Amendment, all other terms and conditions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the dates set forth below.

Tyler Technologies, Inc.

San Elizario Independent School District

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Regular Meeting

Wednesday, February 12, 2025 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Axel Lopez, Board Trustee
Ms. Guadalupe Caro, Board Trustee
Mr. Lorenzo Luevano, Board Trustee

The following Board of Trustees were absent:

Ms. Monica Chavez, Board Trustee

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

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

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)

No Items.

3. DISTRICT RECOGNITIONS

3.A. Recognition of TEA 2024-2025 Educator Committee Attendee - Mr. Josue Palomino

Dr. Jeannie Meza-Chavez and Ms. Blanca Cruz recognized Mr. Josue Palomino for his

continued support and representing San Elizario ISD.

3.B. Proclamation of School Breakfast Week

Ms. Aggie Reyes read the Proclamation of School Breakfast Week and SEHS Cheerleaders performed a School Breakfast Proclamation Cheer.

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

4.A. Book Study Discussion on: *The Governance Core*

Board of Trustees and Dr. Jeannie Meza-Chavez discussed and shared thoughts on the chapters read.

- 4.A.1. Appendix I: Template for Creating Board Protocols
- Appendix II: Three Comparisons of Effective Governance Principles

4.B. Discussion and possible Board action to approve the Targeted Improvement Plan for San Elizario High School

Ms. Blanca Cruz and Mr. Troy Enriquez presented the Targeted Improvement Plan for San Elizario High School. Mr. Eduardo Chavez stated the Board Members will support the staff as they complete the Targeted Improvement Plan.

Motion to approve the Targeted Improvement Plan for San Elizario High School. This motion, made by Sandra Licon and seconded by Guadalupe Caro, Passed.

4.C. Discussion and possible Board action to approve the San Elizario ISD Balanced Scorecard Key Strategic Actions (inputs)
Dr. Jeannie Meza-Chavez presented the Strategic Plan.

Mr. Lorenzo Luevano asked how they can implement student internship opportunities within the San Elizario independent School District.

Ms. Blanca Cruz provided different options on how the district can implement these opportunities.

Mr. Lorenzo Luevano asked if local business partnerships can be included in priority 3.3.

Mr. Cesar Morales and Ms. Aggie Reyes

provided options on how they will expand partnerships as mentioned on priority 3.3.

No Action Taken.

4.D. Discussion and possible action on the approval of an order calling an Election to be held on Saturday, May 3, 2025, for the purpose of electing Board Trustees to at-large Places One, Two, and Three.

Mr. Juan Cruz, Legal Counsel, presented the order calling an election to be held on Saturday, May 3, 2025, for the purpose of electing Board Trustees to at-large Places One, Two, and Three.

Motion to approve the order calling an election to be held on Saturday, May 3, 2025, for the purpose of electing Board Trustees to at-large Places One, Two, and Three. This motion, made by Myrna Hernandez and seconded by Axel Lopez, Passed.

4.E. Discussion and possible Board action on the approval of a Resolution to enter into a joint Election contract with El Paso County for the May 3, 2025, Board of Trustee Election

Mr. Juan Cruz, Legal Counsel, presented the Resolution to enter into a joint Election contract with El Paso County for the May 3, 2025, Board of Trustee Election

Motion to approve Resolution to enter into a joint Election contract with El Paso County for the May 3, 2025, Board of Trustee Election. This motion, made by Guadalupe Caro and seconded by Sandra Licon, Passed.

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

Motion to approve the Consent Agenda as Presented. This motion, made by Lorenzo Luevano and seconded by Myrna Hernandez, Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

- 5.B. Resolution Stating Review of Investment Policy and Review of Investment Strategies and Designation of Investment Officer
- 5.C. Resolution for Selection and Approval of Authorized Investment and Financial Institutions
- 5.D. Resolution Approving Independent Sources for Investment Training
- 5.E. Consider and possible Board action to approve final payment to AREDI Enterprises, LLC., for modifications to 200 hall restrooms at Sambrano Elementary PO# 52319
- 5.F. Consider and possible Board action to approve final payment to the Excel Energy Group, Inc., for LED Retrofits at Loya (Non-SECO grant), Borrego and Alarcon PO# 51438
- 5.G. Consider and possible Board action to approve Engagement Letter with Gibson, Ruddock, Patterson LLC for Financial Audit for Fiscal Year Ending June 30, 2025
- 5.H. Consider and possible Board action to approve revisions to the 2024-2025 District Calendar
- 5.I. Consider and possible Board action to approve the 4-Day District Calendar for School Years 2025-2026 and 2026-2027
- 5.J. Consider and possible Board action to approve Project Vida Health Center MOU
- 5.K. Consider and possible Board action to approve the San Elizario Independent School District Artificial Intelligence Guidebook

Mr. Juan Cruz, Legal Counsel, recognized San Elizario Independent School District for starting an Artificial Intelligence Guidebook.

Mr. Horacio Hernandez recognized his colleagues for helping create the Guidebook.
- 5.L. Consider and possible Board action to approve the San Elizario Independent School District Proclamation of School Breakfast Week
- 5.M. Resolution for Compensation related to district closure on January 8, 2025
- 5.N. Policy Update 124

5.N.1. (LEGAL) Policies - Review Only

5.N.2. (LOCAL) Policies - adopt, revise, or repeal
 CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
 CDA(LOCAL): OTHER REVENUES - INVESTMENTS

CY (LOCAL): INTELLECTUAL PROPERTY
DH (LOCAL): EMPLOYEE STANDARDS OF
CONDUCT
EHB (LOCAL): CURRICULUM DESIGN - SPECIAL
PROGRAMS
EHBB (LOCAL): SPECIAL PROGRAMS - GIFTED
AND TALENTED STUDENTS
FFG (LOCAL): STUDENT WELFARE - CHILD
ABUSE AND NEGLECT
GKA (LOCAL): COMMUNITY RELATIONS -
CONDUCT ON SCHOOL PREMISES

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

5.O.1. January 15, 2025 - Regular Board
Meeting

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

5.P.1. Technology Department

5.P.2. Support Services Department

6. **PRESENTATIONS / REPORTS / INFORMATION**

6.A. Presentations

6.A.1. Project Vida - Scavenger Hunt -
Financial Literacy Education at San
Elizario High School

Ms. Sandra Garcia presented
the Scavenger Hunt - Financial Literacy
Education activity they provided at San
Elizario High School.

Dr. Jeannie Meza-Chavez asked what
other Financial Literacy Education
activities are available for students.

Ms. Sandra Garcia, stated they will be
implementing this activity once every
school year. They also provide
presentations on Financial Literacy to
students.

6.B. Reports

6.B.1. 2023-2024 Texas Academic
Performance Reports (TAPR)

6.B.1.a. TAPR - District

6.B.1.b. TAPR - San Elizario High
School

6.B.1.c. TAPR - Ann M. Garcia-Enriquez
Middle School

6.B.1.d. TAPR - Lorenzo G. Alarcon
Elementary School

6.B.1.e. TAPR - Alfonso Borrego, Sr.
Elementary School

6.B.1.f. TAPR - Josefa L. Sambrano
Elementary School

6.B.1.g. TAPR - Lorenzo G. Loya
Primary School

6.B.2. 2023 - 2024 School Report Cards

6.B.2.a. Report Card - District

6.B.2.b. Report Card - San Elizario
High School

6.B.2.c. Report Card - Ann M. Garcia-
Enriquez Middle School

6.B.2.d. Report Card - Lorenzo G.
Alarcon Elementary School

6.B.2.e. Report Card - Alfonso
Borrego, Sr. Elementary School

6.B.2.f. Report Card - Josefa L.
Sambrano Elementary School

6.B.2.g. Report Card - Lorenzo G. Loya
Elementary School

6.B.3. Goal Progress Monitoring

6.B.3.a. (HB 3) GPM 1.1 Progress
Monitoring - Math Growth for PK4

6.B.3.b. (HB 3) GPM 1.2 Progress
Monitoring - Grades K - 2nd Math
Growth

6.B.4. Child Nutrition Services - Meal
Service Update

6.C. Information

6.C.1. Board Training

6.C.1.a. Far West Texas School Boards
Association Meetings

- Team Building: A Collaborative Approach to Bullying Prevention - Thursday, February 27, 2025 - 5:30 pm to 8:30 pm (Team of 8) Starlight Event Center | Scenic Drive Room (Dinner Provided)
- Orientation to the TX Education Code - March 1, 2025 - 8:30 am to 11:30 am | ESC 19 Main Building Classroom
- Evaluating and Improving Student Outcomes - March 1, 2025 - 1:30 pm to 3:30 pm | ESC 19 Main Building Classroom

- Tuesday, May 6, 2025 - 5:00 pm to 9:00 pm
- Saturday, July 12, 2025 - TBD

Mr. Eduardo Chavez reminded Board members on the trainings.

6.C.2. TRS-ActiveCare Acceptance Letter

6.C.3. Update of 2025 Academic Stipend table to reflect EAF grant

6.C.4. 2025-2026 Regular Board Meeting Dates

6.C.5. HB 3834 - Cybersecurity Awareness Training Compliance

7. EXECUTIVE SESSION

The Board entered into a closed meeting **6:37 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion on property located at 1444 Main Street

7.B. Discussion regarding the Intruder Detection Audit Summary - Findings and Corrective Action Required

7.C. Consultation with Legal Counsel regarding Alcohol Permit application within 300 ft of Ann M. Garcia-Enriquez Middle School

7.D. Discussion regarding the Administration's recommendation for the Chief Financial Officer position

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 **8:02 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 regarding contesting Alcohol Permit application within 300 ft of Ann M. Garcia-Enriquez Middle School and matters related thereto

Mr. Eduardo Chavez stated a letter will be submitted contesting Alcohol Permit Application within 300 ft of Ann M. Garcia-Enriquez Middle School and a letter will be sent to the City of San Elizario Council requesting consideration of ordinance

restricting businesses within 300 ft of a school property from attaining an Alcohol Permit.

Motion to approve protest of TABC Alcohol Permit application within 300ft of Ann M. Garcia-Enriquez Middle School due to reason of public safety and other reasons discussed in closed session and authorize district administration and legal counsel to move forward with protest and additional measures as discussed in closed session.

This motion made by Ms. Guadalupe Caro and seconded by Ms. Myrna Hernandez, Passed.

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

Dr. Jeannie Meza-Chavez recommended Ms. Elizabeth Perez for the Chief Financial Officer position.

Motion to approve Elizabeth Perez for the Chief Financial Officer position.

This motion made by Ms. Sandra Licon and seconded by Mr. Lorenzo Luevano, Passed.

9. **NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, March 5, 2025 at 5:30 p.m.

10. **ADJOURNMENT**

Motion to adjourn the meeting **8:05 p.m.**

Motion made by Ms. Myrna Hernandez and seconded by Mr. Axel Lopez, Passed.

Board President

Board Secretary



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

To: Members of the Board of Trustees
From: Horacio Hernandez, Executive Director of Technology
Subject: February 2025 Technology Fixed Asset Discard
Date: March 5, 2025

HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell listed items.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

Special Education Department



Fixed Asset Discard List

Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	203	Dana Alpha Smart	506141445	1	Outdated
2	203	Neo Alpha Smart	707121928	1	Outdated
3	203	iPad	1009143838	1	Outdated
4	203	Dell Lap Top	1511035747	1	Outdated
5	203	Dell Lap Top	5084945	1	Outdated
6	203	Dell Lap Top	1109261658	1	Outdated
7	203	Homebound Lap Top	1505261031	1	Outdated
8	203	Dell	2600000199	1	Outdated
9	203	iPad	10310172453	1	Outdated
10	203	iPad	2600000872	1	Outdated
11	203	iPad	1410072554	1	Outdated
12	203	Chromebook	3600002638	1	Outdated
13	203	Dell Lap Top	2600003765	1	Outdated
14	203	HP Lap Top	1504303343	1	Outdated
15	203	Dell Lap Top	2600002134	1	Outdated
16	203	Intell Lap Top	2600002092	1	Outdated
17	203	Dell Lap Top	2600001628	1	Outdated
18	203	Dell Lap Top	2600002137	1	Outdated
19	203	Dell Lap Top	2600002200	1	Outdated
20	203	iPad	1511025431	1	Outdated
21	203	Dell Lap Top	1511035928	1	Outdated
22	203	Dell Lap Top	1503173400	1	Outdated
23	203	Radio	805054750	1	Outdated
24	203	View Sonic	1302282723	1	Outdated
25	203	Panasonic		1	Outdated
26	203	Lamination Machine	1403110258	1	Outdated
27	203	Radio	1103073514		Outdated
28					
29					
30					

Date: 2/7/25

Authorized Campus
Signature April Marionni



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

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: February 2025, Non-Technology Fixed Asset Discards
Date: March 5, 2025

HISTORY:

Campuses and departments periodically replace obsolete, broken, or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

RATIONALE:

To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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.



Warehouse DEPT
Fixed Asset Discard List

CNS Dept - Cafeteria

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number	Qty	Comments / Reasons	
1	A164	Stainless steel cart	No Tag	1	OBSOLETE
2	A165	4 tier Stainless Steel Shelf	No Tag	1	OBSOLETE
3	A166	4 tier blue plastic shelf	No Tag	1	OBSOLETE
4	A166	Aluminum Bun Rack	No Tag	1	OBSOLETE
5					
6					
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22					
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24					
25					
26					
27					

Date: 1/30/25

Authorized Administrator

Signature *[Handwritten Signature]*

Page: / of /



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

To: Members of the Board of Trustees
From: Edgar Ponce, Research & Evaluation Administrator
Subject: (HB 3) GPM 1.3 Progress Monitoring—Grade 3 Math
Date: March 5, 2025

HISTORY:

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. This report aims to provide feedback on HB 3 Goal Progress Measure (GPM) 1.3, which focuses on math growth for students in grade 3.

RATIONALE:

Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)

The Growth Percentile of all 3rd graders on the MAP Mathematics assessment will increase from the 40th percentile in January of 2024 (MOY) to \geq 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.

In this report, three parameters will be examined related to grade 3 math growth:

- Meeting MOY math growth targets based on the MAP assessment
- Examining math achievement from BOY to MOY based on the MAP assessment
- Subgroup analysis of achievement scores.

For this report, Alarcon and Borrego’s 3rd-grade math results will be reported separately and then averaged to compare to the target.

Meeting MOY math growth targets based on the MAP assessment

Alarcon had 67 students in grade 3 take the MAP test in mathematics during January 2025. The table below represents the growth data for math.

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection
Math	67	37th	42%

The growth Percentile for Alarcon’s 3rd graders was 37th. The target was 45th, which leaves our results for Alarcon 8 percentiles below the target.

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.



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Borrogo had 133 students in grade 3 take the MAP test in mathematics in January 2025. The table below represents the growth data for math.

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection
Math	133	37th	41%

The growth Percentile for Borrogo’s 3rd graders was 37th. The target was 45th, which leaves our results for Borrogo 8 percentiles below the target.

To compare these results to the target, we will average the results for both campuses. That average percentage of the growth percentile meeting their math growth projection is 37. This is 8 percentiles below the target overall.

Examining math achievement from BOY to MOY based on the MAP assessment

The second way the 3rd-grade math data will be examined is by looking at the math achievement at BOY compared to MOY on the MAP test. We want the scores to increase at MOY. There is no set target; we are looking at whether the scores have increased, decreased, or stayed the same. The data below is from Alarcon’s 3rd graders. Pink represents a decline.

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	67	38th	35th	-3%

The table shows that Alarcon’s 3rd graders declined from BOY to MOY by 3%. The table below shows the math achievement for 3rd grade at Borrogo, which reflects a decline of 3% at MOY.

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	133	44th	41st	-3%

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Subgroup Analysis

The data below show the BOY to MOY results for 3rd grade at Alarcon and Borrego, broken down for EL, SPED, and GT subgroups. There were no 3rd graders coded GT at Alarcon.

Alarcon

Subject/Category	Total Number Tested	BOY	MOY	% Change
All Students	67	38th	35th	-3%
EL	40	35th	38th	+3%
GT	1	79th	74th	-5%
SPED	17	17th	17th	-

Borrego

Subject/Category	Total Number Tested	BOY	MOY	% Change
All Students	133	44th	41st	-3%
EL	86	35th	31st	-4%
GT (None)				
SPED	27	12th	10th	-2%

From the results noted, it is evident that learning gaps must be overcome with our 3rd graders. We must also consider our approach to MAP testing, discussing the importance of this instrument to our teachers and students.

BUDGET IMPACT: There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 1.3 as presented

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: February 2025 – Meal Service Update
Date: March 5, 2025

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 42,394 student meals through February 19, 2025. This count includes breakfast, lunch, snack, and supper meals.

Child Nutrition Services participated in the following activities in the month of February:
A pizza party was offered at Sambrano for perfect attendance.
A special treat was added to the tray at Borrego for perfect attendance and honor roll.
Meal services were provided for our traveling wrestling, tennis, cross country, cheerleaders, band, basketball, and soccer teams at SEHS.
The Taste of San Eli offered food samples to parents at GEMS and SEHS during Parent-Teacher conferences.

We are full speed ahead meeting with different students’ groups at all schools, as we develop menus for the upcoming school year.

As always, we appreciate your support!

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

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

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The Senate of Texas

CÉSAR J. BLANCO

TEXAS SENATOR
DISTRICT 29

February 21, 2025

Dear Ms. Chavez,

Thank you for contacting my office to express your support for public school funding in Texas. I appreciate you writing to me to voice your opinion on such an important matter.

For years, our public schools and teachers have been asked to do more with less while consistently ranking near the bottom for per-student funding and teacher pay. According to the National Education Association, Texas ranks 26th in teacher pay, paying nearly \$7,500 below the national average. Meanwhile, Texas ranks 40th in per-student spending.

In the last legislative session, multiple efforts to increase teacher salaries were introduced, including SB 2 from the 3rd and 4th, called Special Sessions, which would have provided a much-needed increase of \$10,000 in teacher salaries for rural teachers and \$3,000 for urban teachers. However, due to a misalignment in the approach between the Senate and House, neither of the bills was passed given a committee hearing in the House and thus did not pass into law. While I voted for these bills, as I believed they were a step in the right direction, I will continue fighting for more per-pupil funding, bilingual education funding, and equality for rural and small and midsize districts, especially reforming appraisal estimates that shortchange our districts. We must also continue raising teacher pay to better attract and retain qualified and professional teachers.

Again, thank you for reaching out to my office. I look forward to working with the constituents of District 29 to make sure legislation reflects the needs of our entire community. If you have any further questions, or if I can be of assistance in the future, please feel free to contact my office at (915) 577-0029.

Sincerely,

A handwritten signature in black ink, appearing to read "Cesar J. Blanco".

César J. Blanco
Texas State Senator
District 29

SAVE THE DATES

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: ONBOARDING NEW BOARD MEMBERS, ACCOUNTABILITY, SAFETY, MENTAL HEALTH

SATURDAY, NOVEMBER 16, 2024

8:30 A.M.— 4:30 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

BREAKFAST AND LUNCH WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: TEAM BUILDING-TEAM OF 8

THURSDAY, FEBRUARY 27, 2025

5:30 P.M.— 8:30 P.M.

STARLIGHT EVENT CENTER—SCENIC DRIVE ROOM

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION SPRING WORKSHOP

TOPICS: TBD

TUESDAY, MAY 6, 2025

5:00 — 9:00 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: TBD

THURSDAY, JULY 12, 2025

TIME AND LOCATION TBD