

San Elizario Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



Board Approval Date: July 10, 2019

Mission Statement

San Elizario ISD will encompass involvement and collaboration of all stakeholders. Our relationships emphasize intentional inviting practices. Our academic programs emphasize high expectations, innovations, creativity, and accountability. Our students will be empowered to maximize their potential for success in a changing society.

Vision

San Elizario ISD's vision 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, and employing and retaining a quality staff so that San Elizario ISD is a proud, innovative, and academically superior district.

District Motto

San Elizario ISD: Soaring to Excellence!

#mychoiceSEISD

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Overview:

The City of San Elizario, Texas is at the intersection of Farm Roads 258 and 1110, fifteen miles southeast of downtown El Paso in southern El Paso County. The city population was 13,603 at the 2010 census. It lies on the Rio Grande which forms the border between the United States and Mexico. The city of Socorro adjoins it on the west and the town of Clint lies to the north.

San Elizario ISD has six campuses which serve 3668 students in Pre-Kindergarten through twelfth grade. Approximately 92% are economically disadvantaged students. Due to this, all six campuses are considered Title I School Wide. As far as the student population, 99.67% are Hispanic Latino, 0.05% are African-American, 0.27% are White, and 0.00% of students are two-or-more races.

Student Demographics:

Total Students: 3668

Female---1786; 48.69%

Male--1882; 51.31%

Ethnicity:

Hispanic/Latino--3656; 99.67%

Race:

American Indian--Alaskan Native--0; 0.00%

Asian--0; 0.00%

Black--African American--2; 0.05%

Native Hawaiian--Pacific Islander--0; 0.00%

White--10; 0.27%

Two-or-More Races--0; 0.00%

School Population by Grade Level:

Pre-Pre Kindergarten--296; 0.08%

Kindergarten--223; 6.08%

First Grade--258; 7.03%

Second Grade--246; 6.71%

Third Grade--222; 6.05%

Fourth Grade--273; 7.44%

Fifth Grade--281; 7.66%

Sixth Grade--262; 7.14%

Seventh Grade--290; 7.91%

Eighth Grade--252; 6.87%

Ninth Grade--319; 8.70%

Tenth Grade--270; 7.36%

Eleventh Grade--253; 6.90%

Twelfth Grade--220; 6.00%

Student Counts by Program:

Bilingual--1247 students; 34.00%

English as a Second Language (ESL)--429 students; 11.70%

Career and Technical Education (CTE)--1141 students; 31.11%

Free Lunch Participation--2741 students; 67.37%

Reduced Lunch Participation--0 students; 0.00%

Other Economically Disadvantaged--909 students; 24.78%

Gifted & Talented (GT)--198 students; 5.40%

Special Education (SPED)--408 students; 11.12%

Title 1 Participation--3668 students; 100.00%

Dyslexia--25 students; 0.68%

Homeless Status Total--97 students; 2.64%

Data Source : Ondata suite

Students Receiving Special Services:

Learning Disability--174; 42.00%

Speech Impairment--107; 26.00%
Other Health Impairment--36; 8.00%
Emotional Disturbance--28; 6.00%
Speech Therapy--102; 25.00%
Homebound--4; 0.98%
Hospital Class--0; 0.00%
Mainstream--114/ 27.94%
Resource Room--112; 27.45%
VAC--0; 0.00%
Off Home Campus--0; 0.00%
Residential Care--0; 0.00%
Self-Contained--69; 16.91%
Full-Time Early Childhood--7; 1.72%
Nonpublic Day School--0; 0.00%

Homeless Statuses:

Homeless Status Total--97; 2.64%
Shelter--4; 0.11%
Unsheltered--32; 0.87%

Hotel/Motel--0; 0.00%

Other Student Information:

At-Risk--2773; 75.60%

Economically Disadvantaged--3380; 92.15%

Title I Homeless--0; 0.00%

Immigrant--59; 1.61%

Limited English Proficient (LEP)--1952; 53.22%

Migrant--33; 0.90%

Military Connected--12; 0.33%

Foster Care--3; 0.08%

CTE Single Parent / Pregnant Teen--13; 0.35%

Section 504--162; 4.42%

Intervention Indicator--227; 6.19%

IEP Continuer--0; 0.00%

Demographics Strengths

San Elizario ISD students can take advantage of numerous educational offerings including extracurricular activities. The regular education program is supplemented by programs that cater to those with individual needs. In addition to the core academic program of instruction, San Elizario ISD offers a wide range of enrichment programs for students across the district: Gifted and Talented (GT), Robotics, UIL Academics, STEM, and Dual Credit offerings through a partnership with El Paso Community College. Students are also provided with several summer enrichment camps.

Other areas of strength include:

- Steady Student-Teacher Ratio
- Availability of State Compensatory Funds for At-Risk Students
- Availability of Title I, Part A Funds to serve the needs of all students
- Bilingual funds are utilized to target all EL students' academic needs in Language Proficiency

Problem Statements Identifying Demographics Needs

Problem Statement 1: The total student enrollment has declined overall. **Root Cause:** TEA data shows that most area districts, with the exception of Canutillo ISD, are experiencing a trend of loss of student population over the last 7 years, due to a stall in El Paso County population numbers (Robert Moore, Borderzine.com; April 30, 2019).

Problem Statement 2: Approximately 75% of the total student population is categorized as at-risk of dropping out. **Root Cause:** These students meet the criteria for at-risk status as per the Texas Education Agency.

Problem Statement 3: Approximately 53% of the total student population is categorized as Limited English Proficient (LEP). **Root Cause:** Most of SEISD's families are of Mexican American heritage and speak Spanish at home.

Student Achievement

Student Achievement Summary

State Accountability 2018-2019:

The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Districts will receive a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain, beginning in August 2018. Campuses will receive A–F ratings beginning in August 2019.

A–F Accountability:

New Labels/Grades--

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

The District also utilizes TELPAS as well as locally created assessments (benchmarks) to measure student achievement.

2018 Accountability Rating: **B**

2018 Special Education Determination Status: **Meets Requirements**

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration): **Meets Requirements**

Improvements in several subjects at several campuses were seen during the 2017-2018 school year.

Sub-populations in need of particular improvement in assessment performance across the board continue to be English Language Learners, Special Education, and At-Risk. Our students in transition (foster care, homeless, migrant) also require continued attention for their unique needs.

Student Achievement Strengths

Overall District Strengths:

Met Standards on:

Student Achievement, Student Progress, Closing Performance Gaps, Postsecondary Readiness

San Elizario High School

- 2018 Accountability Rating: Met Standard
- Distinction Designation: Top 25%--Comparative Academic Growth
- Distinction Designation: Postsecondary Readiness

Ann M. Garcia-Enriquez Middle School

- 2018 Accountability Rating: Met Standard

Alfonso Borrego Sr. Elementary School

- 2018 Accountability Rating: Met Standard
- Distinction Designation: Academic Achievement in ELA/Reading
- Distinction Designation: Academic Achievement in Mathematics
- Distinction Designation: Academic Achievement in Science

- Distinction Designation: Postsecondary Readiness

Josefa L. Sambrano Elementary School

- 2018 Accountability Rating: Met Standard
- Distinction Designation: Academic Achievement in Science

Lorenzo G. Alarcon Elementary School

- 2018 Accountability Rating: Met Standard
- Distinction Designation: Academic Achievement in Science
- Distinction Designation: Top 25%: Comparative Academic Growth

Lorenzo G. Loya Primary School

- 2018 Accountability Rating: Met Standard; this campus is paired with Josefa L. Sambrano Elementary School.

Foster Care

Intent and Purpose

The re-authorization of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) instituted new protections for children in foster care. These foster care provisions under Title I, Part A (Title I) under ESEA emphasizes the importance of SEAs and LEAs to work with child welfare agencies to ensure the educational stability (*School of Origin, Best Interest Determination, Dispute Resolution, Transportation and Immediate Enrollment and Records Transfer*) of and improve educational outcomes for children in foster care.

Strengths

San Elizario ISD District Foster Care Liaisons have maintained a strong ongoing partnership with state agencies and the Texas Department of

Family and Protective Services by serving on the inter-district Foster Care Committee with the purpose of networking, sharing resources, and identifying best practices to improving the educational outcomes of foster care students, including provisions to support and facilitate a successful transition from elementary and secondary education to college and careers.

Homeless

Intent and Purpose

The McKinney-Veto Homeless Education Assistance Program is designed to assist and support students' stability through "School of Origin" immediate enrollment and continued attendance to succeed in school. Homeless Children and Youth have full and equal opportunities to succeed academically just like any other student. Title I, Part A and the Texas Education Homeless Children and Youth (TECHY) grant provide supplemental support to homeless students.

Strengths

San Elizario ISD continues to meet compliance requirements under the McKinney-Vento Homeless Education Assistance Program Act of 2001. The transition program in our district ensures immediate enrollment, provides educational materials and resources as well as school supplies and uniforms. Our district ensures academic support through supplemental instruction, transportation on an as-needed basis with the collaboration of other districts. Medical support through referrals for vision, dental and/or immunizations is also provided. Opportunities for higher education by assisting students with the Free Application for Federal Student Aid (FAFSA) are also available.

Migrant Education Program

Intent and Purpose

The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to post-secondary education or employment.

Strengths

The Migrant Education Program (MEP) serves all identified migrant families and students. All qualifying students are eligible to receive supplemental services provided by the MEP program in our district. Students identified on need of school uniforms, school supplies, basic vision and dental care received the services according to funding availability. Students who are struggling academically are identified and

provided the academic support by each individual campus through the after school tutoring program. Additionally, our migrant recruiter/clerk assists the students in the classroom-within-a-classroom program. The migrant education program also provides enrichment opportunities for our students. The students are invited to attend the educational enrichment summer program. Middle school students are invited to attend the Migrant Student Education Network for Tradition of Excellence (MENTE) Program. Seniors are invited to attend the Migrant Graduation Summit at a regional event. All these opportunities help our students envision academic success and opportunities for a post-secondary education.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students have overall master's level performance rates of 4% in ELA/Reading, 7% in mathematics, 8% in writing, 7% in science, and 5% in social studies overall. **Root Cause:** Special Education students may not be receiving adequate accommodations and/or modifications.

Problem Statement 2: The EL population has overall master's level performance rates of 8% in ELA/Reading, 15% in mathematics, 6% in writing, 9% in science, and 2% in social studies. **Root Cause:** EL students are not receiving adequate accommodations and/or strategies for language acquisition success at school and at home.

Problem Statement 3: 8th grade social studies continues to be a low-performing area, with 33% at the "Approaches" level. **Root Cause:** There is a lack of vertical alignment in instructional time and resources used to teach social studies from grades K-6, as well as a revolving roster of middle school social studies teachers each year.

Problem Statement 4: Only 13% of students performed at a "Master's" level (all grades, all subjects) according to the 2017-2018 TAPR Report. **Root Cause:** Inconsistency in lesson planning for rigor, depth of knowledge, and student engagement.

Problem Statement 5: In ELA/Reading, only 10% performed at a "Master's" level (all grades), as compared to the district student outcome goal target of 20% for 2018-2019. **Root Cause:** Many students are below grade level in reading. Causes may include inadequate cross-curricular reading instruction and overall low expectations beginning in Kindergarten. Misalignment in reading resources is also a contributing factor.

Problem Statement 6: In Mathematics, only 19% performed at a "Master's" level (all grades), as compared to the district student outcome goal target of 28% for 2018-2019. **Root Cause:** The district is growing with Sharon Wells math in the last 2 years. The program is still new to SEISD but is improving. Guided Math in K-1 has just begun for 2018-2019, and will take more time to materialize results.

Problem Statement 7: 65% of students met all criteria for college, career, and military readiness as compared to the district student outcome goal target of 67% for 2018-2019. **Root Cause:** Students might not have received appropriate preparation for the variables comprising the CCMR percentage.

District Culture and Climate

District Culture and Climate Summary

San Elizario ISD conducts climate surveys on an annual basis. The first occurred during the 2017-2018 school year, and the process was repeated in May 2019 for the 2018-2019 school year. There were 3 climate surveys sent out online via Survey Monkey:

- Parent/Guardian Survey
- Student Survey--Grades 3-12, one for elementary and one for secondary
- Campus Faculty and Staff

The Parent/Guardian Survey ran from May 14-31, 2019 and was publicized via the SEISD website, Facebook, and Twitter. Additionally, an all-call to parents was made once a week for two consecutive weeks during the duration of the survey window. Surveys could be completed at home or at computers available at each campus.

For the Parent/Guardian Survey, this was the level of participation by campus:

- Alarcon--27
- Borrego--51
- Sambrano--107
- Loya--21
- GEMS--35
- SEHS--21

The findings of the Parent/Guardian Survey for 2018-2019 are summarized below. Each question had a scale of 1-4, with 4 being the highest rating. All responses were averaged for each question. The highest overall rated questions were tallied, as were the lowest-rated questions.

Highest Rated:

#4--My child's teachers encourage him/her to try out new ideas (think independently).

#7--Adults in my child's school have high expectations for student's success.

#8--My child's teachers let him/her know when he/she does a good job.

Lowest Rated:

#2--Students in my child's school respect each other's differences (i.e. gender, race, culture, etc.)

#12--If my child is feeling confused about something in class, he/she feels comfortable saying so.

#13--My child's schools building is kept clean.

The students at each campus in grades 3-12 also participated in the Student Climate Survey in 2018-2019. Students completed surveys on computers during the same time window in May 2019. This is the level of student participation by campus:

- Alarcon--334
- Borrego--238
- Sambrano--268
- GEMS--409
- SEHS--92

Responses to the same 25 questions at elementary grade levels by all students also revealed some common descriptors that were the highest and lowest-rated.

Highest Rated:

#7--My teacher treats me with respect.

#11--My teacher believes I can learn.

#16--I can be a better student.

#24--My family believes I can do well in school.

#25--My family wants me to do well in school.

Lowest Rated:

#3--I am recognized for good work.

#21--Students at my school are friendly.

#22--Students at my school treat me with respect.

At secondary, students responded to a different survey applicable to their ages. There were 40 questions in total. These are the highest-rated and lowest-rated responses:

Highest Rated:

#14--I am ready for the real world in reference to my ability with mathematics.

#18--My teachers set high standards for achievement in their classes.

#17--My teachers expect students to do their best.

Lowest Rated:

#21--My teachers make learning fun.

#10--The work at this school is challenging.

#9--I am treated with respect by other students at this school.

The faculty and staff in SEISD also responded to surveys. The respondents were based at campuses, and the surveys had 48 questions in a number of different areas. Respondents were emailed the link to the online survey, and had 2 weeks to reply. The replies were ranked on a rubric of 0 to 4, with 4 being the highest. The highest and lowest scoring areas were tallied overall.

Highest Rated:

#22, #37, #46--My administrators (Principal, Assistant Principal) treat me with respect.

#23, #38, #47--My administrators (Principal, Assistant Principal) are supportive of teachers.

#8--I like working at my school.

#36, #45--My campus Principal / Assistant Principal respond in a reasonable time to my concerns.

Lowest Rated:

#6--Students generally come to my class at the beginning of the term prepared for the grade level of courses I teach.

#10--I frequently feel overwhelmed and overworked while working at my school.

#9--Staff morale is high at my school.

#5--Adequate disciplinary measures are used to deal with disruptive behavior.

All 3 survey instruments will be administered on an annual basis. The results are used to drive changes at the campus level, and are shared with administration and the Board of Trustees.

District Culture and Climate Strengths

The San Elizario Independent School District is composed of a talented group of individuals who are dedicated to improving the lives of children. Many of the employees have been with the district for many years. Our district has 52.7% of our teachers with between 6-20 years of experience. In addition to experienced teachers, the administrative team is also composed of experts in their area of responsibility who are always willing to work together to continue supporting the campuses in all areas. Together, the team of employees in SEISD continues to provide a strong foundation for student success in our academic, athletic, and extracurricular programs.

The passing of our 2014 bond initiative has made it possible to create more comfortable learning spaces for all students in the district. This would not be possible if it was not for the support of the Board of Trustees and Superintendent.

In addition to our esteemed Board and Superintendent, our district possesses a team of faculty, staff, administration, and support personnel who work hard for student success. The team is made up of an eclectic group of employees, with several who have been here for many years and are well-versed in the nature of the district and community, a number of who have come on in the last two years under our Superintendent's tenure, and the addition of a few new employees each year who quickly assimilate to our district's norms and expectations. All of these groups bring strengths to the table, and when put together with the culture of parental support for the schools and district in the greater community, the foundation is in place for continued student success in our academic programs, athletic and extracurricular programs, and the projects being built as a result of the passing of our 2014 bond initiative. Additionally, savings from the bond have allowed more projects to be initiated and completed than originally anticipated.

The district has a website that provides general information. The following was determined to support a positive culture:

- Safe Environment
- Safety Initiatives such as "Secure the Perimeter".
- SHAC Committee
- Parent and Community Outreach

The district's newly redesigned New Teacher Induction Academy has been well received overall. We will continue improving this academy each year, with the purpose being to provide our new teachers with a positive start so we retain them and reduce turnover.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: According to the 2018-2019 Faculty and Staff Climate Survey, staff members feel overwhelmed and overworked overall. **Root Cause:** There are not enough staff members overall to maintain a normal workload, due to reductions through attrition as associated with declining student enrollment.

Problem Statement 2: According to the 2018-2019 Faculty and Staff Climate Survey, respondents feel that their students are unprepared at the beginning of the term. **Root Cause:** Below-average reading comprehension skills, as well as the "summer slide" which is loss of retention over the summer, could be contributing factors.

Problem Statement 3: According to the 2018-2019 Parent Climate Survey, low parental involvement was lower than expected at the high school. **Root Cause:** The parent survey may not have been well-publicized at SEHS, and this will be addressed for 2019-2020.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

San Elizario ISD is a school district with a 99.67% Hispanic population and a 92.15% economically disadvantaged population. Within the boundaries of our district, it is impossible to think of equity in the context of high-income vs. low-income campuses because our campuses serve homogeneous demographics. Rather, the perspective in defining, reducing, and eventually eliminating our equity gap deals with our district's comparisons to state averages and also to a number of researched comparisons to other districts in Region 19. Within that, we were able to determine where our district is competitive in the attraction, support, and retention of experienced teachers, and where our strategies for improvement could be based.

SEISD's main emphasis is on RETAINING teachers instead of recruiting teachers. Research suggests that teachers do not leave because of the students, they leave because of the schools. Subpar working conditions, ineffective school leaders, and lack of peer support are also contributing factors. While low salaries are mentioned in some studies, the reasons that are more frequently mentioned for leaving are feelings of isolation, lack of support from the administration, and lack of empowerment over decisions. In order to address this, a new teacher mentoring program was started in 2018-2019, called the "New Teacher Induction Program." This program features 6 days of training for newer teachers, and 3 days of training for mentors. This program is a marked improvement on the previous induction program for newer teachers, and as the program continues and improves, the goal is to retain our newer teachers and improve their job satisfaction. According to a 2019 New Teacher Survey, 81% of respondents were pleased with the New Teacher Induction Academy overall.

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers are assigned in their respective area of teaching. We do have an equity gap of 9.21% above the state average with respect to the employment of inexperienced teachers, defined as those who have 0, 1, or 2 years of teaching experience. The equity gap of 9.21% appears to correlate to the overall average years of experience of teachers in our school district. The district plans to implement targeted strategies so that this gap can be closed.

Current recruitment efforts have proven to be effective as far as participation and hiring is concerned. Principals participate in varying job fairs and are able to partake in the selection of teachers. Some of the barriers that exist in recruiting experienced teachers include physical location and the fact the experienced teachers will not move districts unless they are unhappy where they are currently employed.

The most recent information regarding SEISD's staffing profile is generated from the 2017-2018 TAPR report which yields the following strengths:

27% of teachers have between 6-10 years of experience as compared to the state average of 19.1%.

25.7% of teachers have between 11-20 years of experience as compared to the state average of 28.2%.

12.5% of teachers have over 20 years of experience as compared to the state average of 15.3%.

Other Strengths:

- The district selects candidates from a diverse applicant pool which is generated through a variety of recruitment strategies. SEISD's technologically updated and user-friendly website allows qualified applicants to be able to submit employment applications with ease.
- Salary stipends for faculty who teach in identified need areas allow our district to be competitive in attracting such teachers.
- Our district's "Guest Teacher" (substitute teaching) program has improved markedly in the past three to four years, with a greater amount of Guest Teachers having college credit hours and at times even full teacher certification.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retention of currently employed teachers is an ongoing issue, especially at the high school level. **Root Cause:** The location of SEISD in relation to the location of these teachers' homes is the primary factor.

Problem Statement 2: Retention of non-teaching staff is an ongoing issue. **Root Cause:** Non-rehiring through attrition, due to budget cuts and declining enrollment, has caused staff workloads to increase.

Problem Statement 3: Providing adequate professional development to district teachers is an ongoing issue. **Root Cause:** The reduction in pullout training as well as the reduction in consultant-provided training, both due to budget cuts, has made it difficult to provide needed training via traditional methods, such as full day face-to-face training. SEISD has moved to strategic training via online formats such as EduHero, Responsive Learning, and embedding training into the school day via early release days.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district's instruction is driven by the TEKS Resource System and its components. Trainings and updates are provided for faculty and administrators, and many are becoming more proficient with respect to its understanding.

Our district employs an Administrator of Research and Evaluation who is also proficient in Gifted and Talented education. Our district has come into compliance with teacher GT certification through her efforts. Our Director of Special Education has a full staff, both with teachers assigned to units in the schools and those who work in a specialty fashion out of the Central Office. Our district also employs a Coordinator of Instructional Programs to focus on the critical bilingual/ESL program and population, and a Coordinator for Career/Technical Education who oversees career and technology programs and pathways at the secondary level.

There are 3 Instructional Officers at the district level. One oversees math and science at all levels, the second oversees English Language Arts and Reading and social studies, and the third oversees Bilingual/ESL supports at all campuses. There will be a 4th Instructional Officer hired for the 2019-2020 school year, also in ELAR/Social Studies. This will enable more support in the area of reading to all campuses.

At the campuses, there are 9 total Instructional Specialists who oversee the 4 core content areas. At the elementaries, there are either 2 who separate into math/science and ELAR/Social studies, or one who supports all content areas. The middle school has 2 Instructional Specialists, and the high school has 3 Instructional Specialists, to include one who oversees college and career readiness.

Textbooks and other instructional needs are taken care of through funds monitored by the Instructional Materials Allotment Committee (IMAC). The Administrator of Research and Evaluation oversees textbook adoptions and the state proclamations related to TEKS revisions and their corresponding textbook adoptions.

In addition to the TEKS Resource System framework, our different strands of instructional personnel, through curricular area or through special populations, implement a variety of programs that supplement the overall curriculum. These include Sharon Wells Mathematics, Guided Math and Reading, STEMscopes, and many others.

Principals, Assistant Principals, and Central Office instructional personnel have all received certification in the T-TESS appraisal system, as well as Advancing Educational Leadership (AEL) certification.

Instructional Rounds of teachers are performed at least twice per year to identify areas in which all teachers, to include non-core teachers, can support the overall instructional program in areas of need.

Career and Technical Education (CTE) Program

As per the local CTE Perkins plan, identified areas of need include the following:

- Provide professional development to teachers, faculty, administrators, and Guidance Counselors who are involved in integrated CTE Programs.
- Develop, improve, or expand the use of technology in CTE - may also include technology training to CTE instructors, faculty and administration.
- Link CTE at the secondary and postsecondary level to include linkage to postsecondary education and/or the world of work. This may include the purchase of appropriate equipment and technology for current CTE courses to include new equipment and specific furnishings and technology. This extends to the purchase and complete implementation of new CTE courses.
- Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across campuses and to ensure fidelity in implementation of CTE programs.

Assessment

Assessments in the core content areas are aligned throughout the district. Teachers assess their students at the end of TEKS Resource System units of instruction to determine mastery. The assessments are the same between the 3 elementary campuses. Test banks, such as STAAR Test Maker and the TRS item bank, are used to create assessment questions. Teachers are brought together annually to help in writing the tests, and Instructional Specialists and Instructional Officers also assist in creating unit assessments and uploading them into Eduphoria Aware. Students in grades K-1 are assessed using the TRS Performance Assessments (PA's), which are observational descriptors that help teachers determine mastery in students who are too young to take paper/pencil assessments.

Test results are disaggregated with results used to drive instruction and intervention. Teachers meet regularly to go over data in PLC's.

In addition to unit assessments, teachers administer benchmark assessments. For 2019-2020, benchmarks will be given in fall and spring using released STAAR/EOC assessments from either 2018 or 2019 (if available). Interim assessments will be administered on an as-desired basis at each campus, at the discretion of the Principal.

All assessment results, whether from benchmarks or unit assessments, drive instructional interventions. The ultimate goal is to improve STAAR/EOC scores, especially in the areas of reading and mathematics, in order to achieve Student Outcome Goals.

Curriculum, Instruction, and Assessment Strengths

The Planning and Instruction staff has a team who work towards assisting campuses with meeting Student Outcome Goals. The team consists of an Administrator of Research and Evaluation, a Coordinator of Instructional Programs, an Instructional Officer for Math/Science, two Instructional Officers for ELAR/Social Studies, and an Instructional Officer for Bilingual/ESL. In addition, the district employs a Coordinator for

Career and Technical Education and a Facilitator for College Readiness.

The district has Instructional Specialists (1 or 2) at each of the 6 campuses, to support the 4 core content areas onsite. They primarily focus on the needs of new or priority teachers.

Principals and Assistant Principals are growing as instructional leaders by becoming more effective and purposeful with monitoring and being in classrooms. The number of walkthroughs have increased threefold since 2017-2018, which is helping to improve instruction overall. The Superintendent is an experienced instructional leader who is very hands-on with improving instruction, especially in early reading. The Associate Superintendent is a visionary leader who has ideas for moving the district forward to meet the Student Outcome Goals.

The district provides teachers new to SEISD with a New Teacher Induction Academy, which is a 6-day yearlong training initiative that includes a mentorship component.

Instructional Rounds take place twice per year at each campus. Educators from across the district come together to examine an instructionally-based Problem of Practice (POP). Classroom observations are then shared with findings debriefed with teachers. Principals then oversee improvements to instruction based on these findings.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a lack of time and effort given to teaching Social Studies at the elementary level, which results in low scores on the 8th grade STAAR assessment. **Root Cause:** More time and effort is given to the tested areas at the elementary level.

Problem Statement 2: District-produced assessments are sometimes lacking in quality control and thoroughness. **Root Cause:** Due to constraints with pullout training and lack of extra duty pay funding, there is not a way to bring in teachers often enough to write top-quality assessments.

Problem Statement 3: Newer teachers often feel overwhelmed with creating quality instructional lessons and supporting students who are below grade level. **Root Cause:** Newer teachers lack the experience to manage time efficiently and have no prior lessons to draw from, and have no experience with filling gaps in student achievement.

Problem Statement 4: Performance Assessments in K-1 are time-consuming and are often an unpopular method of assessing younger students. **Root Cause:** Teachers may not be administering Performance Assessments correctly, and administrators may not recognize that paper/pencil assessments are not developmentally appropriate for K-1 students.

Parent and Community Engagement

Parent and Community Engagement Summary

San Elizario ISD takes pride in involving parents and the community in the education of all students. The district strives to achieve family and community partnerships that positively impact the success of all students. Positive parental and community involvement experiences help to improve school climate and the campus educational mission. An increase in parental involvement and volunteerism additionally correlates to higher student academic achievement. Another important component of parental involvement is the greater opportunity for school staff to identify and provide our families with relevant services and resources that match their needs and effectively decrease educational barriers for our students.

The San Elizario ISD Family and Community Involvement Plan is based on a framework through which families, educators, and communities can work together to improve teaching and learning. The parent involvement provisions in Title One, Part A relative to the San Elizario Independent School District consolidated application reflect shared accountability between schools and families. San Elizario ISD utilizes a parental involvement plan which addresses local needs, and builds parents' capacity to improve their own children's academic achievements. San Elizario ISD will continue to employ personnel and allocate resources to implement and support the family and community involvement plan in accordance with the Elementary and Secondary Education Act (ESEA) of NCLB. The position of a District Parent Liaison was approved and that position was implemented for the 2018-2019 school year. In addition, the school district will continue including parents and community members in the development of the district and campus improvement plans, District Advisory Team (DAT), Student Health Advisory Committee (SHAC), and any other planning committee.

The Superintendent recognizes the importance of having direct communication with parents, family, and community members. Therefore, beginning with the 2018-2019 school year, the "Mission: Progressing Together" monthly meetings have been implemented. During these meetings, the parents and community members will be presented with updates on district initiatives, assessment information, calendars of upcoming activities district-wide, etc. The Superintendent will also be present to conduct a Q&A session for individuals who have questions regarding the district. Meetings will be held in the morning and on some afternoons to accommodate all schedules. Notably, these meetings feature direct collaboration with the City of San Elizario. Each meeting has a "district" component, highlighting school district activities, and a "city" component, featuring city business and led by San Elizario's Mayor, Antonio Araujo.

Parent and Community Engagement Strengths

Strengths:

- Employment of a full-time, district-level Parent Liaison beginning in 2018-2019.
- Parent/Community Involvement in district-level committees to include the District Advisory Team (DAT), Language Proficiency

- Assessment Committee (LPAC), Migrant Parent Advisory Council (MPAC), and the Student Health Advisory Council (SHAC).
- Social Workers are employed by the district to help with the coordination of parent/community involvement in schools, and meeting needs of students through various programs and referral sources (Homeless, Foster, At-Risk).
 - Documented Parental Involvement/Volunteer Hours and activities at all campuses in the district, with recognition of volunteers who log the most hours at annual parent volunteer luncheon.
 - Collaboration with partners in education to include Aid for the Needy, Aliviane, Abundant Living Faith Center, Operation School Bell, Project Bravo, Organización Progresiva de San Elizario, San Jacinto Adult Learning Center (El Paso ISD), and the ESC-Region 19 Parent Involvement Network.
 - Health, Wellness, and Mental Health education classes for parents
 - Elementary and Primary Campuses have Book of the Month and Parent Literacy Sessions AM/PM once a month.
 - Middle School - Literacy Nights (Fall/Spring)
 - Elementary Campuses/Middle School - STEM Nights
 - District-Wide - GT Family Nights
 - Literacy FUNdamentals Newsletter (bi-monthly)
 - Primary/Elementary - Mother/Son Father/Daughter Dances
 - High School - Military Night/FAFSA Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low participation overall in meetings and events for district parents. **Root Cause:** Conflicting work schedules and/or unawareness of the importance of parental engagement in education.

Problem Statement 2: There is a high level of parent denials for Bilingual/ESL services. **Root Cause:** Community misinformation on the importance of dual-language fluency and/or low participation in informational meetings.

Problem Statement 3: There is an overall lack of parent usage in social media platforms involving SEISD news, events, and announcements. **Root Cause:** Families lack access at home to web-based devices.

District Context and Organization

District Context and Organization Summary

San Elizario ISD has six campuses in which the four defined levels of education from early childhood through Grade 12 are addressed. Loya Primary houses nearly 600 Pre-Pre K, Pre-K, and Kindergarten students. Alarcon, Borrego, and Sambrano Elementary schools house approximately 1,522 students in the aggregate, in grades 1-6. Garcia-Enriquez Middle School houses almost 550 students in grades 7-8, and San Elizario High School houses just over 1,000 students in grades 9-12. Each campus is staffed with essential positions, and the district's central office and support services departments are also organized to support instruction and operations throughout the district.

District operations are housed at Central Office, with departments to include the Superintendent's office, Planning and Instruction, Finance, and Human Resources. The neighboring Excell building houses the Special Education and Technology departments. Adjacent to Josefa L. Sambrano Elementary is the Support Services Operations Center, which houses Child Nutrition, Warehouse, Security, Custodial Services, and Transportation.

District and Campus Improvement plans are focused on student achievement and are established in collaboration with parents, educators, community members, and staff. District initiatives and Board Policies are established directly and indirectly affecting student performance. The district fosters a culture of high expectations for all. Additional tutoring, including after school and summer school tutorials are available for students. Student Learning Objectives and T-TESS goal-setting provide an opportunity for teachers to reflect on their teaching practices which in turn creates a constant adjustment of teaching practices that are based on students' individual needs. There is now a climate survey in place that should provide for increased collaborations.

District Context and Organization Strengths

The district's schools are set up to serve the needs of our students by age-appropriate grade levels, and six schools is a manageable number at the district level. The district possesses a support services department that provides services in the grounds, transportation, maintenance, custodial, security, and warehouse areas. Fully functional and staffed technology, planning/instruction, finance, human resources, special education, and nutrition services departments are on hand to assist schools with all relevant matters.

San Elizario ISD is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campuses and district. Teachers and administrators work together to make instructional decisions that support campus goals. The different committees meet regularly to address students' needs. These teams include but are not limited to: Student Intervention Team, Behavior Support Team, ARD/504, and LPAC. All members work collaboratively to develop a plan to meet the needs of the students. Administrators ensure instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective utilization of planning time.

Other strengths include:

- Optimal use of the school day for instruction
- Effective programs are in place to support individualized instruction
- Fidelity to campus requirements for instructional minutes
- The RTI model
- Intervention embedded in the master schedule maximizes instructional time
- EOC Labs
- Credit Recovery
- Tutoring
- Summer School
- Summer Camps

Campus planning processes are constantly monitored to ensure the focus is on student achievement in social, emotional, and academic areas. PLC's, data-driven decisions, reading and writing support, EL support, instructional rounds, and the PBIS program are among the district initiatives for 2019-2020.

San Elizario ISD employs a quality instructional staff. Teacher salaries continue to be competitive with surrounding school districts. Stipends for critical subject areas are available for teachers attaining proper certifications and teaching in identified need areas (Bilingual/ESL Education, Special Education, mathematics in grades 7-12, and science in grades 7-12). All instructional staff have access to high-quality professional development from in-house campus Instructional Specialists and district Instructional Officers; through this access, opportunities are available for teaching staff to earn the required number of clock hours to renew their teaching certificates.

Our district employs a Director of Special Education with a full staff, a Coordinator of Instructional Programs, and a Career and Technical Education Coordinator. The TEKS Resource System (TRS) is our district's instructional driving force, and a variety of supplemental programs are in place that meet specific curricular needs. Instructional materials, such as textbooks, are funded through decisions made by the Technology Instructional Materials Allotment Committee (TIMAC).

Financial transparency is a priority in San Elizario ISD. Additionally, in an effort to model transparency and the effective flow of information, the information below is readily available for viewing in the district's website:

Calendars and Schedules

- 2018-2019 District Calendar
- 2018-2019 School Health Advisory Council (SHAC) Meeting Schedules
- 2018-2019 District and Campus Improvement Plans

- 2018-2019 Grade Report Posting Schedule
- 2018-2019 Transportation Arrival and Departure Times
- Athletic Schedules
- Lunch Menus

Newsletters

- Support Services Newsletter
- Literacy FUNdamentals Newsletter (bi-monthly)

General Parent / Family Information

- 2018-2019 Student Code of Conduct
- FFA Student Welfare Wellness and Health Services
- Notice to Parents Regarding School Meals
- School Meal Policy
- Registration Information
- Health-Disease Information
- Weather Procedures
- Parent Education Resources
- Parent Volunteer Manual
- Family Educational Rights and Privacy Act (FERPA)

General District Information

- Annual Financial Reports
- Utilities Usage
- Climate Survey Summary District Results
- District Goals
- Federal Report Card
- TAPR Report
- Community and Student Engagement Ratings
- State Accountability System Results
- State Accountability System Overview
- Boundary Maps
- Annual Financial Reports
- McKinney-Vento Homeless Education
- Homeless Resources

The district received a rating of "Superior" in the Financial Integrity Rating System of Texas (F.I.R.S.T). San Elizario ISD scored 98 points out of 100 during 2017-2018.

Technology

Technology Summary

The San Elizario Independent School District Technology Plan is intended to encompass all critical systems necessary to ensure 21st-century readiness for district stakeholders. It is modeled after the recommendations set forth in the Texas Long Range Plan for Technology (2006-2020). This plan provides the necessary framework to use technology to create a progressive learning environment for each member of the SEISD community.

The focus of this Technology Plan includes four main objectives (as described in the LRPT):

- Teaching and Learning
- Educator Preparation and Development
- Leadership, Administration, and Instructional Support
- Infrastructure for Technology

Using these four key areas, we will continue to enhance a technology program that encompasses administrative support, a strong instructional component, a skilled instructional team, and facilities equipped with the latest technologies available. In addition, the goals and objectives in this plan are directly aligned with the goals and objectives outlined in the District Improvement Plan. The district will continue to evaluate the progress of the plan's implementation and make the necessary revisions and updates.

Technology planning is long-term and continuous. The stakeholders in the planning process include students, parents, teachers, administrators, and community members. The implementation of the San Elizario ISD District Technology Plan maintains that a technology-rich educational environment embraces the use of computers, computer peripherals, software, computer accessories, video equipment, wireless networks, and mobile devices. San Elizario ISD has incorporated the District's 2-Year Plan and has addressed the four areas in the State's Long-Range Plan for Technology adopted by the 78th Texas Legislature and the State Board Of Education:

- Teaching and Learning
- Educator Preparation and Development
- Administration and Support Service
- Infrastructure for Technology

In order to accurately analyze the current status of technology in our district, a comprehensive needs assessment has been established.

Methods of measurement include: STAAR Results, program evaluations, and 8th-grade literacy test results. In addition, all district hardware, software, courses, staff development, and technical support were analyzed. As a result, the district was able to get a clear picture of where we are as a district and where we want to go in the next three years. Annually, the Technology Director meets with each campus administrator to review and discuss the results of each of the methods described above. This is used as a planning meeting to aid the campus administrator in preparing for the upcoming school year. This process has resulted enabling the campus Principal to make informed decisions when developing the campus technology budget and establishing meaningful technology objectives and strategies into their campus improvement plans.

Technology Strengths

Existing Conditions:

Infrastructure - The district currently utilizes a 10Gbps connection as its backbone for data, voice, and video across the district. A 1Gbps bandwidth connection to the Internet is shared by all district entities from a centralized location. All classrooms across the district have a minimum of three data connections. In addition, all classrooms utilize telecommunication services and wireless 802.11 b/g/n/a+n connectivity. The district provides email services via Outlook collaboration tools such as Sharepoint, Skype for Business, Yammer, Delve, and Office applications provided by Office 365 for Education. Google services are also available to faculty/staff and students in order to use chromebooks and Google Apps.

Instructional Hardware:

Promethean ActivPanels are utilized across the district. The district has equipped every classroom in the district with a document camera. One networked laser jet printer is available and shared for up to four classrooms and every teacher in the district has been issued a laptop running either Windows 8, Windows 8.1 and Windows 10. Mobile devices and mobile device management have been in place at the classroom since 2010 and so far 2500+ mobile devices have been bought and distributed to the district for individual teacher/student use. Computers on Wheels (COWS) and classroom charging stations are used throughout the district as well.

Telecommunications:

Cisco Unified Communications Manager and Cisco Unity Connection are used district-wide providing voice services to 500+ IP phones, including voice mail. Fax services are offered via XMedius software using email services to send and receive faxes. Paging/Call alert services via IP telephony is available and used district-wide.

Management Information System:

The district utilizes the Frontline TEAMS system for student, human resources, warehouse, asset tracking, and finance / accounting. The system has been in place for the last twelve years and has proven to be a productive system in both capturing and expanding reporting functions. The system is utilized by all departments and campuses. Additional features include allowing parents to subscribe to a parent portal to provide access to their individual student's academic progress. Primero POS system is a system that is used by our Child Nutrition Services Department for program administration and program compliance requirements such as fiscal activities, auditing, and required state reporting for students.

Technology is integral to the functioning of any instructional environment in today's times, and it must be stressed that a well-rounded education for students includes opportunities to become technologically literate to be able to compete in the present and future employment race. With that, faculty and staff must possess the skills necessary to teach students to become technology literate, and being able to do that hinges on a district vision that is committed to technology as a priority. Our district technology plan focuses on teaching and learning, educator preparation and development, leadership / administration / instructional support, and infrastructure.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers feel inadequately trained in using ActivPanels. **Root Cause:** Inadequate training was provided to teachers as ActivPanels were installed in their classrooms during the 2018-2019 school year. Training will be provided in the 2019-2020 school year.

Problem Statement 2: Teachers feel inadequately trained on the inclusion of emerging technologies into their instruction. **Root Cause:** Teachers have not received adequate training on emerging technologies, as time designated for training has been prioritized in other areas, such as reading instruction.

Priority Problem Statements

Problem Statement 1: The total student enrollment has declined overall.

Root Cause 1: TEA data shows that most area districts, with the exception of Canutillo ISD, are experiencing a trend of loss of student population over the last 7 years, due to a stall in El Paso County population numbers (Robert Moore, Borderzine.com; April 30, 2019).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Approximately 53% of the total student population is categorized as Limited English Proficient (LEP).

Root Cause 2: Most of SEISD's families are of Mexican American heritage and speak Spanish at home.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The EL population has overall master's level performance rates of 8% in ELA/Reading, 15% in mathematics, 6% in writing, 9% in science, and 2% in social studies.

Root Cause 3: EL students are not receiving adequate accommodations and/or strategies for language acquisition success at school and at home.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 8th grade social studies continues to be a low-performing area, with 33% at the "Approaches" level.

Root Cause 4: There is a lack of vertical alignment in instructional time and resources used to teach social studies from grades K-6, as well as a revolving roster of middle school social studies teachers each year.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: In ELA/Reading, only 10% performed at a "Master's" level (all grades), as compared to the district student outcome goal target of 20% for 2018-2019.

Root Cause 5: Many students are below grade level in reading. Causes may include inadequate cross-curricular reading instruction and overall low expectations beginning in Kindergarten. Misalignment in reading resources is also a contributing factor.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: In Mathematics, only 19% performed at a "Master's" level (all grades), as compared to the district student outcome goal target of 28% for 2018-2019.

Root Cause 6: The district is growing with Sharon Wells math in the last 2 years. The program is still new to SEISD but is improving. Guided Math in K-1 has just begun for 2018-2019, and will take more time to materialize results.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: 65% of students met all criteria for college, career, and military readiness as compared to the district student outcome goal target of 67% for 2018-2019.

Root Cause 7: Students might not have received appropriate preparation for the variables comprising the CCMR percentage.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Retention of currently employed teachers is an ongoing issue, especially at the high school level.

Root Cause 8: The location of SEISD in relation to the location of these teachers' homes is the primary factor.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: There is low participation overall in meetings and events for district parents.

Root Cause 9: Conflicting work schedules and/or unawareness of the importance of parental engagement in education.

Problem Statement 9 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 25, 2015





Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: The district will provide high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel and support personnel on a wide variety of identified topics based on data, to include local and/or state required training.

Evaluation Data Source(s) 1: Documentation of attendance at staff development sessions, evidence of professional development Implementation, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide opportunities for (out of district) professional development conferences and/or training sessions, to include related travel and registration expenses. (Monthly)	2.6	Federal and Special Programs Coordinator Migrant Clerk/Recruiter Social Workers	Provide federal and state guidelines support and leadership to campus and district staff. Maintain current knowledge of changes to federal and state programs. Provide advisory assistance and support to district and campus staff.	0%	0%	0%	
Funding Sources: 211: Title I, Part A Improving Basic Programs - 7800.00, 199: General, Basic - 2800.00, 263: Title III, Part A English Language Acq. - 2300.00							

<p>TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for (within district) professional development conferences and/or training sessions; to include relevant consultant services, supplies, stipends, extra duty pay, technology, light refreshments and beverages, working meals, etc. as needed. (Monthly)</p>	2.4, 2.5	Planning and Instruction Staff	Improved job performance for stakeholders by providing necessary training.				
<p>Funding Sources: 211: Title I, Part A Improving Basic Programs - 19350.00, 255 Title II, Part A Supporting Effective Instruct - 15000.00, 263: Title III, Part A English Language Acq. - 15000.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Provide required professional development for Gifted and Talented via EduHero and TAGT On Demand via Responsive Learning. Provide the Administrator for Research and Evaluation the hardware, software, and basic supplies to coordinate the district's Gifted and Talented (GT) program. (Monthly)</p>	2.4, 2.5, 2.5	Administrator-- Research and Evaluation	Compliance with legal requirements for GT as per the Texas State Plan for the Education of GT Students.				
<p>TEA Priorities Connect high school to career and college 4) Perkins 5: Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Trainings may include but are not limited to: Annual Regional CTE Conference Annual State CTE Conference Annual PLTW Conference Appropriate use of technology in CTE courses/programs (Monthly)</p>	2.4, 2.5	Career & Technical Education Coordinator/Staff Campus Administration	Improved job performance for stakeholders by providing necessary training.				
<p>Funding Sources: 244: Career/Technical-Basic Grant - 8000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: SEISD will hire teachers who are certified within their field of teaching and who meet the district's definition of a highly qualified teacher.

Evaluation Data Source(s) 2: Equity gap measure as per the Texas Equity Plan.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) SEISD provides monetary stipends for quality, certified applicants who possess certification in areas of need. (Yearly)	2.5	Human Resources Staff Finance Department Staff	Highly qualified teachers will be hired to fill positions in areas of need.				
TEA Priorities Recruit, support, retain teachers and principals 2) SEISD will support the "New Teacher Induction Academy" and the "Mentorship Academy" to prepare new teachers and their mentors, with the goal being retention of new teachers. (Monthly)	2.5	Planning and Instruction Department	Adequately train and support new teachers and their mentors.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 15000.00							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: 2019-2020 STAAR / EOC Goals for Mathematics:

Grade 3: Approaches--88%, Meets--53%, Masters--24%

Grade 4: Approaches--78%, Meets--43%, Masters--23%

Grade 5: Approaches 96%, Meets--54%, Masters--32%; Student Outcome Goal 1; GPM 1.1

Grade 6: Approaches 90%, Meets 46%, Masters 20%

Grade 7: Approaches 69%, Meets 34%, Masters 14%

Grade 8: Approaches 92%, Meets 61%, Masters 14%--Student Outcome Goal 1; GPM 1.2

Algebra I: Approaches 93%, Meets 73%, Masters 39%; Student Outcome Goal 1; GPM 1.3





District Overall Grade 3--Algebra I: Approaches 87%, Meets 52%, Masters 32%--Student Outcome Goal 1

Evaluation Data Source(s) 1: STAAR/ EOC score reports, benchmark score reports

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) SEISD will provide support, resources, and training for Sharon Wells Math at grades 2-5. (Weekly)	2.4	Instructional Officers Instructional Specialists Principals	Increased STAAR math scores in grades 2-5.				

<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) SEISD will provide support, resources, and training for the Guided Math Framework at grades K-1. (Weekly)</p>	2.4	Instructional Officers Instructional Specialists Principals	Increased achievement in mathematics in grades K-1.	0%	0%	0%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: 2019-2020 STAAR / EOC Goals for Reading:

Grade 3: Approaches 81%, Meets 45%, Masters 23%

Grade 4: Approaches 73%, Meets 35%, Masters 18%

Grade 5: Approaches 85%, Meets 46%, Masters 23%--Student Outcome Goal; GPM 1.1

Grade 6: Approaches 69%, Meets 33%, Masters 16%

Grade 7: Approaches 68%, Meets 38%, Masters 21%

Grade 8: Approaches 83%, Meets 43%, Masters 23%--Student Outcome Goal; GPM 2.2

English I: Approaches 52%, Meets 36%, Masters 16%

English II: Approaches 64%, Meets 39%, Masters 16%

English I + II Combined: Approaches 60%, Meets 39%, Masters 16%--Student Outcome Goal; GPM 2.3

District Overall Grades 3-English II:
Approaches 72%, Meets 39%, Masters 23%--Student Outcome Goal 1.

Evaluation Data Source(s) 2: STAAR/EOC score reports
Benchmark score reports

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar

<p>TEA Priorities Build a foundation of reading and math 1) SEISD will use K-2 reading diagnostic tools such as iStation, DRA/EDL, and TANGO software. (Weekly)</p>	2.4	Instructional Officers Instructional Specialists Principals	Increased achievement in reading.				
<p>TEA Priorities Build a foundation of reading and math 2) SEISD will provide state-adopted instructional resources for ELAR / SLAR that are aligned to the revised TEKS for students in grades K-8. (Monthly)</p>	2.4	Administrator of Research and Evaluation	Students will learn reading and writing via TEKS-aligned resources in ELAR / SLAR.				
<p>TEA Priorities Build a foundation of reading and math 3) SEISD will employ 2 Instructional Officers at the district level to serve ELAR/Social Studies as follows: 1. Grades PPK-6 (Title II, Part A) 2. Grades 7-12 (Title I Part A) (2 FTE's) (Yearly)</p>	2.4	District Administration and Planning and Instructional Staff	Assist teachers in the alignment of instructional strategies with curriculum grade levels.				<p>Funding Sources: 255 Title II, Part A Supporting Effective Instruct - 81874.00, 211: Title I, Part A Improving Basic Programs - 85000.00</p>



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: All students will increase performance on STAAR Writing for 2019-2020.

Grade 4 Writing Targets:
 Approaches--69%
 Meets--27%
 Masters--8%

Grade 7 Writing Targets:
 Approaches--66%
 Meets--25%
 Masters--10%

Evaluation Data Source(s) 3: STAAR scores in Writing for Grades 4 and 7.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Provide support for campus-based writing resources and activities, and encourage the inclusion of writing activities into lesson plans across all content areas and grade levels. (Weekly)	2.4	Instructional Officers Instructional Specialists Principals	Increased STAAR writing scores in 4th and 7th grade, as well as English I and II.	0%	0%	0%	

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: All students will increase performance on STAAR / EOC Science for 2019-2020.

Grade 5 Science Targets:

- Approaches--81%
- Meets--50%
- Masters--22%

Grade 8 Science Targets:

- Approaches--82%
- Meets--42%
- Masters--18%

Biology Targets:

- Approaches--91%
- Meets--59%
- Masters--16%

Evaluation Data Source(s) 4: STAAR / EOC Score Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) SEISD will supplement science instruction with STEMscopes curriculum and lesson resources in grades PK-12. (Yearly)	2.4	Instructional Officers Instructional Specialists Principals	Improved achievement in science.				
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>2) Continue a variety of STEM/STEAM initiatives at all campuses to include: STEM Dolls, STEM Expo, VEX Robotics, STEM Tank, E-STEM initiative, elementary engineering labs, etc. Provide supplies, awards, and training as related to STEAM initiatives. (Monthly)</p>	2.5	Instructional Officer Campus Principals	Increased interest in STEM fields of study post-secondary.				
<p>Funding Sources: 211: Title I, Part A Improving Basic Programs - 2950.00</p>							

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: All students will increase performance on STAAR/EOC Social Studies for 2019-2020.

Grade 8 Social Studies Targets:

- Approaches--60%
- Meets--20%
- Masters--11%

U.S. History EOC Targets:

- Approaches--95%
- Meets--73%
- Masters--36%

Evaluation Data Source(s) 5: STAAR / EOC Score Reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Support the continued collaboration with the Tom Lea institute on elementary Social Studies curriculum. (Monthly)	2.5	Instructional Officer	Increased student interest in Social Studies.				
TEA Priorities Build a foundation of reading and math 2) Support K-12 Social studies by purchasing materials, consultant services, and offering necessary training. (Monthly)	2.4	Instructional Officer	Increased Social Studies achievement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Migrant, Foster Care, At-Risk, Transition, and Homeless students will be supported socially, emotionally, physically, and academically with a variety of programs, services, and interventions.

Evaluation Data Source(s) 6: Migrant, Foster Care, and Homeless statistics related to STAAR/EOC and / or benchmark performance.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) SEISD will provide support services to migrant, homeless, foster care, and transition students including, but not limited to: school supplies, materials, clothing, tennis shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation. Public notices will be distributed as needed for these populations. (Daily)	2.6	Coordinator of Federal and State Programs Social Workers Migrant Clerk	Improved physical and academic well-being of identified students.	0%	0%	0%	
	Funding Sources: 212: Title I, Part C Migrant - 1893.00, 211: Title I, Part A Improving Basic Programs - 25000.00, 199: General, Basic - 65.00						
2) SEISD will support attendance at the Annual Middle School Retreat and the Migrant Graduation Summit. (Yearly)	2.6	Coordinator of Federal and State Programs Migrant Clerk	Improved physical and academic well-being of migrant students.	0%	0%	0%	
TEA Priorities Build a foundation of reading and math 3) SEISD will conduct a Migrant Supplemental Summer Program for reading, mathematics, and/or science for identified grade levels, as well as Project SMART. (Yearly)	2.6	Coordinator of Federal and State Programs Migrant Clerk Social Workers Principals	Improved physical and academic well-being of migrant students.	0%	0%	0%	
	Funding Sources: 212: Title I, Part C Migrant - 1170.00						
TEA Priorities Build a foundation of reading and math 4) SEISD will provide supplemental classroom-within-a-classroom and/or one-on-one or small group tutoring, as well as homework assistance, for all at-risk migrant and/or transition students as needed through the McKinney-Vento Sub grant (Texas Education for Homeless Children and Youth--TECHY). (Daily)	2.6	Coordinator of Federal and State Programs Migrant Clerk Social Workers Principals	Improved academic achievement of migrant and/or transition students.	0%	0%	0%	

TEA Priorities Build a foundation of reading and math 5) Provide Foster Care students transportation and/or academic support and interventions as needed. (Daily)	2.6	Social Workers	Improved academic achievement of Foster Care students.				
	Funding Sources: 212: Title I, Part C Migrant - 35901.00						
6) Refer At-Risk students to government agencies and community service organizations as needed, and address counseling issues for At-Risk students. (Daily)	2.6	Social Workers	Improved academic achievement for At-Risk students.				
7) Coordinate efforts between SEISD schools, the Foster Care parents, and/or Child Protective Services (CPS) to participate in making educational decisions for Foster Care students to include Special Education services. (Daily)	2.6	Social Workers Director of Special Education Principals	Improved physical and academic well-being for Foster Care students.				
8) Employ a NGS/Clerk Migrant Recruiter to notify, recruit, and provide services to migrant children and youth including annual residency verification as well as other identification and recruitment (ID & R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (1 FTE) (Daily)	2.6	Coordinator of Federal and State Programs	Improvement in services provided to Migrant Students				
	Funding Sources: 199: General, State Compensatory Education - 109953.55						
9) Employ two District Social Workers (2 FTE's) to identify and assist students who are struggling in social, emotional, or academic settings. (Yearly)	2.6	Associate Superintendent	Increased well-being of identified students.				
	Funding Sources: 212: Title I, Part C Migrant - 307.00						
10) Offer informational meetings to Migrant Education (MEP) Parents and opportunities on how to achieve improved student success. Provide refreshments and all needed materials for these meetings. (Bi-Monthly)	2.6	Coordinator of Federal and State Programs Migrant Clerk	Increased parental participation.				
	Funding Sources: 212: Title I, Part C Migrant - 307.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							











Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Parent and Community Involvement will continue to increase in SEISD, in all aspects of the educational environment.

Evaluation Data Source(s) 7: Documentation of parental attendance at district and campus classes, trainings, and meetings.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) SEISD will employ a Title-I District Parent Liaison to provide information and assistance to parents. (1 FTE) (Yearly)	3.1	Associate Superintendent	Increased parental engagement.	0%	0%	0%	
Funding Sources: 211: Title I, Part A Improving Basic Programs - 42105.00							
2) Provide opportunities for parents to attend local conferences, workshops, and events such as the Parental Engagement Conference. (Monthly)	3.2	District Parent Liaison	Increased parental engagement.	0%	0%	0%	
Funding Sources: 211: Title I, Part A Improving Basic Programs - 100.00, 199: General, Basic - 697.00							
3) Provide informational meetings and workshops (within district) to parents on a wide variety of topics to include parents of all student sub-populations. Provide refreshments and supplies for these meetings. (Monthly)	3.2	District Parent Liaison Communications Officer	Increased parental engagement.	0%	0%	0%	
Funding Sources: 211: Title I, Part A Improving Basic Programs - 1940.00, 263: Title III, Part A English Language Acq. - 3000.00							
4) Provide relevant information to parents via a variety of means (print, web, newsletters, flyers, School Messenger system, notices, etc.). (Monthly)	3.2	District Parent Liaison Communications Officer Technology Department	Increased parental engagement.	0%	0%	0%	
5) Enhance communications between parents, campus administration, and central office personnel via the Parent Portal. (Weekly)	3.2	District Parent Liaison Communications Officer	Increased parental engagement.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 6) SEISD will recognize exemplary employees, students, parents, and community members. (Monthly)		Communications Officer	Increased morale.	0%	0%	0%	

7) SEISD will continue to train and support Volunteers by providing the Volunteer Handbook, as well as hosting the annual Volunteer Luncheon. (Yearly)		Communications Officer District Parent Liaison	Increased number of volunteers.				
8) Inform parents of district policies by conducting required annual meetings regarding Title I Part A program requirements. (Yearly)	3.2	Coordinator of State and Federal Programs	Increased parental awareness.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The Gifted and Talented (GT) program will be supported in terms of identification and assessment, service design and delivery, family and community involvement, professional development, and curriculum and instruction in order to meet guidelines in the Texas State Plan for the Education of G/T Students.

Evaluation Data Source(s) 8: PEIMS Data

District GT Manual

GT Annual Program Evaluation

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) SEISD will provide monthly GT Family Nights available to all GT students and their families to supplement GT services during the school day. (Monthly)	2.4, 2.5	District GT Coordinator Campus GT Coordinator(s) Principals	Increased family engagement for GT students.				
TEA Priorities Build a foundation of reading and math 2) SEISD will work towards writing a curriculum for Gifted and Talented in grades 1-8, and will write a GT Program Manual to describe all identification procedures and services for GT students. (Yearly)	2.4, 2.5	Administrator-- Research and Evaluation	More aligned GT program services.				
3) SEISD will conduct annual GT program evaluation activities to include family and community involvement. (Yearly)	2.5	Administrator-- Research and Evaluation	Continual improvement in GT program services.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: English Language Learner (EL) students will be supported in all areas of curriculum, instruction, and assessment in order to increase academic achievement in all areas.

Evaluation Data Source(s) 9: STAAR / EOC Scores

Benchmark Scores

TELPAS Scores

LPAC Committee Findings

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Continue to implement the use of various survey instruments for initial Bilingual/ESL program identification and placement, such as Pre-LAS and LAS assessments. (Yearly)</p>	2.6	Campus Principals Coordinator of Instructional Programs	Accurate student placement into services.				
2) Monitor Language Proficiency Assessment Committee (LPAC) process and documentation, to include audit of files through usage of LPAC software (eSTAR from Frontline Education). (Yearly)	2.6	Principals Assistant Principals Coordinator of Instructional Programs	Improved accuracy in record-keeping.				
3) Utilize the Bilingual/English as a Second Language (BED/ESL) Program Evaluation to address current accountability measures and adjustments needed to enhance district BED/ESL programs. (Yearly)	2.6	Principals Coordinator of Instructional Programs	Ongoing program improvements due to evaluation results.				
4) Monitor district Bilingual/English as a Second Language (ESL) programs and student performance to ensure proper program implementation. (Weekly)	2.6	Principals Coordinator of Instructional Programs	Improved program services and improved student performance.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>5) Provide support and resources for teachers seeking to obtain Bilingual/ESL Supplemental Certificates. (Yearly)</p>		Principals Coordinator of Instructional Programs	Improved quality of instructional delivery.				

<p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 6) Employ a Title III Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for English Language Learners. (1 FTE) (Yearly)</p>	2.6	Coordinator of Instructional Programs	Increased student achievement for English Language Learners and improved quality of instructional delivery.				
Funding Sources: 263: Title III, Part A English Language Acq. - 102000.00							
7) Monitor Public Education Information Management System (PEIMS) for EL coding accuracy to include EL coding for Special Education students. (Monthly)		PEIMS Coordinator Coordinator of Instructional Programs Director of Special Education	Improved accuracy in coding.				
<p>TEA Priorities Build a foundation of reading and math 8) Continue to implement summer curriculum for Pre-K through Grade 1 English Language Learners (EL's) that is focused on oral language development and English language acquisition. (Yearly)</p>	2.6	Loya Primary Principal Coordinator of Instructional Programs	Improved student achievement in targeted grade levels.				
<p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 9) Monitor, model, support, and conduct follow-up on use of language acquisition strategies and training. (Monthly)</p>	2.6	Coordinator of Instructional Programs Instructional Officer Bilingual/ESL	Improved EL student achievement				
Funding Sources: 263: Title III, Part A English Language Acq. - 1450.00							
<p>TEA Priorities Build a foundation of reading and math 10) Monitor integration of English Language Proficiency Standards (ELPS) with Texas Essential Knowledge and Skills (TEKS) in classroom instruction. (Weekly)</p>	2.6	Principals Coordinator of Instructional Programs	Improved achievement for EL students.				
<p>TEA Priorities Build a foundation of reading and math 11) Conduct a specialized camp (E.A.G.L.E Camp) for selected long-term English Language Learners (EL) at the middle school level, to include field trips and a focus on literacy and oral language development. (Yearly)</p>	2.6	Coordinator of Instructional Programs Principals	Increased EL student achievement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: Special Education (SPED) students will be supported in all areas of curriculum, instruction, and assessment in order to meet their varied social, emotional, and physical needs with appropriate accommodations and modifications.

Evaluation Data Source(s) 10: STAAR/EOC Scores


Benchmark Scores

Individualized Education Plans

ARD Committee Meeting Findings

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Provide treatment and instruction to students characterized as demonstrating characteristics of dyslexia. (Weekly)	2.6	Principals SPED Director	Improved achievement for students with dyslexia.	0%	0%	0%	
TEA Priorities Build a foundation of reading and math 2) SEISD will monitor and support implementation and expansion of co-teaching, inclusionary programming, pull-out models, and self-contained units for delivery of instructional services; to include necessary personnel. (Yearly)	2.6	Principals SPED Director	Improved achievement for SPED students.	0%	0%	0%	
3) Co-teaching support sessions and walkthroughs will be conducted to monitor and support the effective implementation of the co-teaching model. (Weekly)	2.6	Principal SPED Director	Improved achievement for SPED students and assistance for struggling teachers.	0%	0%	0%	
4) Provide full and individual evaluations to students suspected of having emotional disturbance or autism to determine eligibility for special education placement and services. (Monthly)	2.6	Director of Special Education	Appropriate SPED placements.	0%	0%	0%	
5) Provide students with disabilities appropriate support and opportunities to develop skills necessary for post-secondary life such as transition plans, referrals to agencies, job sites, etc. (Monthly)	2.6	Principals Director of Special Education	To ensure post-secondary student success.	0%	0%	0%	

6) Provide Special Education awareness and support sessions to parents of children receiving Special Education services. (Yearly)	2.6	Director of Special Education	To increase parental awareness of SPED programs.	0%	0%	0%	
							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: All students will be supported with generalized curriculum, instruction, and assessment programs and interventions (to include summer programs) and teachers will be supported with assistance to become more effective teachers.

Evaluation Data Source(s) 11: Enrollment data for specialized programs and interventions
Teacher retention rates

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) SEISD will utilize the TEKS Resource System Curriculum framework (TRS) to support classroom instruction in K-12 ELAR, mathematics, science, and social studies. (Daily)	2.4	Instructional Officers Instructional Specialists Principals	Improved alignment of lessons to the TEKS.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) SEISD will employ three Instructional Officers (Title II; 2 FTE's and Title I; 1 FTE) to serve curriculum and instruction needs across the district. (Yearly)	2.4, 2.5, 2.6	Coordinator of Instructional Programs	Improved student achievement and higher-performing teachers.				
Funding Sources: 255 Title II, Part A Supporting Effective Instruct - 81874.00							
TEA Priorities Build a foundation of reading and math 3) Provide salaries, supplies, and transportation for a variety of summer programs and for summer school. (Yearly)	2.4, 2.5, 2.6	Campus Principals Instructional Officers	Increased learning time for participating students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Student Outcome Goal 3:

Students graduating college, career, and military ready will increase from 65% to 75% by June of 2022.

Annual target--
2019-2020: 70%

GPM 3.1: Percentage of Grade 8 students who meet the college-ready criteria on the Texas Success Initiative (TSI) in one or more subjects will increase from 34% to 44% by June of 2022.

Annual target--
2019-2020: 39%

GPM 3.2: Percentage of Grade 12 students enrolled in a college prep course will increase from 31% to 41% by June of 2022.





Annual target:
2019-2020: 36%

Evaluation Data Source(s) 1: Master Schedule, TSI Assessment Reports, CCMR statistics

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Connect high school to career and college 1) Continue to promote and publicize scholarship opportunities, higher education institutions and programs, post-secondary career information, military recruitment information, etc. (Monthly)	2.5	Campus Principals College and Career High School Facilitator	Increased knowledge of college, career, and military opportunities post-secondary.	0%	0%	0%	

<p>TEA Priorities Connect high school to career and college 2) Provide information to students and their parents at the middle school and high school levels on the TEXAS grant program, the Teach for Texas grant program, the college admissions process, and financial aid applications and information. (Monthly)</p>	2.5	Campus Counselors	Increased knowledge of post-secondary opportunities.				
<p>TEA Priorities Connect high school to career and college 3) Continue to support college readiness requirements at the secondary level, and continually monitor graduation requirements and personal graduation plans (PGP's). (Monthly)</p>	2.5	Campus Counselors College and Career High School Facilitator	Improved graduation rates Increased knowledge of post-secondary opportunities				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Faculty and staff will increase the use of technology applications to support student instruction and students will demonstrate an increase in technology application proficiency in applicable content areas.

Evaluation Data Source(s) 2: Records of student access to technology applications, evidence of implementation of instructional technology by faculty and staff via walkthroughs and learning walks.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) Integrate and maintain the use of instruction-driven technology apps, test banks (STAAR Test Maker and TEKS Bank), digital subscriptions, and renewals that allow emerging technologies to integrate into the curriculum. (Yearly)</p>	2.4, 2.5, 2.5	Technology Staff Planning and Instruction Staff Campus Administration	Increase of technology use in classrooms.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 5900.00							
<p>TEA Priorities Build a foundation of reading and math 2) Continue the implementation of software programs to assist in data disaggregation and management, to include all Eduphoria tools. (Yearly)</p>	2.4, 2.6	Technology Staff Planning and Instruction Staff Campus Administration	To provide meaningful data to drive instructional decisions.				
3) Conduct district technology vertical teams through the District Technology Committee to determine and evaluate district needs. (Monthly)	2.6	Technology Director/Staff	To better determine the technology needs of all stakeholders.				
4) Support online publications of relevant documents: Employee Handbook, District Improvement Plan (DIP), etc. (Monthly)	2.6	Superintendent Technology Director/Staff	To keep public informed and meet all state and federal requirements.				
5) Assist district users with technology by utilizing effective and efficient resources for support using IT Specialists. (Weekly)	2.6	Technology Director/Staff	Minimizing instructional/production downtime, becoming more proactive instead of reactive, and providing better customer service to all stakeholders.				
6) Develop and monitor a Responsible Use Agreement (RUA) for all district users and enforce acceptable use policies/internet safety guidelines. (Yearly)	2.6	Technology Director/Staff	Making sure the district is CIPA compliant by having RUA signed by parents, monitoring the use of internet, enforcing policies and reporting policy violations.				
7) Provide an adequate bandwidth and network infrastructure to support all networked and web-based applications used for instruction. (Yearly)	2.5, 2.6	Technology Director/Staff	Provide the district with a reliable internal infrastructure, systems, and fast internet connectivity.				

8) Continue use of electronic IEP management system to manage Special Education and Section 504 student instructional needs and accommodations. (Yearly)	2.6	Special Education Director/Staff Campus Administration	Effective monitoring of the Special Education population and their needs.				
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> 9) Perkins 4: Develop, improve, or expand the use of technology in CTE, which may include but not be limited to training CTE teachers, faculty and administration to use technology, provide CTE students with CTE skills needed (including developing STEM knowledge) that lead to entry into the technology fields, collaborate with technology industries to offer voluntary internships and mentoring programs and science knowledge of students. (Monthly)	2.4, 2.6	Career & Technical Education Coordinator/Staff Campus Administration CTE Instructors	Increased use of Industry relevant technology in CTE classrooms.				
Funding Sources: 244: Career/Technical-Basic Grant - 5530.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: Continue to build a strong district-wide technology infrastructure that provides for an increase in digital facilitation of teaching, learning, professional development, school leadership, instructional management, and operations.

Evaluation Data Source(s) 3: Utilization Reports, Access Logs, Filtering Reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Perform yearly maintenance and upgrades to provide quality library services and encourage effective use of shared library resources. (Yearly)</p>	2.4, 2.5, 2.5	District Librarians I.T. Specialist	Provide district students with access to fully functional campus libraries.				
2) Make available current hardware and software for district technical and Planning and Instruction staff in order to provide effective and efficient support to all district users. (Monthly)	2.5, 2.6	Technology Director	Provide technical and P&I staff with hardware and software to continue supporting faculty, staff, and students.				
3) Perform necessary maintenance and upgrades to district network infrastructure equipment and services as necessary to provide optimal access and service. (Monthly)	2.5, 2.6	Technology Director Network Administrator	Provide a reliable network infrastructure and internet access.				
4) Maintain the district's telecommunications system and provide upgrades as needed. (Monthly)	2.5, 2.6	Network Administrator Technology Director	Keep the telecommunications systems upgraded and in working order.				
5) Evaluate and increase internet bandwidth as needed to support district initiatives and services. (Monthly)	2.5, 2.6	Technology Director Network Administrator	Support district operations with adequate bandwidth.				
6) Maintain and upgrade voice, video, and data cabling for all district facilities as needed. (Monthly)	2.5, 2.6	Technology Department Staff	Provide effective voice, data, and video services throughout the district.				
7) Electronically archive student and personnel records as recommended by the Texas Library and Archives Commission. (Yearly)	2.6	PEIMS Coordinator Human Resources Director Technology Director	Records will be maintained in accordance with state and district mandates.				
8) Attend and provide professional development opportunities that support district initiatives and current trends in technology. (Monthly)	2.5, 2.6	Technology Director Technology Department Staff	Stay up-to-date on current technology trends.				

9) Assist district users with technology through the use of the Help Desk. (Daily)	2.5, 2.6	Technology Director/Staff	Provide support and repairs for issues with district technology equipment.				
							

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 4: Maintain 100% compliance with all federal, state and local mandates relating to instructional technology.

Evaluation Data Source(s) 4: Compliance Reports, Purchase Orders

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) All district computers with internet access will meet all Children's Internet Protection (CIPA) guidelines. (Yearly)	2.5, 2.6	Technology Director Network Administrator	Compliance with CIPA guidelines.				
2) All district computers will be provided with up to date antivirus subscriptions. (Yearly)	2.5, 2.6	Technology Director/Staff	Protect computers from viruses.				
3) Maintain a functional disaster recovery solution to protect the district's critical data and network services. (Monthly)	2.5, 2.6	Network Administrator Database Administrator	Protection of district data.				
4) Utilize online services to assist with ERATE compliance and documentation. (Monthly)	2.5, 2.6	Technology Director	Maintain ERATE compliance and documentation.				
5) Maintain electronic document retention services for required record-keeping. (Monthly)	2.6	Network Administrator Technology Director	Keep district records in accordance with guidelines.				
6) Maintain subscriptions to automated resources for parent notification and communication. (Yearly)	2.6, 3.2	Technology Department	Continue utilizing mass notifications to relay pertinent information to parents via voice and/or text.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 5: Students will be notified of and provided opportunities to study a wide variety of Career and Technical Education (CTE) courses as well as earn industry certifications and licensures.

Evaluation Data Source(s) 5: CTE program enrollment
 Number of industry certifications and licensures

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college 1) Perkins 8, 9: Provide services and activities of sufficient size, scope and quality to be effective such as the support of CTSOs. Include activities to prepare special populations, including single parents and displaced homemakers who are in enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. This includes providing opportunities for CTE students to earn local and industry level certifications and/or licensures including but not limited to those identified by industry partner feedback and TEA certification lists. (Monthly)</p>	2.5	CTE Instructors CTE Coordinator Campus Principals	Student post-secondary achievement and opportunities will increase.				
<p>Funding Sources: 244: Career/Technical-Basic Grant - 9650.00</p>							

<p>TEA Priorities Connect high school to career and college 2) Perkins 2, 7: Link CTE at the secondary and post-secondary level, including offering the relevant elements of not less than three CTE programs of study. Linkage may be achieved via local or statewide course articulations, dual credit offerings, and/or vertical program alignment along with implementation of appropriate, program specific content, equipment, technology, etc. Continue to initiate, improve, and expand and modernize quality CTE programs within SEISD. This includes but is not limited to the purchase of appropriate technology for district and campus administration as well as the purchase of necessary materials/resources for current CTE courses, new equipment, industry specific furnishings, technology and complete implementation of new CTE courses at various campuses. (Monthly)</p>	2.5	CTE Instructors CTE Coordinator Campus Principals	Student post-secondary achievement and opportunities will increase.				
<p>Funding Sources: 244: Career/Technical-Basic Grant - 30358.00</p>							
<p>TEA Priorities Connect high school to career and college 3) Perkins 6: Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across the district and to ensure fidelity in implementation of CTE programs. (Yearly)</p>	2.5	CTE Coordinator	Improved CTE program services.				
<p>Funding Sources: 244: Career/Technical-Basic Grant - 8000.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							








Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity as evidenced by a zero tolerance policy.

Evaluation Data Source(s) 1: Safety Reports, Discipline Reports, Student Access to Available Interventions/Services, Continued Evidence of Implementation of Positive Behavior Interventions and Supports (PBIS) Program.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Employ a Title I district nurse to coordinate district-wide, school health services and initiatives to include organizing First Aid/CPR training opportunities and periodic training on automated external defibrillators (AEDs) (1 FTE) (Daily).	2.4	Director of Special Education Associate Superintendent	Guide and support campus nurses on school health. Ensure appropriate personnel are trained on emergency procedures.				
2) Review, update, and disseminate the Student Code of Conduct, Emergency Operations Plan and Procedures, and District Wellness Policies (Yearly).	2.6	Superintendent Campus Administration District Lead Nurse Support Services Director	Inform students of the students, parents and staff of student expectations.				
3) Continue consistent intake and placement processes into the Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP). (Weekly)	2.6	Superintendent Campus Administration	To comply with disciplinary rules and provide uninterrupted education to students.				
4) Monitor district diabetes policy and continue compliance with individualized health plans for students diagnosed with diabetes, as well as provide training when necessary. (Weekly)	2.6	District Lead Nurse Campus Nurses	To meet the health needs of students.				
5) Continue Student Health Advisory Council (SHAC) meetings. (Bi-Monthly)	2.6	Associate Superintendent Child Nutrition Services Director Athletics Director	To continue the collaboration between health agencies and district and provide opportunities to students.				

6) Provide updates to district personnel of Public Information Management System (PEIMS) 425 Record Training. (Yearly)	2.6	PEIMS Coordinator Campus Administrators	To increase the quality of data				
7) Upgrade and maintain security cameras, secure perimeters, school check-in kiosk systems, and secure door access systems as necessary on all district campuses and buildings. (Weekly)		Technology Staff/Security Supervisor	Provide a safe environment				
8) Continue to provide bus safety training, to include emergency evacuation procedures. (Monthly)	2.6	Support Services Staff	To provide a safe environment				
9) Continue to strengthen current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS). (Daily)	2.6	Associate Superintendent Director of Special Education Campus Administrators	To foster a culture of accountable students and encourage good behavior				
10) Continue to implement legal requirements of "David's Law" in all schools, to include anonymous reporting for students, reports to law enforcement, and cyber bullying. (Yearly)	2.6	Campus Administration Counselors Faculty/Staff	Reduction in bullying incidents, to include cyber bullying.				
11) Continue to provide mandatory online training to all staff members on mental health awareness, child abuse awareness, and suicide awareness and prevention. (Yearly)		Human Resources Staff	Increased awareness of ways to help students struggling with these issues.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.01.699.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,786.50
199.11.6119.02.699.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$22,405.00
199.11.6119.03.699.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$23,016.00
199.11.6119.04.699.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$38,307.00
199.11.6119.05.699.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$7,605.00
199.11.6129.03.699.30	6129 Salaries or Wages for Support Personnel	\$233.28
199.11.6129.04.699.30	6129 Salaries or Wages for Support Personnel	\$317.86
199.11.6141.01.699.30	6141 Social Security/Medicare	\$79.57
199.11.6141.02.699.30	6141 Social Security/Medicare	\$306.35
199.11.6141.03.699.30	6141 Social Security/Medicare	\$328.08
199.11.6141.04.699.30	6141 Social Security/Medicare	\$542.33
199.11.6141.05.699.30	6141 Social Security/Medicare	\$104.04
199.11.6143.01.699.30	6143 Workers' Compensation	\$63.37
199.11.6143.02.699.30	6143 Workers' Compensation	\$296.62
199.11.6143.03.699.30	6143 Workers' Compensation	\$307.79
199.11.6143.04.699.30	6143 Workers' Compensation	\$511.35
199.11.6143.05.699.30	6143 Workers' Compensation	\$100.67
199.11.6146.02.699.30	6146 Teacher Retirement/TRS Care	\$168.04
199.11.6146.03.699.30	6146 Teacher Retirement/TRS Care	\$176.56
199.11.6146.04.699.30	6146 Teacher Retirement/TRS Care	\$292.08
199.11.6146.05.699.30	6146 Teacher Retirement/TRS Care	\$57.03

199.11.6146.01.699.30	6146 Teacher Retirement/TRS Care	\$45.05
6100 Subtotal:		\$100,049.57

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Garcia	AP & Dual Credit Classes	SCE	25%
Alejandra Garcia	AP & Dual Credit Classes	SCE	25%
Alejandro Gutierrez	Teacher Middle Schoo - MS DAEP	SCE	12.50%
Amanda Franco	Teacher Middle School ESL-MS DAEP	SCE	25%
Amanda Franco	Teacher Middle School ESL -MS STAAR Labs	SCE	12.50%
Ana Luna	AP & Dual Credit Classes	SCE	12.50%
Andrew Avila	AP & Dual Credit Classes	SCE	25%
Angel Gonzalez	Teacher DAEP- High School	SCE	87.50%
Cecilia Lucero	AP & Dual Credit Classess	SCE	75%
Cesar Morales	Teacher High School Math - HS EOC Lab	SCE	75%
Claudia Barraza	AP & Dual Credit Classess	SCE	12.50%
Daniel Morrow	AP & Dual Credit Classes	SCE	12.50%
Daniela Artalejo	Teacher Middle School Math-MS STAAR Labs	SCE	12.50%
David Cortinas	Teacher - High School Math	SCE	12.50%
David Desrosiers	AP & Dual Credit Classes	SCE	25%
Edleen Nwachuku	Techer MS DAEP	SCE	12.50%
Federico Moncloa	AP & Dual Credit Classes	SCE	25%
Genoveva Kimmel	Teacher Middle School ESL-MS STAAR Labs	SCE	12.50%
Ibeth Serna	Techer Middle School Math - MS STAAR Lab	SCE	12.50%
John Jara	Teacher Information Technology - MS STAA	SCE	12.50%
John Jara	Teacher Information Technology - GEMS		
Jonathan Hernandez	AP & Dual Credit Classes	SCE	12.50%
Jorge Cervantes Gonzalez	AP & Dual Credit Classes	SCE	37.50%
Jorge Maese	Teacher High School Math - HS EOC Lab	SCE	75%

Jose Lozano	Teacher Middle School	SCE	75%
Josefina Contreras	Teacher Spanish -AP & Dual Credit Classe	SCE	62.50%
Julieta Vitela	Teacher Middle School - MS STAAR Labs	SCE	12.50%
Karla Ruiz	Teacher High School -AP & Dual credit Cl	SCE	37.50%
Lourdes Falcon	Teacher-Middle School GEMS	SCE	12.50%
Lurdes Falcon	Teacher Middle School -MS STAAR Labs	SCE	12.50%
Marcela Diazq	AP & Dula Credit Classes	SCE	12.50%
Mario Espinoza	Teacher Middle School MS DAEP	SCE	12.50%
Mauricio Perez	Teacher DAEP- High School	SCE	87.50%
Melissa Leyva	Teacher - High School	SCE	12.50%
Melissa Leyva	Teacher High School - AP & Dual Credit C	SCE	50%
Monica Veloz	Teacher High School - HS EOC Labs	SCE	100%
Nidia Garcia	Teacher Middle School Math - MS STAAR La	SCE	12.50%
Nivia Garcia	Teracher Middle School Math- MS STAAR La	SCE	12.50%
Not yet schedule	HS Study Skills	SCE	87.50%
Obed Hernandez	AP & Dual Credit Classes	SCE	12.50%
Omar Medrano	Teacher - High School Science	SCE	12.50%
Patrice Y. Bowen	Teacher Middle School - MS STAAR Labs	SCE	12.50%
Patricia Gonzalez	Teacher English -AP & Dual Credit Classe	SCE	50%
Patrick Aloysius Bowen	Teacher Middle School GEMS	SCE	12.50%
Ramon Aguilar	teacher High School - Social Studias	SCE	12.50%
Ramona Hernandez	AP & Dual Credit Classes	SCE	25%
Raul Rangel	Teacher Middle School Math-MS STAAR Labs	SCE	12.50%
Raul Rangel	Teacher Middle School -MS DAEP	SCE	12.50%
Ricardo Herrera	Teacher High School -HS A+	SCE	75%
Ricardo Perez	Aide Classroom High School - AP & Dual C	SCE	12.50%
Ricardo Perez	Aide Classroom High School - HS A+	SCE	12.50%
Sandra Galvez	Teacher Spanish- High School -AP & Dua	SCE	75%

Santa Galvan	AP & Dual Credit Classes	SCE	75%
Susana Payan	Aide Classroom MS DAEP	SC	100%
Sylvia Graves	District Social Worker	SCE	100%
Teresita Parra	District Social Worker	SCE	100%
Vacant	MS DAEP	SCE	100%
Veronica Hernandez	Teacher Middle School - MS DAEP	SCE	12.50%
Wendy Valdez	AP & Dual Credit Classes	SCE	12.50%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Padilla	Instructional Specialist - Loya Primary	Title I, Part A	1
Andres Pena	Instructional Specialist - SEHS	Title I, Part A	1
Anna Alvarez	Instructinal Specialsit	Title I, Part A - SEHS	1
Brenda Jara	Instructional Specialist - GEMS	Title I, Part A	1
Claudia Nakay	Instructional Specialist - Borrego	Title I, Part A	1
Concepcion Talamantes	Instructional Specialist - Alarcon	Title I, Part A	1
Eloisa Rodriguez	Teacher Primary - Loya Primary	Title I, Part A	1
Eva Quezada	Instructional Specialist Secondary - GEM	Title I, Part A	1
Gina Marie Abeyta	Instructional Specialist - Alarcon	Title I, Part A	1
Magaly Y. Luevano (Vacant)	Teacher Primary - Loya Primary	Title I, Part A	1
Patricia Soliz	Aide-Classroom Math & Science -Alarcon	Title I, Part A	1
Patricia T. Cortez	Aide-Classroom - Sambrano	Title I, Part A	1
Pending (Vacant)	District Lead Nurse	Title I, Part A	1
Pending (Vacant)	Instructional Officer - Secondary	Title I, Part A	1
Rebecca Barrientos	Aide- Classroom Math & Science - Borrego	Title I, Part A	1
Rosa Isela Correa	Instructional Specialist - Loya Primary	Title I, Part A	1
Rosario Rodriguez	Instructional Specialist - Sambrano	Title I, Part A	1
Santa Garcia	Parent Liaison - GEMS	Title I, Part A	1
William Crews	Aide-Classroom Math/Science - SEHS	Title I, Part A	1

District Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Beatriz Apodaca	State and Federal Programs Coordinator
Administrator	George Augustain	Principal
Administrator	Veronica Brashear	Assistant Principal
Administrator	Norma Casillas	Principal
Non-classroom Professional	Rosa Correa	Instructional Specialist
District-level Professional	Deborah Cortez	Instructional Officer
Administrator	Leticia De Santos	Assistant Principal
District-level Professional	Georgina Diaz	Instructional Officer
Administrator	Julissa Esquivel	Principal
Administrator	Norma Flores	Assistant Principal
District-level Professional	Susana Frescas	Coordinator of Instructional Programs
Administrator	Maribel Guillen	Principal
District-level Professional	Christine Jaksch	Director--Athletics
Administrator	April Marioni	Principal
District-level Professional	Dr. Jeannie Meza-Chavez	Superintendent
Administrator	Brenda Pallares	Assistant Principal
Administrator	Jaime Parra	Assistant Principal
District-level Professional	Lisa Renegar	Administrator--Research and Evaluation
District-level Professional	Michael Rodriguez	Coordinator--Career and Technical Education
District-level Professional	Amanda Sanchez	Director of Special Education
Administrator	Ernesto Seigel	Assistant Principal
District-level Professional	Dr. Tomas Sigala	College and Career Readiness Facilitator
Non-classroom Professional	Concepcion Talamantes	Instructional Specialist
Administrator	Martha Tenorio	Assistant Principal
District-level Professional	Monica Velarde-Ruiz	Instructional Officer - Bilingual / ESL

Administrator	Teresa Wilks	Principal
District-level Professional	Blanca Cruz	Director--Human Resources
Non-classroom Professional	Alyssa Padilla	Instructional Specialist
District-level Professional	Horacio Hernandez	Director of Technology
District-level Professional	Dr. Rogelio Segovia	Associate Superintendent

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ACET Spring Conference & Homeless Conference	199.21.6411.12.814.99	\$2,800.00
2	6	1	Refreshments for MAC/Regional Meeting	199.21.6499.20.814.99	\$65.00
2	7	2	Public Notice "Federally Funded Programs"	199.21.6491.00.814.99	\$624.00
2	7	2	Parent Refreshments for public meeting	199.61.6499.00.814.99	\$73.00
Sub-Total					\$3,562.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	9	2 District Social Workers	199.32.6119.00.XXX.30	\$109,953.55
Sub-Total					\$109,953.55
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fees for Instructional Officers to attend trainings at ESC-Region 19	211.13.6239.06.802.30	\$1,500.00
1	1	1	Instructional Officers' Travel--Out of District	211.13.6411.06.802.30	\$4,000.00
1	1	1	Travel for P.E. Teachers to TAHPERD Conference	211.13.6411.06.802.30	\$1,300.00
1	1	1	Statewide Parent Engagement Conference	211.61.6411.01.814.30	\$1,000.00
1	1	2	Consultant Services for Identified Needs	211.13.6299.06.802.30	\$5,000.00
1	1	2	Lead4ward ePLC online Social Studies training	211.13.6299.06.802.30	\$875.00
1	1	2	Lead4ward annual field guides renewal	211.13.6399.06.802.30	\$250.00
1	1	2	Middle school fluency resources for reading	211.13.6399.06.802.30	\$3,000.00
1	1	2	General supplies for teacher professional development (emerging needs)	211.13.6399.06.802.30	\$5,925.00
1	1	2	Technology equipment for professional development	211.13.6399.06.802.30	\$4,300.00
1	2	2	Stipends for mentors for New Teacher Induction Academy	211.13.6118.06.802.30	\$15,000.00
2	2	3	1 FTE Title I, Part A- Grades 7 -12 (Salary & Benefits)	211.13.6119.05.802.30	\$85,000.00

2	4	2	VEX Robotics Regional and National Registration Fees	211.11.6412.06.802.30	\$950.00
2	4	2	Science Fair Affiliation Fee	211.11.6499.06.802.30	\$2,000.00
2	6	1	Middle School Retreat for Transition Students - Homeless Set-Aside Funds	211.11.6412.07.814.30	\$1,100.00
2	6	1	Foster Care Transportation	211.11.6494.10.814.30	\$10,000.00
2	6	1	Medical Services to Transition Students (Eye, Dental and immunizations) - Set-Aside Funds	211.33.6219.07.814.30	\$1,000.00
2	6	1	General Supplies (Frames & lenses for transition students) - Set-Aside Funds	211.33.6399.07.814.30	\$1,000.00
2	6	1	School Supplies & Uniforms for transition students - Set-Aside Funds	211.11.6399.07.814.30	\$11,900.00
2	7	1	Title I District Parent Liaison (Salary & Benefits)	211.61.6129.01.814.30	\$42,105.00
2	7	2	Regional Workshops	211.61.6239.01.814.30	\$100.00
2	7	3	Reading Materials for Parents, Family & Community Engagement	211.61.6329.01.814.30	\$1,000.00
2	7	3	Practical Parent Education - On-Line Program	211.61.6396.01.814.30	\$100.00
2	7	3	Supplies & Material	211.61.6399.01.814.30	\$240.00
2	7	3	Parent Refreshments	211.61.6499.01.814.30	\$600.00
3	2	1	STAAR Test Maker	211.11.6396.06.802.30	\$5,900.00
Sub-Total					\$205,145.00

212: Title I, Part C Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	Summer Reading Materials	212.11.6329.48.818.24	\$200.00
2	6	1	School Supplies & Uniforms	212.11.6399.00.818.24	\$1,693.00
2	6	3	Migrant Summer Program	212.11.6117.48.818.24	\$1,170.00
2	6	8	NGS/Clerk Migrant Recruiter (Salary & Benefits)	212.21.61XX.00.818.24	\$35,901.00
2	6	10	Migrant PAC Meeting Refreshments	212.61.6499.00.818.24	\$307.00
Sub-Total					\$39,271.00

244: Career/Technical-Basic Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	4	Registration, travel, room and board for 2 CTE instructors to attend PLTW Core training	244.13.6411.00.804.22	\$8,000.00
3	2	9	CTE administrator, counselor and instructor training via R19	244.13.6239.00.804.22	\$3,000.00
3	2	9	Instructional/online mentor webinar/training opportunities	244.13.6299.14.804.00	\$2,530.00
3	5	1	Various vendor contracts to allow for time management reporting, certification exam cost, software licensing	244.11.6396.00.804.22	\$9,650.00
3	5	2	Purchase of needed equipment to grow current CTE programs - Drones, Robots, Computers	244.11.6395.00.804.22	\$20,500.00
3	5	2	Purchase of replacement tools and durables for current GEMS CTE courses	244.11.6398.00.804.22	\$5,288.00
3	5	2	Purchase of various, miscellaneous durable materials and supplies for all CTE programs GEMS and SEHS	244.11.6399.00.804.22	\$4,570.00
3	5	3	Annual CTE evaluation	244.21.6239.00.804.22	\$8,000.00
Sub-Total					\$61,538.00

255 Title II, Part A Supporting Effective Instruct

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay for Teacher Professional Development	255.13.6117.01.802.24	\$15,000.00
2	2	3	1 FTE Title II, Part A - Grades PPK-6 (Salary & Benefits)	255.13.6119.00.802.24	\$81,874.00
2	11	2	2 Title II, Part A -Instructional Officers	255.13.6119.00.802.24	\$81,874.00
Sub-Total					\$178,748.00

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel (Bil IO)	263.13.6411.00.805.25	\$1,300.00
1	1	1	Employee Travel (Coord)	263.21.6411.00.805.25	\$1,000.00
1	1	2	Seidlitz Education (TRTW, Dictado)	263.13.6299.00.805.25	\$15,000.00
2	7	3	Reading Materials	263.61.6329.00.805.25	\$2,250.00
2	7	3	General Supplies (Latino Literacy)	263.61.6399.00.805.25	\$250.00
2	7	3	Catering	263.61.6499.00.805.25	\$500.00
2	9	6	Title III, Part A - Instructional Officer	263.13.6119.00.805.25	\$102,000.00

2	9	9	General Supplies	263.13.6399.00.805.25	\$1,450.00	
					Sub-Total	\$123,750.00
					Grand Total	\$721,967.55

Addendums

District Summary--2018 vs. 2019 Comparison; All Grades / All Tests / All Students

2018 STAAR Reading	Approaches	Meets	Masters
Grade 3	74%	36%	16%
Grade 4	58%	27%	13%
Grade 5	84%	45%	15%
Grade 6	54%	23%	9%
Grade 7	58%	32%	18%
Grade 8	73%	27%	10%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	77%	39%	19%	3%	3%	3%
Grade 4	70%	31%	14%	12%	4%	1%
Grade 5 (Admins 1 + 2)	81%	43%	16%	-3%	-2%	1%
Grade 6	66%	31%	13%	12%	8%	4%
Grade 7	65%	35%	17%	7%	3%	-1%
Grade 8	80%	41%	19%	7%	14%	9%

2018 STAAR Math	Approaches	Meets	Masters
Grade 3	80%	49%	24%
Grade 4	78%	43%	20%
Grade 5	94%	53%	20%
Grade 6	72%	40%	13%
Grade 7	58%	25%	7%
Grade 8	89%	36%	3%

2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	84%	49%	17%	4%	0%	-7%
Grade 4	74%	38%	19%	-4%	-5%	-1%
Grade 5 (Admins 1 + 2)	94%	51%	28%	0%	-2%	8%
Grade 6	87%	43%	17%	15%	3%	4%
Grade 7	66%	30%	11%	8%	5%	4%
Grade 8	89%	57%	7%	0%	21%	4%

2018 STAAR Writing	Approaches	Meets	Masters
Grade 4	56%	26%	8%
Grade 7	52%	24%	4%

2019 STAAR Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 4	62%	24%	4%	6%	-2%	-4%
Grade 7	59%	22%	7%	7%	-2%	3%


2018 STAAR Science	Approaches	Meets	Masters
Grade 5	80%	39%	14%
Grade 8	63%	35%	16%

2019 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 5	73%	46%	18%	-7%	7%	4%
Grade 8	79%	39%	16%	16%	4%	0%

2018 STAAR Social Studies	Approaches	Meets	Masters
Grade 8	31%	8%	2%

2019 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 8	52%	16%	8%	21%	8%	6%


Student Outcome Goals; 2018-2019; Reading and Mathematics; All Students

STAAR Mathematics; Grade 5	Masters (Goal 28%)	Masters Difference from Goal
Alarcon (Admins 1+2)	23%	-5%
Borrego (Admins 1+2)	42%	+14%
Sambrano (Admins 1+2)	22%	-6%
District Summary	28%	0% 

STAAR Reading; Grade 5	Masters (Goal 20%)	Masters Difference from Goal
Alarcon (Admins 1+2)	15%	-5%
Borrego (Admins 1+2)	19%	-1%
Sambrano (Admins 1+2)	13%	-7%
District Summary	16%	-4%

STAAR Mathematics; Grade 8	Masters (Goal 10%)	Masters Difference from Goal
GEMS	7%	-3%

STAAR Reading; Grade 8	Masters (Goal 20%)	Masters Difference from Goal
GEMS	19%	-1%

EOC Algebra I	Masters (Goal 37%)	Masters Difference from Goal
SEHS	36%	-1%
GEMS Grade 8	100%	63%
District Summary	42%	5% 

EOC English I + English II	Masters (Goal 10%)	Masters Difference from Goal
SEHS	3%	-7%

Alarcon Elementary--2018 vs. 2019 Comparison; All Grades / All Tests / All Students

2018 STAAR Reading	Approaches	Meets	Masters
Grade 3	74%	33%	15%
Grade 4	62%	22%	11%
Grade 5 (Admins 1 + 2)	79%	44%	16%
Grade 6	45%	17%	6%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	75%	33%	13%	1%	0%	-2%
Grade 4	69%	24%	10%	7%	2%	-1%
Grade 5 (Admins 1 + 2)	73%	34%	15%	-6%	-10%	-1%
Grade 6	67%	32%	13%	22%	15%	7%

2018 STAAR Math	Approaches	Meets	Masters
Grade 3	80%	49%	26%
Grade 4	87%	53%	21%
Grade 5 (All Admins)	93%	37%	14%
Grade 6	77%	33%	9%

2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	89%	51%	16%	9%	2%	-10%
Grade 4	73%	31%	16%	-14%	-22%	-5%
Grade 5 (Admins 1 + 2)	93%	43%	23%	0%	6%	9%
Grade 6	91%	36%	9%	14%	3%	0%

2018 STAAR Writing	Approaches	Meets	Masters
Grade 4	60%	22%	5%

2019 STAAR Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 4	57%	17%	2%	-3%	-5%	-3%

2018 STAAR Science	Approaches	Meets	Masters
Grade 5	75%	33%	12%

2019 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 5	60%	29%	12%	-15%	-4%	0%

Borrego Elementary--2018 vs. 2019 Comparison; All Grades / All Tests / All Students

2018 STAAR Reading	Approaches	Meets	Masters
Grade 3	86%	48%	23%
Grade 4	74%	44%	20%
Grade 5 (All Admins)	91%	43%	13%
Grade 6	59%	23%	8%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	81%	46%	24%	-5%	-2%	1%
Grade 4	80%	39%	20%	6%	-5%	0%
Grade 5 (Admins 1 + 2)	92%	58%	19%	1%	15%	6%
Grade 6	70%	32%	12%	11%	9%	4%

2018 STAAR Math	Approaches	Meets	Masters
Grade 3	90%	64%	31%
Grade 4	88%	52%	27%
Grade 5 (All Admins)	98%	73%	34%
Grade 6	73%	49%	20%

2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	85%	56%	24%	-5%	-8%	-7%
Grade 4	86%	48%	25%	-2%	-4%	-2%
Grade 5 (Admins 1 + 2)	97%	63%	42%	-1%	-10%	8%
Grade 6	93%	48%	21%	20%	-1%	1%

2018 STAAR Writing	Approaches	Meets	Masters
Grade 4	73%	41%	16%

2019 STAAR Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 4	70%	36%	8%	-3%	-5%	-8%

2018 STAAR Science	Approaches	Meets	Masters
Grade 5	84%	45%	12%

2019 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 5	88%	62%	32%	4%	17%	20%

Sambrano Elementary--2018 vs. 2019 Comparison; All Grades / All Tests / All Students

2018 STAAR Reading	Approaches	Meets	Masters
Grade 3	61%	28%	13%
Grade 4	40%	17%	10%
Grade 5 (All Admins)	83%	46%	15%
Grade 6	59%	29%	13%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	77%	41%	21%	16%	13%	8%
Grade 4	60%	31%	11%	20%	14%	1%
Grade 5 (Admins 1 + 2)	81%	40%	13%	-2%	-6%	-2%
Grade 6	61%	29%	13%	2%	0%	0%

2018 STAAR Math	Approaches	Meets	Masters
Grade 3	68%	34%	13%
Grade 4	61%	26%	12%
Grade 5 (All Admins)	91%	54%	13%
Grade 6	64%	39%	12%

2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	77%	43%	21%	9%	9%	8%
Grade 4	61%	37%	16%	0%	11%	4%
Grade 5 (Admins 1 + 2)	93%	49%	22%	2%	-5%	9%
Grade 6	75%	48%	22%	11%	9%	10%

2018 STAAR Writing	Approaches	Meets	Masters
Grade 4	37%	17%	5%

2019 STAAR Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 4	63%	20%	3%	26%	3%	-2%

2018 STAAR Science	Approaches	Meets	Masters
Grade 5	82%	41%	18%

2019 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 5	75%	51%	14%	-7%	10%	-4%

GEMS Grades 7-8; All STAAR Tests; 2018-2019 Comparison; All Students

2018 STAAR/EOC Math	Approaches	Meets	Masters
Grade 7	58%	25%	7%
Grade 8	89%	36%	3%

2019 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	66%	30%	11%	8%	5%	4%
Grade 8	89%	57%	7%	0%	21%	4%

Algebra I-- Grade 8	Approaches	Meets	Masters
	100%	100%	96%

Algebra I-- Grade 8	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
	100%	100%	100%	0%	0%	4%

2018 STAAR Reading	Approaches	Meets	Masters
Grade 7	58%	32%	18%
Grade 8 (All Admins)	73%	27%	10%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	65%	35%	17%	7%	3%	-1%
Grade 8 (Admins 1+2)	80%	41%	19%	7%	14%	9%

2018 STAAR Science	Approaches	Meets	Masters
Grade 8	63%	35%	16%

2019 STAAR Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 8	79%	39%	16%	16%	4%	0%

2018 STAAR Social Studies	Approaches	Meets	Masters
Grade 8	31%	8%	2%

2019 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 8	52%	16%	8%	21%	8%	6%

2018 STAAR Writing	Approaches	Meets	Masters
Grade 7	52%	24%	4%

2019 STAAR Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	59%	22%	7%	7%	-2%	3%

End-of-Course Exams (EOC); SEHS; 2018-2019 Comparison (All Students; All Tests)

2018 English I	Approaches	Meets	Masters
326 students	53%	34%	2%

2019 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
349 students	49%	32%	4%	-4%	-2%	2%

2018 English II	Approaches	Meets	Masters
322 students	56%	35%	2%

2019 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
313 students	60%	35%	2%	4%	0%	0%

2018 Algebra I	Approaches	Meets	Masters
SEHS	92%	61%	35%
GEMS	100%	100%	96%
District Summary	93%	64%	40%

2019 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	87%	65%	36%	-5%	4%	1%
GEMS	100%	100%	100%	0%	0%	4%
District Summary	88%	69%	42%	-5%	5%	2%

2018 U.S. History	Approaches	Meets	Masters
255 students	90%	63%	22%

2019 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
235 students	94%	69%	30%	4%	6%	8%

2018 Biology	Approaches	Meets	Masters
274 students	89%	59%	15%

2019 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
289 students	84%	51%	12%	-5%	-8%	-3%

Grade 5 STAAR Math; 2018 to 2019; All Students

ALARCON 2019 STAAR Math Grade 5	Approaches	Meets	Masters
Final for 2018	93%	37%	14%
Cumulative: 1st + 2nd Admins for 2019	93%	43%	23%
Difference 2018 to 2019	Same	+6%	+8%

BORREGO 2019 STAAR Math Grade 5	Approaches	Meets	Masters
Final for 2018	98%	73%	34%
Cumulative: 1st + 2nd Admins for 2019	97%	63%	42%
Difference 2018 to 2019	-1%	-10%	+8%

SAMBRANO 2019 STAAR Math Grade 5	Approaches	Meets	Masters
Final for 2018	91%	54%	13%
Cumulative: 1st + 2nd Admins for 2019	93%	49%	22%
Difference 2018 to 2019	+2%	-5%	+9%

Grade 8 STAAR Math and Reading; 2018 to 2019; All Students

GEMS 2019 STAAR Math Grade 8	Approaches	Meets	Masters
Final for 2018	89%	36%	3%
First + Second Admins 2019	89%	57%	7%
Difference 2018 to 2019	Same	+21%	+4%

GEMS 2019 STAAR Reading Grade 8	Approaches	Meets	Masters
Final for 2018	73%	27%	10%
First + Second Admins 2019	80%	41%	19%
Difference 2018 to 2019	+7%	+14%	+9%

STAAR Reading--2018 vs. 2019 Comparison; Grades 3-6; All Students

2018 Third Grade Reading	Approaches	Meets	Masters
Alarcon	74%	33%	15%
Borrego	86%	48%	23%
Sambrano	61%	28%	13%

2019 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	75%	33%	13%	1%	0%	-2%
Borrego	81%	46%	24%	-5%	-2%	1%
Sambrano	77%	41%	21%	16%	13%	8%

2018 Fourth Grade Reading	Approaches	Meets	Masters
Alarcon	62%	22%	11%
Borrego	74%	44%	20%
Sambrano	40%	17%	10%

2019 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	69%	24%	10%	7%	2%	-1%
Borrego	80%	39%	20%	6%	-5%	0%
Sambrano	60%	31%	11%	20%	14%	1%

2018 Fifth Grade Reading	Approaches	Meets	Masters
Alarcon	79%	44%	16%
Borrego	91%	43%	13%
Sambrano	83%	46%	15%

2019 Fifth Grade Reading (Admins 1+2)	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	34%	15%	-6%	-10%	-1%
Borrego	92%	58%	19%	1%	15%	6%
Sambrano	81%	40%	13%	-2%	-6%	-2%

2018 Sixth Grade Reading	Approaches	Meets	Masters
Alarcon	45%	17%	6%
Borrego	59%	23%	8%
Sambrano	59%	29%	13%

2019 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	67%	32%	13%	22%	15%	7%
Borrego	70%	32%	12%	11%	9%	4%
Sambrano	61%	29%	13%	2%	0%	0%