



Curriculum Committee Meeting

Monday, October 6, 2025 at 4:30 PM

John F. Barron Administration Building - Board Room

240 N. Crockett Street

San Benito, Texas 78586

1. Call to Order
2. **Public Comment**
 - 2.1. Public comments shall be limited to items on the agenda posted with notice of the meeting.
3. Review and Discussion of the Texas Senate Bill 13 Library Book Requirement List
4. Review and Discussion of the Destiny Solutions Agreement between San Benito CISD and Follet Software, LLC for Library Services
5. Review and Discussion of the Class Size Exemption for the 2025-2026 School Year
6. Review and Discussion of the District Improvement Plan for the 2025-2026 School Year
7. Review and Discussion of the Campus Improvement Plans for the 2025-2026 School Year
8. Review and Discussion of the Amendment to the Secondary Course Catalog for the 2025-2026 School Year
9. Committee Concerns
10. Adjournment



Request Approval of the Texas Senate Bill 13 Library Book Requirement List

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Texas Senate Bill 13 Library Book Requirement List

Rationale:

In accordance with Texas Senate Bill 13 and Policy EFB-Library Materials, the district is required to post proposed campus library book acquisitions for a minimum of 30 days prior to Board of Trustees approval. This public posting period ensures transparency, provides parents and community members an opportunity to review proposed titles, and aligns with state law regarding library collection development.

Title lists have been posted from September 8, 2025, to October 7, 2025, on the Department of Library Services website.

Paperwork Impact:

Minimal

Budget:

N/A

Resource Personnel:

Marleen Araiza, Director of Professional Development
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

N/A

School Library Book List for Board Approval

School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
Veterans Memorial Academy	That's Not My Name	Lally, Megan	9781534471252 9781728270111 9780800082260		D. Sanchez	D. Sanchez, A. Tovar	Kirkus; SLJ
Veterans Memorial Academy	Family Style	Pham, Thien	9781250809728 9781250809711		D. Sanchez	D. Sanchez, A. Tovar	Informational
Veterans Memorial Academy	A Cuban Girl's Guide to Tea and Tomorrow	Namey, Laura Taylor	9781534471252 9781534471245		D. Sanchez	D. Sanchez, A. Tovar	Booklist, Kirkus
Veterans Memorial Academy	Trajectory	Gordon, Cambria	9781338853827		D. Sanchez	D. Sanchez, A. Tovar	Kirkus, SLJ Xpress
Veterans Memorial Academy	Dodger	Pratchett, Terry	ISBN: 9780062009494 ISBN10: 0062009494		D. Sanchez	D. Sanchez, A. Tovar	SLJ, Common Sense Media
Veterans Memorial Academy	Traitor	McCrina, Amanda	9780374313524 ISBN10: 0374313520		D. Sanchez	D. Sanchez, A. Tovar	Kirkus, Common Sense Media
Veterans Memorial Academy	Batman: Nightwalker: the graphic novel	Lu, Marie	978-1401280048 ISBN10: 1401280048		D. Sanchez	D. Sanchez, L. Sifuentes	SLJ, Common Sense Media
Veterans Memorial Academy	Outlaw: The Legend of Robin Hood	Lee, Tony	978-0763643997		D. Sanchez	D. Sanchez, L. Sifuentes	Goodreads, Common Sense Media
Veterans Memorial Academy	Drowned City: Hurrican Katrina and New Orleans	Brown, Don	978-0-544-15777-4		D. Sanchez	D. Sanchez, L. Sifuentes	Kirkus, Common Sense Media
Veterans Memorial Academy	Wonder Woman: Tempest Tossed	Anderson, Laurie Halse	ISBN-10: 1-40128-645-3 ISBN-13: 978-1-40128-645-3		D. Sanchez	D. Sanchez, L. Sifuentes	Booklist, SLJ
Veterans Memorial Academy	Barely Missing Everything	Mendez, Matt	ISBN-10: 1-72548-585-0 ISBN-13: 978-1-72548-585-3		D. Sanchez	D. Sanchez, L. Sifuentes	Booklist, Kirkus
Veterans Memorial Academy	Amulet, Book 8	Kibuishi, Kazu	ISBN-10: 1-54905-371-X ISBN-13: 978-1-54905-371-9		D. Sanchez	D. Sanchez / A. Tovar	Kirkus, Goodreads
Veterans Memorial Academy	Matched	Condie, Allyson	ISBN-10: 0-329-88808-0 ISBN-13: 978-0-329-88808-4		D. Sanchez	D. Sanchez, A. Tovar	Kirkus, Publisher's Weekly
Veterans Memorial Academy	Crossed	Condie, Allyson	ISBN-10: 0-329-97326-6 ISBN-13: 978-0-329-97326-1		D. Sanchez	D. Sanchez / A. Tovar	Booklist, SLJ
Veterans Memorial Academy	Reached	Condie, Allyson	ISBN-10: 1-48980-492-7 ISBN-13: 978-1-48980-492-1		D. Sanchez	D. Sanchez / A. Tovar	Kirkus, SLJ
Ed Downs FAA	Home in a Lunchbox	Mo Cherry	9781250809728 9781250809711		V. Rabassa	V. Rabassa, E. Robinson	School Library Journal Xpress, Booklist
Ed Downs FAA	Home	Matt de la Pena	ISBN-10: 0-593-11089-7 ISBN-13: 978-0-593-11089-8		V. Rabassa	V. Rabassa, N. Rodriguez	Kirkus, School Library Journal Xpress
Ed Downs FAA	The Skull	Jon Klassen	ISBN-10: 1-53622-336-0 ISBN-13: 978-1-53622-336-1		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal Xpress
Ed Downs FAA	Don't Trust Fish	Neil Sharpson	SBN-10: 0-593-61667-7 ISBN-13: 978-0-593-61667-3		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal
Ed Downs FAA	City of Leafcutter Ants	Amy Hevron	ISBN-10: 0-8234-5318-9 ISBN-13: 978-0-8234-5318-4		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal Xpress
Ed Downs FAA	Mr. Pei's Perfect Shapes	Julie Leung	ISBN-10: 0-06-300630-8 ISBN-13: 978-0-06-300630-0		V. Rabassa	V. Rabassa, E. Robinson	Kirkus, School Library Journal
Ed Downs FAA	The music inside us: Yo-Yo Ma & his gifts to the world	James Howe	ISBN-10: 1-41975-521-8 ISBN-13: 978-1-41975-521-7		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal
Ed Downs FAA	Anything	Rebecca Stead	ISBN-10: 1-79721-515-9 ISBN-13: 978-1-79721-515-0		V. Rabassa	V. Rabassa, N. Rodriguez	Booklist, School Library Journal
Ed Downs FAA	The gift of the great buffalo	Carole Lindstrom	ISBN-10: 1-54760-688-6 ISBN-13: 978-1-54760-688-7		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal
Ed Downs FAA	I'm sorry you got mad	Kyle Lukoff	ISBN-10: 0-593-46291-2 ISBN-13: 978-0-593-46291-1		V. Rabassa	V. Rabassa, E. Robinson	Kirkus, School Library Journal
Ed Downs FAA	Earl & Worm the bad idea and other stories	Greg Pizzoli	ISBN-10: 0-593-64966-4 ISBN-13: 978-0-593-64966-4		V. Rabassa	V. Rabassa, E. Robinson	Booklist, School Library Journal
Ed Downs FAA	Earl & Worm the big mess and other stories	Greg Pizzoli	ISBN-10: 0-593-64970-2 ISBN-13: 978-0-593-64970-1		V. Rabassa	V. Rabassa, E. Robinson	Kirkus, School Library Journal

School Library Book List for Board Approval

School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
Ed Downs FAA	The Story of Gumluck and the Dragon's Eggs	Adam Rex		ISBN-10: 1-79723-610-5 ISBN-13: 979-83-687-9495-2 (originally 978-1-79723-610-0)	V. Rabassa	V. Rabassa, E. Robinson	Kirkus, Booklist
Ed Downs FAA	The Story of Gumluck and the Heroes	Adam Rex		ISBN- 978-1-5321-0425-1	V. Rabassa	V. Rabassa, E. Robinson	Kirkus, School Library Journal
La Paloma Elementary	George Lucas: Filmmaker & Creator of Star Wars [1]	Grace Hansen		ISBN - 978-1-5321-0425-1	B. Lovell	B. Lovell, N. Rodriguez	Booklist /Informational
La Paloma Elementary	Neil Armstrong : Astronaut & First Human to Walk on the Moon	Grace Hansen		ISBN - 978-1-5321-0428-2	B. Lovell	B. Lovell, N. Rodriguez	Booklist /Informational
La Paloma Elementary	Queen Elizaeth II : The World's Longest Reigning Monarch	Grace Hansen		ISBN - 978-1-5321-0429-9	B. Lovell	B. Lovell, N. Rodriguez	Informational
La Paloma Elementary	Stan Lee: Comic Book Writer & Creator of Spider-Man	Grace Hansen		ISBN - 978-1-5321-0430-5	B. Lovell	B. Lovell, N. Rodriguez	Booklist/ Informational
La Paloma Elementary	Amelia Earhart : Aviation Pioneer	Grace Hansen		ISBN - 978-1-68080-121-7	B. Lovell	B. Lovell, N. Rodriguez	Horn Book/SLJ [2]
La Paloma Elementary	Cesar Chavez : Latino American Civil Rights Activist	Grace Hansen		ISBN - 978-1-68080-122-4	B. Lovell	B. Lovell, N. Rodriguez	Horn Book/SLJ [3]
La Paloma Elementary	Eleanor Roosevelt : First Lady & Equal Rights Advocate	Grace Hansen		ISBN - 978-1-68080-123-1	B. Lovell	B. Lovell, N. Rodriguez	Horn Book/SLJ [4]
La Paloma Elementary	Ella Fitzgerald : American Jazz Singer	Grace Hansen		ISBN - 978-1-68080-124-8	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [5]
La Paloma Elementary	Harry Houdini : Illusionist & Stunt Performer	Grace Hansen		ISBN - 978-1-68080-125-5	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [6]
La Paloma Elementary	Rosa Parks : Activist for Equality	Grace Hansen		ISBN - 978-1-68080-126-2	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [7]
La Paloma Elementary	Jackie Robinson : Baseball Legend	Grace Hansen		ISBN - 978-1-62970-701-3	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [8]
La Paloma Elementary	Jane Goodall : Chimpanzee Expert & Activist	Grace Hansen		ISBN - 978-1-62970-702-0	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [9]
La Paloma Elementary	Martin Luther King Jr : Civil Rights Leader	Grace Hansen		ISBN 978-1-62970-704-4	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [10]
La Paloma Elementary	Pope Francis : Religious Leader	Grace Hansen		ISBN 978-1-62970-705-1	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [11]
La Paloma Elementary	Walt Disney : Animator & Founder	Grace Hansen		ISBN 978-1-62970-706-8	B. Lovell	B. Lovell, N. Rodriguez	Titlewave, Permabound [12]
La Paloma Elementary	Click, Clack, Ho! Ho! Ho!	Cronin, Doreen		ISBN 978-1-5321-4464-6	B. Lovell	B. Lovell, N. Rodriguez	BookList; Horn Book Magazine
La Paloma Elementary	Click, Clack, Moo I Love You!	Cronin, Doreen		ISBN 978-1-5321-4465-3	B. Lovell	B. Lovell, N. Rodriguez	Kirkus; SLJ
La Paloma Elementary	Click, Clack, Quack to School !	Cronin, Doreen		ISBN 978-1-5321-4467-7	B. Lovell	B. Lovell, N. Rodriguez	Horn Book Guide; Kirkus
La Paloma Elementary	Thump, Quack, Moo	Cronin, Doreen		ISBN 978-1-5321-4469-1	B. Lovell	B. Lovell, N. Rodriguez	Booklist; Horn Book
Berta Cabaza MS	Bigfoot vs. Yeti: Clash of the Cryptids	Rayo, Alberto		ISBN: 979-88-7522-544-4 ISBN: 979-88-7522-539-0	N. Caballero	N.Caballero, M. Navarro	Follett, Capstone
Berta Cabaza MS	One Big Open Sky	Cline-Ransome, Lesa		ISBN: 978-0-8234-5016-9 ISBN: 978-0-8000-8450-9 ISBN: 978-0-8234-6062-5 ISBN: 978-0-8234-5016-9	N. Caballero	N.Caballero, M. Navarro	ALA Books, School Library Journal
Berta Cabaza MS	Thirteenth fairy (Chronicles Of Never After)	De La Cruz, Melissa		ISBN: 978-1-250-80830-1 ISBN: 978-0-8000-1734-7 ISBN: 978-1-250-31121-4 ISBN:978-1-250-31123-8	N. Caballero	N.Caballero, M. Navarro	School Library Journal, Kirkus Reviews
Berta Cabaza MS	Stolen slippers (Chronicles Of Never After)	De La Cruz, Melissa		ISBN:978-1-250-31123-8 ISBN: 978-1-250-85403-2 ISBN: 978-0-8000-3009-4	N. Caballero	N.Caballero, M. Navarro	School Library Journal, Kirkus Reviews
Berta Cabaza MS	Broken mirror (Chronicles Of Never After)	De La Cruz, Melissa		ISBN: 9781250827258 ISBN:978-0-8000-5266-9 ISBN: 978-1-250-82724-1	N. Caballero	N.Caballero, M. Navarro	School Library Journal, Kirkus Reviews
Berta Cabaza MS	Missing sword (Chronicles Of Never After)	De La Cruz, Melissa		ISBN: 978-1-250-34660-5 ISBN: 978-0-8000-7066-3 ISBN: 978-1-250-86629-5	N. Caballero	N.Caballero, M. Navarro	Publisher's Weekly, Common Sense Media

School Library Book List for Board Approval

School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
Berta Cabaza MS	End of the story (Chronicles Of Never After)	De La Cruz, Melissa		ISBN: 978-1-250-86631-8 ISBN: 978-0-8000-8412-7 ISBN: 978-1-250-86631-8 ISBN: 978-1-250-39472-9 ISBN: 978-0-8479-0087-9	N. Caballero	N.Caballero, M. Navarro	Publisher's Weekly, Common Sense Media
Berta Cabaza MS	Area 51 files (Area 51 Files)	Buxbaum, Julie		ISBN: 978-1-5160-6375-8 ISBN: 978-0-593-42949-5 ISBN: 9780593429464 ISBN: 978-0-8000-5543-1	N. Caballero	N.Caballero, M. Navarro	School Library Journal, Kirkus Reviews
Berta Cabaza MS	Big flush (Area 51 Files)	Buxbaum, Julie		ISBN: 9780593429501 ISBN: 978-0-593-42953-2 ISBN: 978-0-8000-8396-0 ISBN: 979-8-3687-1187-4	N. Caballero	N.Caballero, M. Navarro	Kirkus Reviews, Titlewave
Berta Cabaza MS	Friend or UFO (Area 51 Files)	Buxbaum, Julie		ISBN: 9780593429549 ISBN: 978-0-593-42957-0 ISBN: 978-0-8000-8397-7 ISBN: 979-8-3687-5133-7	N. Caballero	N.Caballero, M. Navarro	Titlewave, YS Book Reviews
Berta Cabaza MS	Way off base (Area 51 Files)	Buxbaum, Julie		ISBN: 978-1-5160-6375-8 ISBN: 978-0-593-89944-1 ISBN: 978-0-593-42946-4	N. Caballero	N.Caballero, A. Tovar	Follett, Titlewave
Berta Cabaza MS	Aaron Donald vs. Reggie White : who would win? (All-Star Smackdown)	Stabler, David		ISBN: 9781728490861	N. Caballero	N.Caballero, A.Tovar	School Library Journal, Booklist
Berta Cabaza MS	Aaron Judge vs. Babe Ruth : who would win? (All-Star Smackdown)	Stabler, David		ISBN: 978-1-7284-9086-1	N. Caballero	N.Caballero, A. Tovar	ALA Books, School Library Journal
Berta Cabaza MS	Anthony Edwards vs. Dwyane Wade : who would win? (All-Star Smackdown)	Doeden, Matt		ISBN: 9798765683415	N. Caballero	N.Caballero, A. Tovar	School Library Journal, Follett
Berta Cabaza MS	Invisible Isabel	Pla, Sally J.		ISBN: 978-0-06-326885-2 ISBN: 978-0-8000-8055-6 ISBN: 978-0-06-326885-2	N. Caballero	N.Caballero/ N. Guzman	ALA Books, Kirkus Reviews
Berta Cabaza MS	Is It Real? the Loch Ness Monster	Fleming, Candance		ISBN: 978-1-339-03793-6 ISBN: 978-0-8000-7251-3 ISBN: 978-1-546-11028-6	N. Caballero	N.Caballero, A. Tovar	Publishers Weekly, ALA Booklist
Berta Cabaza MS	Chickenpox	Lai, Remy		ISBN: 978-1-250-86330-0 ISBN: 979-8-3687-1402-8	N. Caballero	N.Caballero, A. Tovar	School Library Journal, ALA Books
Berta Cabaza MS	The Burning Season	Rose, Caroline Starr		ISBN: 978-0-593-61793-9	N. Caballero	N.Caballero, A. Tovar	Kirkus Reviews, School Library Journal
Berta Cabaza MS	Amelia Earhart (Unsolved (Childrens Press))	Williams, Dinah		ISBN: 978-1-546-14151-8	N. Caballero	N.Caballero, A. Tovar	School Library Journal, ALA Booklist
Berta Cabaza MS	Bigfoot (Unsolved (Childrens Press))	Williams, Dinah		ISBN: 978-1-546-14157-0	N. Caballero	N.Caballero, A. Tovar	ALA Booklist, School Library Journal
Berta Cabaza MS	Captain Kidd's Treasure (Unsolved (Childrens Press))	Williams, Dinah		ISBN: 978-1-546-14160-0	N. Caballero	N.Caballero, A. Tovar	ALA Booklist, School Library Journal
Berta Cabaza MS	Pyramids of Egypt (Unsolved (Childrens Press))	Williams, Dinah		ISBN: 978-1-546-14154-9	N. Caballero	N.Caballero, A. Tovar	School Library Journal, ALA Booklist
Berta Cabaza MS	Will's Race for Home: A Western	Rhodes, Jewell Parker		ISBN: 978-0-316-29933-6 ISBN: 978-0-8000-9252-8 ISBN: 978-0-316-29933-6	N. Caballero	N.Caballero, A. Tovar	Horn Book, ALA Booklist
Miller Jordan MS	Bird of a Thousand Stories	Monsef, Kiyash		ISBN: 1-665-92853-0 ISBN 13: 978-1-665-92853-3	M. Navarro	M. Navarro, N. Caballero	Kirkus Reviews, Titlewave
Miller Jordan MS	Once There Was	Monsef, Kiyash		978-1-51608-769-3 978-1-665-92850-2 978-1-665-92851-9 978-0-8000-6092-3	M. Navarro	M. Navarro, N.Cabllero	Kirkus Reviews, Titlewave
Miller Jordan MS	Speechless	Steink, Aron Nels		9781338849325 978-1-338-84933-2	M. Navarro	M. Navarro, N. Caballero	Kirkus Reviews, Titlewave
Miller Jordan MS	Stitch	Kenny, Padraig		ISBN-10: 1-53624-198-9 ISBN-13: 978-1-53624-198-3	M. Navarro	M. Navarro, N. Caballero	Kirkus Reviews, Titlewave
Miller Jordan MS	The Thirteen Doors of Black House	Lavoie, Laura		ISBN-13: 978-1-45495-815-4 ISBN-10: 1-45495-815-4	M. Navarro	M. Navarro, N. Caballero	Kirkus Reviews, Publishers Weekly
Miller Jordan MS	Where are the Everglades	Medina, Nico and Who HQ		ISBN-10: 0-593-75496-4 SBN-13: 979-83-687-6610-2 0-8000-8774-7	M. Navarro	M. Navarro, N. Caballero	Informational

School Library Book List for Board Approval

School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
Miller Jordan MS	Bamboo Kingdom: Creatures of the Flood	Hunter, Erin		ISBN-13: 978-1-66883-599-9 ISBN-10: 1-66883-599-1	M. Navarro	M. Navarro, N. Caballero	Titlewave, Kirkus Reviews
Miller Jordan MS	Bamboo Kingdom: River of Secrets	Hunter, Erin		ISBN-13: 978-1-66888-625-0 ISBN-10: 1-66888-625-1	M. Navarro	M. Navarro, N. Caballero	Titlewave, Kirkus Reviews
Miller Jordan MS	Bamboo Kingdom: Journey to the Dragon Mountain	Hunter, Erin		ISBN-10: 1-51606-727-4 ISBN-13: 978-1-51606-727-5	M. Navarro	M. Navarro, N. Caballero	Titlewave, Kirkus Reviews
Miller Jordan MS	Alone	Freeman, Megan E		ISBN-13: 978-1-53446-756-9 ISBN-10: 1-53446-756-4	M. Navarro	M. Navarro, N. Caballero	Titlewave, Kirkus Reviews
Miller Jordan MS	Away	Freeman, Megan E		ISBN-13: 978-1-66595-972-8 ISBN-10: 1-66595-972-X	M. Navarro	M. Navarro, N. Caballero	Titelwave, Kirkus Reviews
Miller Jordan MS	The Totally awesome world of Cristiano Ronaldo	Fischer, Neal E		ISBN-13: 979-83-687-6487-0 ISBN-10: 0-7603-9539-X	M. Navarro	M. Navarro, A. Tovar	Titelwave, Kirkus Reviews
Miller Jordan MS	The Totally awesome world of Caitlin Clark	Weiss, Sara		ISBN: 0-7603-9683-3 ISBN 13: 978-0-7603-9683-4	M. Navarro	M. Navarro, A. Tovar	Titelwave, Kirkus Reviews
Miller Jordan MS	Everything NFL	Grack, Rachel		ISBN 13: 979-88-930456-0-4	M. Navarro	M. Navarro, A. Tovar	Titlewave, Kirkus Reviews
Miller Jordan MS	Bunyip vs. Chupacabra: Clash of the Cryptids	Golkar, Golriz		ISBN 13: 979-88-7522-552-9	M. Navarro	M. Navarro, A. Tovar	Titlewave, Capstone
Miller Jordan MS	The Kraken vs. the Loch Ness Monster: Clash of the Cryptids	Rayo, Alberto		ISBN 13: 979-88-7522-576-5	M. Navarro	M. Navarro, A. Tovar	Titelwave, Capstone
Miller Jordan MS	Unsolved: Pyramids of Egypt	Williams, Dinah		ISBN-10: 1-54614-155-3 ISBN-13: 979-83-687-3143-8	M. Navarro	M. Navarro, A. Tovar	Titlewave, Capstone
Miller Jordan MS	Lizardman vs. The Swamp Monster: Clash of the Cryptids	Golkar, Golriz		979-88-7522-584-0 979-88-7522-579-6	M. Navarro	M. Navarro, A. Tovar	Titlewave, Capstone
Miller Jordan MS	Deadly Natural Disasters	Foxe, Steve		ISBN 13: 978-1-669-05868-7 ISBN: 1-669-05868-9	M. Navarro	M. Navarro, A. Tovar	Titlewave, Capstone
Miller Jordan MS	Lost in the Jungle:	Foxe, Steve		ISBN 13: 978-1-669-05870-0 ISBN: 1-669-05870-0	M. Navarro	M. Navarro, A. Tovar	Titlewave, Capstone
Dr Cash	Unplugged	Gordon Korman		9798855070484, 0062798901 978-0062798909	N. Guzman	N. Guzman / A. Tovar	Kirkus, Publisher's Weekly
Dr Cash	Squash and Pumpkin	G.G. Mcqueen		593805909, 978-0593805909	N. Guzman	N. Guzman / V. Rabassa	Kirkus, School Library Journal
Dr Cash	Pizza and Taco Series 1-6	Stephen Shaskan		0593704223, 978-0593704226	N. Guzman	N. Guzman / A. Tovar	Booklist, School Library Journal
DR Cash	A wolf Called Fire	Rosanne Parry		9780063415133 0063415135	N. Guzman	N. Guzman / V. Rabassa	Kirkus, School Library Journal
DR Cash	The shadow and The Ghost	Cat Min		164614368X, ISBN-13 : 978-1646143689	N. Guzman	N. Guzman / A. Tovar	Publisher's Weekly, Booklist
DR Cash	See you Later Alligator	Sally Hopgood		1510704841, ISBN-13 : 978-1510704848	N. Guzman	N. Guzman / A. Tovar	School library Journal, Kirkus
DR Cash	The Scariest Story you have Ever heard	Ron Keres		979-8985911244	N. Guzman	N. Guzman / A. Tovar	Readers Choice, Kirkus
DR Cash	The Day the Books Disappeared	Joanna Ho		1368110657, ISBN-13 : 978-1368110655	N. Guzman	N. Guzman / A. Tovar	School library Journal, Publishers weekly
DR Cash	Troubling Tonsils! (Jasper Rabbit's Creepy Tales!)	Aaron Reynolds		1665961082, ISBN-13 : 978-1665961080	N. Guzman	N. Guzman / A. Tovar	Kirkus, Publisher's Weekly
DR Cash	Bored Panda	Mike Bender		593433602, ISBN-13 : 978-0593433607	N. Guzman	N. Guzman, E. Robinson	Kirkus, School Library Journal
La Encantada Elementary	Love You By Heart	Peter Reynolds		9781338783636 1338783637	N. Rodriguez	N. Rodriguez / A. Tovar	Kirkus Reviews, Goodreads
La Encantada Elementary	Princess and the Greedy Pea	Leigh Hodgkinson		9781536231328 1536231320	N. Rodriguez	N. Rodriguez / V. Rabassa	Goodreads, School Library Journal
La Encantada Elementary	Mimi and Shu In I'll Race You	Christian Trimmer		9781481423304 1481423304	N. Rodriguez	N. Rodriguez / A. Tovar	Kirkus Revies, Goodreads
La Encantada Elementary	I Don't Want to Be Big	Devorah Petty		9781101939208 1101939206 9781101939215 1101939214	N. Rodriguez	N. Rodriguez / A. Tovar	Goodreads, School Library Journal
La Encantada Elementary	Geraldine The Music Mouse	Leo Lionni		9780394842387 0394842383 9780394942384 0394942388	N. Rodriguez	N. Rodriguez / B. Lovell	Kirkus Reviews, Goodreads
La Encantada Elementary	Goldfish Boy	Lisa Thompson		9781338053920 1338053922 9781338053937 1338053930	N. Rodriguez	N. Rodriguez / V. Rabassa	Goodreads, School Library Journal
La Encantada Elementary	Honey	David Ezra Stein		9781524737863 1524737860	N. Rodriguez	N. Rodriguez / V. Rabassa	Goodreads, School Library Journal

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School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
La Encantada Elementary	It Is Not Time For Sleeping	Lisa Graff	9780544319301	0544319303	N. Rodriguez	N. Rodriguez/ B. Lovell	Goodreads, School Library Journal
La Encantada Elementary	People Don't Bite People	Lisa Wheeler	9781481490825	1481490826	N. Rodriguez	N. Rodriguez / V. Rabassa	Goodreads, The Horn Book
La Encantada Elementary	Seeds Move	Robin Page	9781534409156	1534409157	N. Rodriguez	N. Rodriguez / V. Rabassa	Goodreads, Kirkus Reviews
Rangerville Elementary	Linus the Vegetarian T. Rex	Robert Neubecker	ISBN: 1-416-98512-3 ISBN 13: 978-1-416-98512-9		L. Sifuentes	L. Sifuentes/N. Rodriguez	Kirkus Reviews, School Library Journal
Rangerville Elementary	Ella and Owen the Cave of Aaaah! Doom!	Jaden Kent	ISBN: 1-499-80393-1 ISBN 13: 978-1-499-80393-8		L. Sifuentes	L. Sifuentes/V. Rabassa	Horn Book, School Library Journal
Rangerville Elementary	Night of the Veggie Monster	George McClements	ISBN: 1-599-90061-0 ISBN 13: 978-1-599-90061-2		L. Sifuentes	L.Sifuentes/N. Rodriguez	Horn book, Kirkus Reviews
Rangerville Elementary	Hush, Baby Ghostling	Andrea Beaty	ISBN: 1-416-92545-7 ISBN 13: 978-1-416-92545-3		L. Sifuentes	L. Sifuentes/N. Rodriguez	Horn Book, School Library Journal
Rangerville Elementary	No more Monsters for Me	Peggy Parish	ISBN: Publisher: 0-06-444109-1 Perma-Bound: 0-8000-2801-5 ISBN 13: Publisher: 978-0-06-444109-4 Perma-Bound: 978-0-8000-2801-5		L. Sifuentes	L. Sifuentes/N. Rodriguez	School Library Journal, Kirkus Reviews
Rangerville Elementary	Dragon's Merry Christmas	Dav Pilkey	ISBN: Publisher: 1-338-34752-7 Perma-Bound: 0-7804-7796-0 ISBN 13: Publisher: 978-1-338-34752-4 Perma-Bound: 978-0-7804-7796-4		L. Sifuentes	L. Sifuentes/V. Rabassa	Horn Book, Kirkus Reviews
Rangerville Elementary	Frog and Friends - Celebrate Thanksgiving, Christmas, and New Year's Eve	Eve Bunting	ISBN: Publisher: 1-585-36933-0 Perma-Bound: 0-605-86274-5 ISBN 13: Publisher: 978-1-585-36933-1 Perma-Bound: 978-0-605-86274-6		L. Sifuentes	L. Sifuentes/N. Rodriguez	Horn Book, Kirkus Reviews
Rangerville Elementary	Merry Christmas Bugs!	David A. Carter	ISBN: Publisher: 1-442-49506-5 Perma-Bound: 0-605-83769-4 ISBN 13: Publisher: 978-1-442-49506-7 Perma-Bound: 978-0-605-83769-0		L. Sifuentes	L. Sifuentes/N. Rodriguez	Horn Book, Publishers Weekly
Rangerville Elementary	Little Babymouse and the Christmas Cupcakes	Jennifer L. Holm	ISBN: Publisher: 1-10-193743-2 Perma-Bound: 0-605-95078-4 ISBN 13: Publisher: 978-1-10-193743-3 Perma-Bound: 978-0-605-95078-8		L. Sifuentes	L. Sifuentes/N. Rodriguez	Publishers Weekly, School Library Journal
Rangerville Elementary	Wee Little Lamb	Lauren Thompson	ISBN: 1-416-93469-3 ISBN 13: 978-1-416-93469-1		L. Sifuentes	L. Sifuentes/N. Rodriguez	Horn Book, School Library Journal
Sullivan Environmental Science Academy	Allergic	Lloyd, Megan Wagner	ISBN-13: 978-0-7804-8177-0		E. Robinson	E. Robinson/ N. Guzman	Kirkus Reviews, School Library Journal
Sullivan Environmental Science Academy	Crossings: Extraordinary Structures for Extraordinary Animals	Duffield, Katy S.	ISBN-13: 978-1-534-46579-4 ISBN-13: 978-0-7804-9202-8		E. Robinson	E. Robinson/ N. Guzman	Kirkus Reviews, School Library Journal
Sullivan Environmental Science Academy [13]	Knight Owl and Early Bird	Denise, Christopher	ISBN-10: 0-316-56452-4 ISBN-13: 978-0-316-56452-6		E. Robinson	E. Robinson/N. Guzman	Kirkus Reviews, Horn Book
Sullivan Environmental Science Academy	I Am Abraham Lincoln	Meltzer, Brad	ISBN-13: 978-0-8037-4083-9 ISBN-13: 978-0-605-73930-7		E. Robinson	E. Robinson/N. Guzman	Kirkus, School Library Journal
Sullivan Environmental Science Academy	We Don't Lose Our Class Goldfish	Higgins, Ryan T.	ISBN-13: 978-1-368-07698-2 ISBN-13: 978-0-8000-7176-9		E. Robinson	E. Robinson/ N. Guzman	Kirkus Reviews, School Library Journal
Sullivan Environmental Science Academy	Here We Go Digging For Dinosaur Bones	Lendroth, Susan	ISBN-10: 1-623-54104-2 ISBN-13: 978-1-623-54104-0		E. Robinson	E. Robinson/ N. Guzman	Kirkus Reviews, School Library Journal
Sullivan Environmental Science Academy	Sam and Dave Dig a Hole	Barnett, Mac	ISBN- 978-0-7636-6229-5 ISBN-13: 978-0-605-83446-0		E. Robinson	E. Robinson/N. Guzman	Horn Book, School Library Journal
Sullivan Environmental Science Academy	How Does Santa Go Down The Chimney?	Barnett, Mac	ISBN-10: 1-536-22376-X ISBN-13: 978-1-536-22376-7		E. Robinson	E. Robinson/N. Guzman	Kirkus Reviews, Horn Book
Sullivan Environmental Science Academy	The Bruce Swap	Higgins, Rayn T.	ISBN -13: 978-1-368-02856-1 ISBN-13: 978-0-7804-9682-8		E. Robinson	E. Robinson/ N. Guzman	ALA Booklist, Kirkus Reviews
Sullivan Environmental Science Academy	Henry and Mudge Get the Cold Shivers: The Seventh Book of Their Adventures	Rylant, Cynthia	ISBN-10: 0-689-81015-6 ISBN-13: 978-0-689-81014-5		E. Robinson	E. Robinson/ N. Guzman	Horn Book, School Library Journal
Judge Oscar De La Fuente	Overdue: The Misadventure of Bob the Book	Koster, Gloria	ISBN-10: 1684469201 ISBN-13: 978-1684469208		K. Leal	K. Leal, A. Tovar	School Library Journal, Kirkus

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Angela G. Leal	Area 51 (Pogo Books: Do You Believe)	Deniston, Natalie	979-88-921321-9-0	979-88-921321-8-3	D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ
Angela G. Leal	Big Foot (Pogo Books: Do You Believe)	Deniston, Natalie	979-88-921322-5-1	979-88-921322-4-4	D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ
Angela G. Leal	Bermuda Triangle (Pogo Books: Do You Believe)	Deniston, Natalie	979-88-921322-2-0	979-88-921322-1-3	D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ
Angela G. Leal	The Man Who Didn't Like Animals	Underwood, Deborah	978-0-358-56713-4		D. Cervantes	D. Cervantes, L. Sifuentes	Booklist; Kirkus Reviews
Angela G. Leal	Old School	Korman, Gordon	978-0-06-323814-5	978-1-42052-433-8	D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ Xpress
Angela G. Leal	The New Girl	Calin, Cassandra	978-1-51609-374-8	978-1-33876-245-7	D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ
Angela G. Leal	Flamingos are pretty funky : a (not so) serious guide	Cushman Abi	978-0-06-323444-4	978-1-33876-246-4	D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ
Angela G. Leal	No Cats in the Library	Emmons, Lauren	978-1-66593-368-1	978-1-33876-245-7	D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ
Angela G. Leal	An American story	Alexander, Kwame	978-0-316-47312-5		D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ
Angela G. Leal	Game of freedom : Mestre Bimba and the art of capoeira	Tonatiuh, Duncan	978-1-41976-458-5		D. Cervantes	D. Cervantes, E. Robinson	Kirkus Reviews;SLJ
Angela G. Leal	Harlem Grown : how one big idea transformed a neighborhood	Hillery, Tony	978-1-53440-231-7		D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ
Angela G. Leal	All aboard the schooltrain : a little story from the Great Migration	Armand, Glenda	978-1-33876-689-9		D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ
Angela G. Leal	It happened to Anna	Mejia, Tehlor Kay	978-0-593-64706-6	978-0-593-64703-5	D. Cervantes	D. Cervantes, D. Sanchez	Booklist; SLJ Xpress
Angela G. Leal	Why we dance : a story of hope and healing	Havrelock, Deirdre	978-1-41975-667-2		D. Cervantes	D. Cervantes, E. Robinson	Booklist; SLJ Xpress
Angela G. Leal	The first week of school	Beckmeyer, Drew	978-1-66594-042-9		D. Cervantes	D. Cervantes, E. Robinson	Kirkus Reviews;SLJ
Riverside MS	The Shape of Time	Calejo, Ryan	978-1-41975-988-8		A. Tovar	A. Tovar, N. Caballero	Kirkus Reviews, Publisher's Weekly
Riverside MS	When the World Was Ours	Kessler, Liz	978-1-66883-916-4 (originally 978-1-53449-966-9)		A. Tovar	A. Tovar, N. Caballero	School Library Journal, Kirkus
Riverside MS	Hands	Maldonado, Torrey	979-83-687-1216-1 (originally 978-0-593-32381-6)		A. Tovar	A. Tovar, N. Caballero	School Library Journal Xpress, Kirkus
Riverside MS	Fart Quest	Reynolds, Aaron	978-1-66882-821-2 (originally 978-1-25085-408-7)		A. Tovar	A. Tovar / D. Sanchez	Kirkus, Booklist
Riverside MS	Eyes on the Sky	Kramer, J. Kasper	979-83-687-8167-9 (originally 978-1-66594-421-2)		A. Tovar	A. Tovar / D. Sanchez	Kirkus, Publishers Weekly
Riverside MS	Closer to Nowhere	Hopkins, Ellen	978-1-71378-589-7 (originally 978-0-593-10863-5)		A. Tovar	A. Tovar / D. Sanchez	School Library Journal Xpress, Kirkus
Riverside MS	Survivors: The Empty City	Hunter, Erin	978-1-48985-006-5 (originally 978-0-06-210258-4)		A. Tovar	A. Tovar / D. Sanchez	Booklist, Kirkus
Riverside MS	We're Not From Here	Rodkey, Geoff	978-1-72546-967-9 (originally 978-1-52477-307-6)		A. Tovar	A. Tovar / D. Sanchez	Publisher's Weekly, Kirkus
Riverside MS	The Artifact Hunters	Fox, Janet S.	978-0-451-47869-6		A. Tovar	A. Tovar / D. Sanchez	School Library Journal, Booklist
Riverside MS	Ghostlight	Oppel, Kenneth	978-1-51604-399-6 (originally 978-0-593-48796-9)		A. Tovar	A. Tovar / D. Sanchez	School Library Journal, Kirkus
Riverside MS	How the Ghost Army Hoodwinked Hitler	Siegel, Rebecca	78-1-68263-758-6		A. Tovar	A. Tovar / D. Sanchez	Publisher's Weekly, SLJ
San Benito High School	Cirque Du Freak: A Living Nightmare	Darren Shan	978-0-316-60510-6	978-0-605-03763-2	A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (4/1/01) Horn Book (8/1/01)
San Benito High School	Cirque Du Freak: The Vampire's Assistant	Darren Shan	978-0-316-60684-4	978-0-605-03765-6	A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (9/1/01) Horn Book (4/1/02)
San Benito High School	Cirque Du Freak: Tunnels of Blood	Darren Shan	978-0-316-60608-0	978-0-605-03767-0	A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (8/1/02) Horn Book (8/1/02)
San Benito High School	Cirque Du Freak: Vampire Mountain	Darren Shan	978-0-316-60542-7	978-0-605-03764-9	A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (8/1/02) Horn Book (4/1/03)
San Benito High School	Cirque Du Freak: Trials of Death	Darren Shan	978-0-316-60395-9	978-0-605-03768-7	A. Jimenez	A. Jimenez, N. Caballero	Horn Book (8/1/03) Publishers Weekly (10/6/23)
San Benito High School	Cuatro (Four)	Veronica Roth	978-84-13-14484-9		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist Hornbook
San Benito High School	Insurgente (Insurgent)	Veronica Roth	978-84-272-0318-1	978-0-605-82988-6	A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist Hornbook
San Benito High School	Leal (Allegiant)	Veronica Roth	978-84-13-14483-2		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist Hornbook
San Benito High School	Dime Que Escondes (Nothing More to Tell)	McManus, Karen M.	978-84-204-5998-1		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist Hornbook
San Benito High School	Ready Player One	Cline, Ernest	978-0-307-88744-3	978-0-605-56218-9	A. Jimenez	A. Jimenez, N. Caballero	Starred Review ALA Booklist (5/1/11) Kirkus Reviews

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San Benito High School	Fat Chance, Charlie Vega	Maldonado, Crystal	978-0-8234-5131-9 978-0-8000-1328-8		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (11/1/21) Kirkus Reviews (10/4/24)
San Benito High School	Switch	King, A. S.	978-0-525-55551-3		A. Jimenez	A. Jimenez, N. Caballero	School Library Journal Starred Review (5/1/21) Horn Book (8/1/21)
San Benito High School	Beowulf	Hinds, Gareth	978-0-7636-3023-2 978-0-605-14039-4		A. Jimenez	A. Jimenez, N. Caballero	ALA/YALSA Best Book For Young Adults Horn Book
San Benito High School	Gris Grimly's Frankenstein, Or, the Modern Prometheus	Grimly, Gris	978-0-06-186298-4 978-0-7804-2079-3		A. Jimenez	A. Jimenez, N. Caballero	Horn Book (7/6/22) School Library Journal (7/6/22)
San Benito High School	Differently Normal	Robinson, Tammy	978-0-349-41904-6		A. Jimenez	A. Jimenez, N. Caballero	Publishers Weekly (10/6/23) School Library Journal (2/1/19)
San Benito High School	The Invisible Life of Ivan Isaenko	Stambach, Scott	978-1-250-08187-2 978-0-605-97414-2		A. Jimenez	A. Jimenez, N. Caballero	Kirkus Reviews (10/4/24) Publishers Weekly (10/6/23)
San Benito High School	Gregor the Overlander	Suzanne Collins	978-0-439-67813-1 978-0-605-02262-1		A. Jimenez	A. Jimenez, N. Caballero	Starred Review ALA Booklist (11/1/03) Starred Review for Publishers weekly (4/28/22)
San Benito High School	Gregor and the Prophecy of Bane	Suzanne Collins	978-0-439-65076-2		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (9/1/04) Publishers Weekly (10/6/23)
San Benito High School	Gregor and the Curse of the Warmbloods	Suzanne Collins	978-1-338-72278-9 978-0-7804-9122-9		A. Jimenez	A. Jimenez, N. Caballero	ALA Booklist (5/1/06) Horn Book
San Benito High School	Gregor and the Marks of Secret	Suzanne Collins	978-1-338-72278-9 978-0-7804-9122-9		A. Jimenez	A. Jimenez, N. Caballero	Horn Book Kirkus Reviews
San Benito High School	Gregor and the Code of Claw	Suzanne Collins	978-1-338-72278-9 978-0-7804-9122-9		A. Jimenez	A. Jimenez, N. Caballero	Horn Book Kirkus Reviews
After School Program	Flat Stanley and the Firehouse	Jeff Brown	9780545402750		M. Gonzales	A. Tovar, K. Leal	Horn Books
After School Program	Fly Guy's Big Family	Tedd Arnold	9781338244694		M. Gonzales	A. Tovar, K. Leal	Booklist
After School Program	Biscuit Goes to School	Alyssa Satin Capucilli	9780439799409		M. Gonzales	A. Tovar, K. Leal	Booklist
After School Program	Biscuit in the Garden	Alyssa Satin Capucilli	9780545695749		M. Gonzales	A. Tovar, K. Leal	Booklist
After School Program	Biscuit Plays Ball	Alyssa Satin Capucilli	9780545638845		M. Gonzales	V.rabassa, L.Garza	Horn Book, Booklist
After School Program	Pete the Cat and the Cool Caterpillar	James Dean	9781338603460		M. Gonzales	V.rabassa, L.Garza	School Library Journal, Horn Book
After School Program	Splat the Cat A Whale of a Tale, Level 1	Rob Scotton	9781338132854		M. Gonzales	V.rabassa, L.Garza	School Library Journal, Horn Book
After School Program	Pug	Ethan Long	9781338359299		M. Gonzales	V.rabassa, L.Garza	Kirkus, School Library Journal Xpress
After School Program	There Was an Old Lady Who Swallowed Fly Guy	Tedd Arnold	9780545104371		M. Gonzales	V.rabassa, L.Garza	Booklist, School Library Journal
After School Program	Frogs!, Science Readers Level 1	Elizabeth Carney	9780545251792		M. Gonzales	d.cervantes, N. Caballero	Horn Books Guide Only
After School Program	Sharks, Science Readers Level 2	Anne Schreiber	9780545112758		M. Gonzales	d.cervantes, N. Caballero	Horn Books Guide Only
After School Program	Volcanoes, Science Readers Level 2	Anne Schreiber	9780545112765		M. Gonzales	d.cervantes, N. Caballero	Horn Books Guide Only
After School Program	Hammerhead vs. Bull Shark	Jerry Pallotta	9780545301701		M. Gonzales	d.cervantes, N. Caballero	Information Text; No Review
After School Program	Komodo Dragon vs. King Cobra	Jerry Pallotta	9780545301718		M. Gonzales	K. Leal, A. Tovar	Information Text; No Review
After School Program	Lion vs. Tiger	Jerry Pallotta	9780545175715		M. Gonzales	K. Leal, A. Tovar	Information Text; No Review
After School Program	Tarantula vs. Scorpion	Jerry Pallotta	9780545301725		M. Gonzales	K. Leal, A. Tovar	Book List, Horn Books
After School Program	The Pigeon HAS to Go to School!	Mo Willems	9781546143178		M. Gonzales	K. Leal, A. Tovar	School Library Journal (7/37/19), Kirkus
After School Program	Influencers	Pilkey, Dav	9781338896398		M. Gonzales	L. Garza / V. Rabassa	Kirkus, Publisher's Weekly
After School Program	The Scarlet Shedder	Pilkey, Dav	9781338896435		M. Gonzales	L. Garza / V. Rabassa	Kirkus, Publisher's Weekly
After School Program	Twenty Thousand Fleas Under the Sea	Pilkey, Dav	9781338801910		M. Gonzales	L. Garza / V. Rabassa	Kirkus, Publisher's Weekly
After School Program	Winter Turning, The Graphic Novel	Tui T. Sutherland	9781338730920		M. Gonzales	K. Leal, A. Tovar	Kirkus, School Library Journal
After School Program	The Flames of Hope	Tui T. Sutherland	9781338214581		M. Gonzales	L. Garza/ D. Cervantes	Follett

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After School Program	Wonky Donkey's Big Surprise	Katz Cowley		9781338779998	M. Gonzales	L. Garza/D. Cervantes	Follett
After School Program	Colorful Leaves	Maria Fleming		9780439876353	M. Gonzales	L. Sifuentes	Only 1 review-Goodreads
After School Program	Weird Animals	Tedd Arnold		9781338881772	M. Gonzales	L. Sifuentes	Goodreads, Titlewave
After School Program	The Ocean Is Kind of a Big Deal	Nick Seluk		9781338314656	M. Gonzales	L. Sifuentes	Goodreads, Titlewave
After School Program	Space	Tedd Arnold		9780545564922	M. Gonzales	L. Sifuentes	ALA Booklist, Goodreads
After School Program	10 Fascinating Facts About Dinosaurs	Rachel Grack		9780531226766	M. Gonzales	L. Sifuentes	Only 1 review-Goodreads
After School Program	Sharks	Tedd Arnold		9780545507714	M. Gonzales	B Lovell / V. Rabassa	ALA Booklist, Kirkus
After School Program	What If You Had T-Rex Teeth!?, And other dinosaur parts	Sandra Markle		9781338847314	M. Gonzales	B Lovell/ D. Cervantes	SJL
After School Program	What If You Had Animal Eyes!?	Sandra Markle		9781338847321	M. Gonzales	B Lovell/ D. Cervantes	Information Text; No Review
After School Program	Police Officers	Tedd Arnold		9781338217179	M. Gonzales	B Lovell	Information Text; No Review
After School Program	Bad Kitty	Nick Bruel		9780439893619	M. Gonzales	B. Lovell / V. Rabassa	School Library Journal, Kirkus
After School Program	Wild Weather: Hurricanes!	Lorraine Jean Hopping		9780590463782	M. Gonzales	A. De Alba	Information Text; No Review
After School Program	Dangerous Animals	Melvin & Gilda Berger		9780545003957	M. Gonzales	A. De Alba	Information Text; No Review
After School Program	How to Catch a Dinosaur	Adam Wallace		9781338681574	M. Gonzales	A. De Alba	New York Times
After School Program	The Little Red Fort	Brenda Maier		9781338268966	M. Gonzales	A. De Alba / V. Rabassa	Horn Book, Kirkus
After School Program	Hi! Fly Guy	Tedd Arnold		9780439799140	M. Gonzales	A. De Alba, M. Navarro	Kirkus Reviews
After School Program	I Want to Be a Police Officer	Laura Driscoll		9781338309737	M. Gonzales	V. Hernandez	Information Text; No Review
After School Program	Splat the Cat Takes the Cake, Level 1	Rob Scotton		9780545689342	M. Gonzales	V. Hernandez	Information Text; No Review
After School Program	How to Catch a Class Pet	Alice Walstead		9781339041414	M. Gonzales	V. Hernandez, M. Navarro	New York Times
After School Program	How to Catch a Mermaid	Adam Wallace		9781338565485	M. Gonzales	V. Hernandez	New York Times
After School Program	A Pet for Pete	James Dean		9780545864596	M. Gonzales	V. Hernandez	Follett
After School Program	I Want to Be an Engineer	Laura Driscoll		9781338862140	M. Gonzales	N. Rodriguez	Information Text; No Review
After School Program	I Want to Be a Doctor	Laura Driscoll		9781338309720	M. Gonzales	N. Rodriguez	Information Text; No Review
After School Program	I Want to Be a Scientist	Rebecca Tree		9781338585964	M. Gonzales	N. Rodriguez	Information Text; No Review
After School Program	Splat the Cat Gets a Job!	Rob Scotton		9781338651317	M. Gonzales	N. Rodriguez	Follett
After School Program	I Want to Be a Veterinarian	Laura Driscoll		9781338604917	M. Gonzales	N. Rodriguez	Information Text; No Review
After School Program	How to Catch a Snowman	Adam Wallace		9781338636772	M. Gonzales	M. Navarro, N. Caballero	Kirkus Reviews
After School Program	Fly Guy Meets Fly Girl	Tedd Arnold		9780545110297	M. Gonzales	N.Cabllero	One 1 review, School Library Journal
After School Program	Poor Puppy	Nick Bruel		9780545038188	M. Gonzales	N.Cabllero	No Reviews
After School Program	Fly Guy's Amazing Tricks	Tedd Arnold		9780545873932	M. Gonzales	N.Cabllero	Horn Book, School Library Journal
After School Program	Splat the Cat and the Pumpkin-Picking Plan	Catherine Hapka		9781338255706	M. Gonzales	N.Cabllero	No Reviews
After School Program	The Pigeon Needs a Bath!	Mo Willems		9781338174465	M. Gonzales	N.Caballero	ALA Booklist, Horn Book
After School Program	How To Catch a Monster	Adam Wallace		9781338221879	M. Gonzales	N.Caballero	Only 1 Review, Kirkus Reviews
After School Program	Pete the Cat and the Lost Tooth	James Dean		9781338323368	M. Gonzales	N.Caballero	Only 1 Review, School Library Journal
After School Program	On with the Show	Annie Auerbach		9781338355475	M. Gonzales	N.Caballero	Information Text; No Review
After School Program	The Dinky Donkey	Katz Cowley		9781338600834	M. Gonzales	N.Caballero	Kirkus Reviews
After School Program	The Stinky Wonky Donkey	Craig Smith		9781339015101	M. Gonzales	N.Caballero	Follett
After School Program	The Wonky Donkey	Katz Cowley		9780545261241	M. Gonzales	N.Caballero	Kirkus Reviews
After School Program	Bad Kitty Does NOT Like Snow	Nick Bruel		9781338272604	M. Gonzales	N.Caballero	Follett

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After School Program	Biscuit and the Lost Teddy Bear	Alyssa Satin Capucilli		9780545451598	M. Gonzales	N.Caballero	Only 1 Review, Horn Book
After School Program	Biscuit's Day at the Farm	Alyssa Satin Capucilli		9780545081047	M. Gonzales	N.Caballero	Only 1 Review, Horn Book
After School Program	I Spy™ An Egg in a Nest	Jean Marzollo		9780545220934	M. Gonzales	N.Caballero	Only 1 Review, ALA Booklist
After School Program	How to Catch a Turkey	Adam Wallace		9781338343663	M. Gonzales	N. Caballero, M. Navarro	Titlewave,
After School Program	The Pigeon Finds a Hot Dog!	Mo Willems		9780439800129	M. Gonzales	N. Guzman/ V. Rabassa	Kirkus, School Library Journal
After School Program	My First How to Catch Santa Claus	Alice Walstead		9781338805727	M. Gonzales	N.Caballero	New York Times
After School Program	Don't Let the Pigeon Drive the Bus!	Mo Willems		9780439686174	M. Gonzales	N. Guzman	Booklist
After School Program	Don't Let the Pigeon Stay Up Late!	Mo Willems		9780545041805	M. Gonzales	N. Caballero	ALA Booklist, Kirkus Reviews
After School Program	The Pigeon Wants a Puppy!	Mo Willems		9780545157704	M. Gonzales	N. Guzman	Booklist
After School Program	Not a Box	Antoinette Portis		9780545228589	M. Gonzales	N. Caballero, M. Navarro	School Library Journal, ALA Books
After School Program	Vampires Don't Wear Polka Dots, A Graphix Chapters Book	Debbie Dadey		9781338736595	M. Gonzales	D.Sanchez	Kirkus
After School Program	All About the Hogwarts Houses	Vanessa Moody		9781338828153	M. Gonzales	N.Caballero	Information Text; No Review
After School Program	Clifford the Big Red Dog: The Movie Graphic Novel	Georgia Ball		9781338665109	M. Gonzales	N.Caballero	School Library Journal
Information Text; No Review	Alien Ocean Animals, Science Readers Level 3	Rosie Colosi		9781338652970	M. Gonzales	N.Caballero	Information Text; No Review
After School Program	Legendary Nightmare	Meredith Rusu		9781338871388	M. Gonzales	N.Caballero	Follett
After School Program	Erupt!, Level 3 Fact Reader	Joan Marie Galat		9781338571547	M. Gonzales	D.Sanchez	Information Text; No Review
After School Program	Captain Underpants and the Preposterous Plight of the Purple Potty People	Dav Pilkey		9781338271515	M. Gonzales	N. Caballero	Horn Books
After School Program	Weird But True! Dinosaurs, 300 Dino- Mite Facts to Sink Your Teeth Into	National Geographic		9781338712896	M. Gonzales	N. Caballero	Information Text; No Review
After School Program	Captain Underpants and the Tyrannical Retaliation of the Turbo Toilet 2000	Dav Pilkey		9781338347241	M. Gonzales	D.Sanchez / V. Rabassa	Booklist, Kirkus
After School Program	Wildfires, Level 3	Kathy Furgang		9781338276862	M. Gonzales	N. Caballero	Information Text; No Review
After School Program	The Bad Guys in Attack of the Zittens	Aaron Blabey		9781338087536	M. Gonzales	E. Robinson	Follett
After School Program	The Bad Guys in Intergalactic Gas	Aaron Blabey		9781338189575	M. Gonzales	E.Robinson	Follett
After School Program	The Bad Guys in Alien vs. Bad Guys	Aaron Blabey		9781338189599	M. Gonzales	E.Robinson	Follett
After School Program	The Bad Guys in the Big Bad Wolf	Aaron Blabey		9781338305814	M. Gonzales	E. Robinson	Follett
After School Program	The Bad Guys	Aaron Blabey		9780545912402	M. Gonzales	E. Robinson / V. Rabassa	School Library Journal, Kirkus Reviews
After School Program	The Bad Guys in Mission Unpluckable	Aaron Blabey		9780545912419	M. Gonzales	E. Robinson / V. Rabassa	School Library Journal, Kirkus Reviews
After School Program	Ultimate Dinosaur Rumble	Jerry Pallotta		9781338320251	M. Gonzales	E. Robinson	No Reviews
After School Program	Mr. Popper's Penguins	Richard & Florence Atwater		9780316058438	M. Gonzales	D.Sanchez	Booklist, Hornbook
After School Program	New Recruits, Graphix	Vannotes		9781338887235	M. Gonzales	A. Jimenez	Follett
After School Program	Virtual Reality Madness!, Graphix	Vannotes		9781338814613	M. Gonzales	A. Jimenez	Information Text; No Review
After School Program	Lobster vs. Crab	Jerry Pallotta		9780545681216	M. Gonzales	A. Jimenez	Information Text; No Review
After School Program	Deadliest Ocean Creatures	John Perritano		9781338672695	M. Gonzales	A. Jimenez	Information Text; No Review
After School Program	Deadliest Jungle Creatures	John Perritano		9781338672701	M. Gonzales	A. Jimenez	Information Text; No Review
After School Program	Bad Kitty Gets a Phone	Nick Bruel		9781339007519	M. Gonzales	A. Jimenez	Kirkus Reviews
After School Program	The Visitor	K. A. Applegate		9781338538373	M. Gonzales	D. Sanchez	Follett
After School Program	The Invasion	K. A. Applegate		9781338226485	M. Gonzales	D. Sanchez	Kirkus, SLJ

School Library Book List for Board Approval

School / Department	Title	Author	#	ISBN	Submitted by: (Librarian Name)	Vetted by: (Include Librarians/Staff Name completing this process)	Vetting Sources (At least 1 source; preferably 2)
After School Program	I Survived the Sinking of the Titanic, 1912, The Graphic Novel	Lauren Tarshis		9781338120912	M. Gonzales	N. Guzman	Kirkus, SLJ
After School Program	I Survived the Attack of the Grizzlies, 1967, The Graphic Novel	Lauren Tarshis		9781338766912	M. Gonzales	N. Guzman	Kirkus, SLJ
After School Program	I Survived the Great Chicago Fire, 1871, The Graphic Novel	Lauren Tarshis		9781338825152	M. Gonzales	N. Guzman	Kirkus, SLJ
After School Program	The Zombie Steals Home	Scott Morse		9781338188097	M. Gonzales	D. Sanchez	Booklist, Publisher's Weekly
After School Program	Moon Rising, The Graphic Novel	Tui T. Sutherland		9781338730890	M. Gonzales	N. Caballero, M. Navarro	Amazon
After School Program	The Lost Heir, The Graphic Novel	Tui T. Sutherland		9780545942201	M. Gonzales	N. Caballero, M. Navarro	Kirkus Review
After School Program	The Dragonet Prophecy, The Graphic Novel	Tui T. Sutherland		9780545942157	M. Gonzales	N. Caballero, M. Navarro	Kirkus Reviews, ALA Booklist
After School Program	The Brightest Night, The Graphic Novel	Tui T. Sutherland		9781338730852	M. Gonzales	N. Caballero, M. Navarro	Titlewave
After School Program	Harry Potter and the Sorcerer's Stone	J. K. Rowling		9781338299144	M. Gonzales	N. Caballero, M. Navarro	Horn Book, School Library Journal
After School Program	Harry Potter and the Chamber of Secrets	J. K. Rowling		9781338299151	M. Gonzales	N. Caballero, M. Navarro	ALA Booklist, Horn Book
After School Program	Double Down	Jeff Kinney		9781419724862	M. Gonzales	Monica Navarro, N.Caballero	Titlewave, Common Sense Media
After School Program	The Deep End	Jeff Kinney		9781419753312	M. Gonzales	Monica Navarro, N.Caballero	Kirkus Reviews, Titlewave
After School Program	The Third Wheel	Jeff Kinney		9781419717765	M. Gonzales	Monica Navarro, N.Caballero	Kirkus Reviews, Titlewave
After School Program	Diary of a Wimpy Kid, A Novel in Cartoons	Jeff Kinney		9781419716317	M. Gonzales	Monica Navarro, N.Caballero	Kirkus Reviews, Titlewave
After School Program	Diper Överlöde	Jeff Kinney		9781419766510	M. Gonzales	Monica Navarro, N.Caballero	Kirkus Reviews, Titlewave
After School Program	The Stonekeeper, Graphix	Kazu Kibuishi		9780439846813	M. Gonzales	Monica Navarro, N.Caballero	Common Sense Media, Titlewave
After School Program	Stranger Tides, A Marvel Graphic Novel	Justin A. Reynolds		9781338826395	M. Gonzales	Monica Navarro, N.Caballero	Common Sense Media, Kirkus Reviews
After School Program	Clifford Makes the Team	Norman Bridwell		9780545231411	M. Gonzales	A. Tovar, K. Leal	Follett
After School Program	Rascal	Ellen Miles		9780439793827	M. Gonzales	N. Caballero	No reviews available
After School Program	Goldie	Ellen Miles		9780439793797	M. Gonzales	N. Caballero	No reviews available
After School Program	Buddy	Ellen Miles		9780439874106	M. Gonzales	N. Caballero	No reviews available
After School Program	Maggie and Max	Ellen Miles		9780545034562	M. Gonzales	N.Caballero	No reviews available
After School Program	Teddy	Ellen Miles		9780545462396	M. Gonzales	N.Caballero	No reviews available
After School Program	Chewy and Chica	Ellen Miles		9780545200240	M. Gonzales	N.Caballero	No reviews available
After School Program	Scout	Ellen Miles		9780439874120	M. Gonzales	N.Caballero	No reviews available
After School Program	Karen's Roller Skates	Ann M. Martin		9781338762891	M. Gonzales	N.Caballero	No reviews available
After School Program	#9 Karen's Sleepover	Ann M. Martin		9781338776652	M. Gonzales	N.Caballero	No reviews available
After School Program	#10 Karen's Grandmothers	Ann M. Martin		9781338776676	M. Gonzales	N.Caballero	No reviews available
After School Program	Your Dog's Superhero Skills	Ellen Lawrence		9781338596496	M. Gonzales	N.Caballero	No reviews available
After School Program	Frankenstein Doesn't Plant Petunias, A Graphix Chapters Book	Marcia Thornton Jones		9781338736625	M. Gonzales	N.Caballero	No reviews available
After School Program	Grumpy Unicorn Saves the World, A Graphic Novel	Joey Spiotto		9781338739961	M. Gonzales	N. Caballero	No reviews available

School Library Book List for Board Approval

[1] Already in district catalog: Elementary

[2] Already in elementary catalog

[3] Already in elementary catalog

[4] Already in elementary catalog

[5] Already in Elementary Catalog

[6] Already in Elementary Catalog

[7] Already in Elementary Catalog

[8] Already in Elementary Catalog

[9] Already in Elementary Catalog

[10] Already in Elementary Catalog

[11] Already in Elementary Catalog

[12] Already in Elementary Catalog

[13] Angela Leal has this book it's inventory as of 08/20/2025



Request Approval of the Destiny Solutions Agreement between San Benito CISD and Follett Software, LLC for Library Services

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Destiny Solutions Agreement between San Benito CISD and Follett Software, LLC.

Rationale:

San Benito CISD is requesting the adoption of Follett Software LLC, Destiny Solution as our new platform for library services. Destiny Cloud will streamline our resource management, offering a comprehensive suite of applications to support our district's library needs. Key features include Destiny Library Manager, a centralized database for cataloging and circulation, along with robust inventory management tools to ensure efficient library operations.

Additionally, this platform will help us streamline compliance with SB13 by providing parents with electronic access to block specific titles for their children, ensuring greater control and transparency in the materials available to students. This solution will enhance both library management and parental involvement in their child's education.

Paperwork Impact:

Minimal

Budget:

First Year Implementation Fee: \$16,150 (One-Time Fee)

First Year Subscription: \$24,123.00 (Yearly Recurring)

Resource Personnel:

Marleen Araiza, Director of Professional Development

Dilia Cornett, Assistant Superintendent of Academics

Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

N/A



September 9, 2025

Eduardo Farias
Technology/Computer Coordinator
San Benito Consolidated Independent School District
240 N Crockett St
San Benito, Texas 78586

Dear Eduardo Farias,

Follett Software, LLC (Follett) is pleased to present the enclosed Agreement for the licensing and implementation of our Follett Destiny® Solution. To ensure your implementation starts when planned and goes smoothly, please provide us with the information listed below:

- Please have an authorized representative of your District Sign and complete the fields as prompted and upload your PO if available. Additionally, make sure you return **ALL PAGES** of the signed document to your sales consultant.

We look forward to a successful Follett Destiny Solution implementation and we appreciate your decision to partner with Follett.

Thank you for this opportunity. If you have any questions, please contact me.

Sincerely,

Chris Northington
Field Sales Consultant (TX)
cnorthington@follettsoftware.com
(708) 887-7948

Purchase Order must include the following information:

Follett Software, LLC.
1340 Ridgeview Drive
McHenry, IL 60050 USA
Email: FSSorders@follettsoftware.com

Agreement

SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Quote #Q-62469

Customer #4282045

September 9, 2025

This Follett Destiny® Solution Agreement, which includes the Follett Destiny Solution Terms and Conditions located at follett12.link/apf and if applicable, the attached Statement of Work and schedules (collectively, Agreement), governs your purchase and licensing of Follett's Destiny Solution.

The prices and terms in this Agreement are confidential. They will be held open and valid until December 8, 2025.

Covered Schools: ANGELA G LEAL ELEM SCH, BERTA CABAZA MDL SCH, CASH ELEM SCH, DOWNS ELEM SCH, DR RAUL GARZA JR ELEM SCH, FRED BOOTH ELEM SCH, GATEWAY TO GRADUATION AC, JUDGE OSCAR DE LA FUENTE, LA ENCANTADA ELEM SCH, LA PALOMA ELEM SCH, MILLER JORDAN MDL SCH, RANGERVILLE ELEM SCH, RIVERSIDE MDL SCH, ROBERTS ELEM SCH, SAN BENITO HIGH SCH, SULLIVAN ELEM SCH, VETERANS MEM ACAD

TIPS RFP #210101

<i>Year 1 Implementation Fees</i>	Quantity	Net Total
PATRON DATA INTG ROSTER API	1	\$900.00
LIBRARY MANAGER IMPLEMENTATION PACKAGE WITH STANDARD MARC CONVERSION	1	\$15,250.00

<i>Year 1 Subscriptions</i>	Quantity	Net Total
DISTRICT LM - HOSTED SERVICE LICENSE	17	\$16,983.00
TITLEPEEK ONLINE SERVICE - DESTINY DISTRICT	17	\$3,400.00
LIBRARY MANAGER HOSTING FEE	17	\$3,740.00

List Amount	\$54,763.00
Additional Discount	\$14,490.00
Net Total	\$40,273.00

Please Note:

- All pricing is listed in United States dollars.
- Payment terms Net 30 Days.
- Shipping Charges are calculated by weight. Actual shipping charges will be calculated at the time of shipping and will be included on your invoice.

The following is included with the products in this quote:

○ Destiny Library Manager:

- Alliance Plus
- Destiny Discover
- Collections
- One Search
- Online Documentation and Help
- Note: Library Manager is designed specifically as a Library management tool

* BY ACCEPTING THIS AGREEMENT, EITHER BY: (1) EXECUTING A QUOTE THAT REFERENCES THIS AGREEMENT; (2) BY RETURNING A PURCHASE ORDER (PO) FOR THE PRODUCT(S) AND/OR SERVICES DESCRIBED HEREIN; (3) EXECUTING A COPY OF THIS AGREEMENT DIRECTLY; OR (4) ACCESSING FOLLETT PRODUCT(S) AND/OR SERVICES DESCRIBED HEREIN, THE INDIVIDUAL ACCEPTING THIS AGREEMENT IS ACCEPTING ON BEHALF OF A COMPANY OR OTHER LEGAL ENTITY AND REPRESENTS THAT THEY HAVE THE AUTHORITY TO BIND SUCH ENTITY AND ITS AFFILIATES TO THE TERMS AND CONDITIONS CONTAINED IN THIS AGREEMENT.

You must have paid or pay for all prior years' Annual Licensing and Maintenance Fees and renew maintenance for all sites (including management Systems) at the same time in order to continue to receive access to Destiny Cloud. Follett reserves the right to turn off your access to the Services immediately upon failure to remit such payment.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Instructure (<https://www.instructure.com/learning-companies/products/elevate/elevate-data-sync>).

Based on discussions with your district, your implementation is scheduled to be completed no later than 90 days from the date of this document. Follett staff will work with your district to begin project planning to reach that implementation date. Because Follett plans our resource allocation based on projected installation requirements, we appreciate your collaboration in meeting this mutually agreed upon timeline.

By signing below, you represent that you have read the terms of this Agreement, including those on the following pages, understand and agree to such terms, and are duly authorized to sign on behalf of the School District.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed by their authorized representatives as set forth below.

Follett Software, LLC

San Benito Consolidated Independent School District

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Address: 1340 Ridgeview Drive

E-mail Address: _____

McHenry, IL 60050

Address: _____

Date: _____

Date: _____

Purchase Order must include the following information:

Do you have a PO to attach for this purchase?

☐ Yes☐ No, I will provide at a later date☐ No, I will not be using a PO

Follett Software, LLC.
1340 Ridgeview Drive
McHenry, IL 60050 USA
Email: FSSorders@follettsoftware.com

Please provide a reference for Billing Purposes
(such as the Billing Contact's Name):

To ensure your project starts when planned and goes smoothly, please provide us with the information listed below:

- An authorized representative of your District needs to **sign above**. Please, make sure you return **ALL PAGES** of the signed document to your sales consultant.

Statement of Work

Schedule A

This Statement of Work (SOW) is incorporated into and made an integral part of the Follett Destiny® Solution Agreement ("Agreement") between Customer ("you") and Follett. Any capitalized terms not defined in this (SOW) have the meanings given them in the Agreement.

Services

This SOW specifies the services (referred to herein interchangeably as "Services" or the "project") to be provided under the Agreement beginning on or as soon as practical after acceptance of the Agreement. Follett will complete the Services according to the schedule below, unless otherwise agreed upon by the parties.

Overview

The Follett Destiny Solution will be specifically tailored with applicable components, among which are implementation services, data services, customized services, Digital Content Solutions, peripherals, additional training services and/or post-implementation services.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Instructure (<https://www.instructure.com/learning-companies/products/elevate/elevate-data-sync>).

Destiny Cloud Hosted Services

Follett offers bundled hardware, software, and services with low initial investment through our secured Destiny Cloud Service. This service provides centralized, web-based access to Destiny without having to purchase servers, install and upgrade the application, or provide technical support for a new system. Users will be able to search, circulate, catalog, track inventory, create reports, and manage resources over the Internet.

Upgrades, server maintenance, and regularly updated virus protection are performed by our team of IT experts. We provide ample notice prior to upgrades or maintenance that would affect a district's day-to-day operations. In addition, critical updates are performed during the earliest off-hours time.

Application Software and Online Services

Destiny Cloud provides access to support the resource management needs of your district. The core of the solution consists of several applications and online service components for inventory management, including:

- Destiny Library Manager

Application:

- Centralized database and application
- Cataloging
- Circulation

- Searching
- Reporting
- Off-line Circulation
- Online help
- Alliance Plus—Online access to a database of over 9 million high-quality MARC21 records
- One Search
- TitlePeek
- Z39.50 Client
- Z39.50 Server

Destiny Discover

With the purchase of Destiny Library Manager, you receive Destiny Discover interface which is an optional cloud-based interface to access all your digital and print materials.

Collections by Destiny®

Collections is a fully integrated feature of Destiny Discover that is designed to optimize the organization, sharing, and collaboration of school and web resources. Each collection can include resources from anywhere (webpages, images, documents, etc.), and can be easily shared publicly, within your district or school, with only a few people or just kept for you. Collections helps to reduce instructional planning and research time, maximizes visibility and usage of your educational resources, and encourages deeper learning in and outside the classroom.

Digital Content Subscriptions

Follett Digital Content Subscriptions are tools for schools and districts to be at the forefront of digital learning. Manage content to help create active, personalized learning for students.

Alliance Plus®

Alliance Plus offers 24/7 access to more than 9 million high-quality MARC records for print materials. The database is continuously updated with new records, allowing your district to quickly and easily keep your catalog up-to-date with local holdings as well as improve search results for your users with the addition of reading and interest levels, subject headings, summary and content notes, and review sources.

One Search™ Solution

One Search is a federated search tool that allows your students and staff to search resources simultaneously with a single search, including content from paid and free online research databases that may be available in your library (such as ProQuest, EBSCO or Gale Group) and Destiny. By presenting a single, familiar interface for searching these data sources, your students will find the information they need quickly and effectively, and usage of your valuable research databases will be improved.

TitlePeek™ Solution

TitlePeek enhances the patron searching experience by providing content enrichment services to titles in the library collection. Content includes cover photos, title profiles, table of contents, brief summaries, author notes, first chapter or excerpts, and published reviews.

Implementation Services

Project Management

Follett will provide project management services in accordance with industry standard techniques. The Project Manager is your district's central point of contact during the implementation of Destiny, to guide and oversee the entire implementation.

Your Project Manager focuses on the following objectives:

- Facilitation of all project planning activities
- Creation of a Project Plan that is developed and agreed to in writing by both you and Follett
- Coordination of all internal resources to ensure that timelines and deadlines are met
- Successful completion of the project

The first step to a successful implementation is the Project Planning meeting.

This meeting will be used to gather information related to your servers, network, Student Information System (SIS) and address any questions or concerns. The expected outcome of this Project Planning meeting is to develop the implementation, installation and training plan and to ensure that proper expectations are set regarding project responsibilities and schedule. Implementations consisting of more than 26 school locations have the option for the Project Planning meeting to be held on site.

Additionally, the Project Manager will coordinate the efforts of the various internal resources to ensure that timelines and deadlines are met. The Project Manager guides the project from the time of purchase commitment through the delivery of the Software.

Follett Project Manager Responsibilities:

- Facilitate all project planning activities
- Create a detailed Project Plan
- Manage the Project Plan to ensure that deadlines are met, and mitigate whenever plan objectives are at risk
- Maintain project documentation and provide periodic status reports
- Work with your district's primary point of contact to resolve any issues that develop during the project
- Ensure communication between the Implementation Team and your district
- Transition your district to our Customer Service team within the agreed upon period, not to exceed 60 days from delivery of the Software

Customer Responsibilities:

- Assign a single Customer point of contact to work directly with the Project Manager.
- Participate in the Project Planning meeting with Follett—Customer project stakeholders must attend.
- Provide a list of sites that will use the Follett Destiny Solution under the Agreement.
- Meet commitments as agreed upon in the Project Plan. If deadlines are not met, the overall Project Plan may need to be modified to compensate for changes. Should Customer not meet a commitment set forth in the agreed Project Plan, Follett cannot guarantee that the original timelines can be kept. Any changes to the agreed upon Plan must be evidenced in writing signed by the parties.
- Participate in conference calls as needed.

System Setup Services

System Setup

System setup for Destiny Cloud provides your school with configured access to your Destiny software via a Web site address (URL). Data can be imported into Destiny in many ways including: Bibliographic data that is processed by Follett, current system patron data from a data extraction, and SIS patron data exported in a CSV file format.

There are some services that Follett will not perform for your district:

- Follett will not install any hardware or software at your district or schools.
- Follett will not configure your networking infrastructure. Your entire district-networking infrastructure must be up and running to support the service. This includes all routers and Wide Area Network links.
- No school visits are included within the scope of this Agreement. However, during the system setup the Follett Implementation Specialist will illustrate workstation configurations that support Destiny.

Technical Administrative Training

A Follett Technical Specialist will deliver a brief technical training for your district technology staff. For Destiny Cloud, this training will focus on technical administrative functions you need to understand (does not include managing a Destiny server since the server will be managed by Follett).

Your district can have up to 12 users at this training session. Attendees who participate in this training will be the only ones authorized to contact Follett's Technical Support hotline for help. Additional attendees may be added at an additional fee.

Follett may utilize remote, web-based conferencing tools to facilitate this training. If this training is delivered with remote, web-based conferencing tools, high-speed Internet access is required. For best results, your district should select a quiet room with a quality conference telephone.

Data Services

Follett understands that accurate and reliable data is critical to the success of your district. We recommend that you consider these optional services to enhance your data quality.

Destiny Library Manager Data Services

Library Manager Standard MARC Conversion

Since your existing system allows export in a standard MARC format, Follett will provide the Library Manager Standard MARC Conversion service to convert your electronic library data to the MARC21 / 852 holdings format.

FOLLETT RESPONSIBILITIES:

- Follett will profile the data at the time of conversion in an attempt to identify data issues and associated implications with loading the data into Destiny.
- Follett will assign a Data Specialist to the project team to serve as your point of contact for any data consultations.

CUSTOMER RESPONSIBILITIES:

- Customer will provide Follett with the data in electronic format, along with related materials, in accordance with the timeframe specified in the Project Plan.
- Customer will provide clarification of issues associated with the data work to be completed.
- Customer will provide a single point of contact for data related decisions and communications.

Additional Services

Training Services

Follett is not obligated to complete Training Services which have not been completed prior to delivery of the Software, but may do so in its sole discretion depending upon the circumstances. If your district elects to receive training at a later date, you may be charged up to current market prices. Customers are not permitted to videotape or record in any way Follett delivered services or training events.

DESTINY TRAINING CANCELLATION POLICY: The district/site is responsible for providing a written cancellation and/or reschedule request for Destiny training to your assigned Project Manager or training coordinator. Upon receipt, Follett will reply with a written acknowledgement via email of the changes. The district/site will not be charged if the cancellation request for onsite training is received more than fifteen (15) business days prior to the training date. For webinars, the request must be received three (3) business days prior to the scheduled training date. The district/site will be invoiced at 50% of the cost if the cancellation request for onsite training is received six to fourteen business days prior to the training date, or between 24-48 hours prior to a scheduled webinar time. The district will be invoiced at 100% of the cost if the cancellation request is made five or fewer business days prior to the onsite training date, or if a webinar is cancelled within a 24 hour period prior to the start time of a webinar, to include failure to appear for the training. Follett reserves the right to reschedule any training or webinar outside the acceptable cancellation period.

Onsite Training Cancellation/Reschedule Receipt Timeframe:	Webinar Training Cancellation/Reschedule Receipt Timeframe:	Fees	Reschedule Options
Fifteen (15) days prior to training date	72 hours prior to webinar date/time	No charge	District/site retains full privileges to reschedule
Six (6) to fourteen (14) days prior to training date	24 to 48 hours prior to webinar start date/time	50% of training costs invoiced	Follett reserves the right to reschedule
Within five (5) days prior to training date	Within 24 hours of webinar start date/time	100% of training costs invoiced	Follett reserves the right to reschedule

Library Manager–Security Setup Webinar:

This instructor-led, web-based training introduces you to the Destiny hierarchy. This hierarchy is how you control who in the district can access various features and data in Destiny. The training focuses on the default district and site-level users that are set up during installation, typical tasks for these users, and how to decide who in your district might fit these roles. To ensure your users have access to only the software features they need, you'll look at the available permissions, and assign the appropriate access levels, usernames and passwords. (Maximum: 12 participants)

Essentials Webinar for Library Manager:

This live, instructor-led, web-based training covers the essentials needed to get optimal use from Destiny Library Manager. Users look at how they do their job and then apply that in the software. Topics include how to search the online catalog, circulate materials, create notices and reports, set up loan periods and policies, add titles, and use Destiny Discover. A maximum of twenty (20) participants can attend the webinar. Attendees who participate in this training will be authorized to contact Follett's toll-free telephone technical support hotline for help.

Additional Training Services

Destiny Training

Additional training content can be purchased and delivered at the time of implementation or later. Additional training sessions will provide each librarian, textbook coordinator or resource manager in your district with complementary skills to maximize use of your Follett Destiny Solution. The format is hands-on, with the number of attendees per session based on the options selected.

Follett Community

The Follett Community website is a convenient, one-stop online home for learning everything you need to know about using digital Follett products and software. By visiting <https://www.follettcommunity.com/s/>, you can browse a knowledge base of resource materials, tutorials, training videos and discussions on Follett products.

You can use these resources as an introduction to Destiny or a refresher course in Year Two and beyond. The District can access these resources an unlimited number of times.

Post Implementation Support Services

District Technical Support

District Technical Support is included with your Destiny Service Agreement, and features the following services:

- Software updates during the year
- Alliance Plus—Online access to a database of over 9 million high-quality MARC21 records
- One Search
- TitlePeek
- Z39.50 Client
- Z39.50 Server
- Toll-free telephone technical support for designated Customer contacts
- 24/7 customer Web Portal, with searchable online knowledge base
- Unlimited email support
- Follett Community (how-to's, training tools, and videos)

Note: Follett will only provide support for the current and one prior release of software. Follett will only provide support to the extent that the applicable Management product is utilized as licensed. Any use beyond the intended use of the product, as outlined in the Statement of Work, may result in cancellation of Support.

Telephone support for issue resolution

Your designated Customer contacts will have access to Follett's staff of product and technical experts via a toll-free number from 6 a.m. to 6 p.m. Central Time, Monday through Friday. The expectation is that the designated contacts are the point of contact for all end users within the district. Follett will not provide technical support to Customer staff members that have not been designated by the Customer.

Customer Requirements:

- Only the designated Customer contacts may contact Follett Technical Support.
- Unless trained by Follett personnel, site-based staff must contact a designated representative within your district for support.

Customer Web Portal

Follett has a web-based support portal, which is available 24/7 to all customers with a current support Agreement. It includes:

- Keyword searchable knowledge base containing articles written by product and system experts
- User guides and manuals
- User groups/online discussion groups
- Electronic newsletters
- Frequently Asked Questions (FAQs)

Email support

Technical support is available to your district via email at any time. You can use this method of support for issues that do not require immediate assistance.

The Destiny Cloud solution effectively includes server/storage equipment operations via the Microsoft Azure cloud.

Digital Resource Limit

Digital content that is uploaded and cataloged is limited to 1 GB per Destiny database (for district if the Destiny database serves a multi-school district; or individual school, if the database is limited to a specific school). If at any time you exceed this limit and wish to purchase additional space, you may do so at an additional fee of \$5.00 per GB annually.

Structure

Files are stored on the server and uses SQL to manage the file location.

Web site address

*Note: Licenses are transferable, subject to additional fees.

Please indicate the Web site address (URL) you wish to have for your Destiny Cloud Solution.

The format required is yourdistrictname.follettdestiny.com

1st choice:	.follettdestiny.com
2nd choice:	.follettdestiny.com
3rd choice:	.follettdestiny.com



Request Approval of the Class Size Exemption for the 2025-2026 School Year

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Class Size Exemption for the 2025-2026 school year.

Rationale:

In accordance with the Texas Education Code §25.112, we are requesting approval for a class size waiver exemption for the current school year. While our district is committed to maintaining the 22:1 student-teacher ratio in Kindergarten through Grade 4 classrooms, several factors have created challenges in meeting this requirement. Granting this waiver will allow us to balance the realities of enrollment and staffing with our commitment to student learning. Our request is as follows:

- Rangerville - 1 Kindergarten (26) and 1 in 2nd Grade (24)
- La Paloma - 2 in 4th Grade (25 and 24)
- La Encantada - 2 in Kindergarten (23 and 24) and 1 in 3rd Grade (23)
- Dr. Cash - 2 in 4th Grade (23 and 23)

Paperwork Impact:

Minimal

Budgetary Information:

N/A

Resource Personnel:

Diane Atkinson, Director of Elementary Instruction
Erika Echarte, Executive Director of Administrative Services
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

N/A

Date:	9/26/2025
WEEK 7	34

San Benito CISD
Weekly Enrollment Report
2025-2026



Grade Level	3	4	5	4	5	6	7	8	9	10	11	12	Total
SBHS										649	661	622	1932
VMA									633				633
Berta Cabaza						234	202	236					672
Miller Jordan						150	112	186					448
Riverside						164	216	177					557
Collegiate Academy						40	44	38					122
Hester Deten.							4	5	7	7			23
Amador									9	5			14
RGV Scan							1	3	9	3	3	1	20
JJAEP									2			2	4
Secondary Total		0	0	0	0	588	579	645	658	664	664	623	4421

Codes	
☐	Non-Homogeneous Bilingual Classroom
☐	Hon 4
P	PPCD
A	ACU
S	SFL
B	BMU
P3	Pre-K 3
BB	Building Bridges
CF	Child Find (non-membership)

San Benito CISD Total Enrollment
8655

Elementary Total Enrollment
4234

Secondary Total Enrollment
4421

***Elementary ECSE & ACU Student Counts are not Reflected in the Overall Student Enrollment Shown in Campus Totals**

***JJAEP COUNTS ARE NOT INCLUDED IN TOTAL ENROLLMENT DUE TO STUDENTS ARE NOT ELIGIBLE FOR FUNDING**

Grade Level	ECSE	Pre - K 3 yr	Pre - K	Kinder	1st	2nd	3rd	4th	5th	Total
Booth	0 0 ESCE 11	P3 15 P3 15 61	22	17 16 0 17 43	18 18 0 21 50 ACU 2	14 14 0 15 59 ACU 3	16 16 0 19 46	17 16 0 17 51	17 21 0 21 56	438
Cash	0 0 ESCE 5	0 0 0	20 18 56	18 16 0 17 69 ACU 2	23 22 0 23 90 ACU 4	20 21 0 20 84 ACU 0	23 23 0 19 88	21 22 0 23 91 ACU 3	23 23 0 24 96	579
Downs	0 0 ESCE 7	0 16 47	20 20 58	18 23 0 21 44 ACU 3	20 18 0 19 60 ACU 1	19 20 0 18 58 ACU 2	17 17 0 18 54 ACU 1	17 18 0 20 56	24 25 0 0 51	435
Rangerville	0 0 0	0 20 20	26 26	17 17	24 17	0 0 0	15 24	14 15 29	16 17 29	178
Roberts	0 0 0 0	0 0 0	14 13 27	13 12 25	16 16 0 0 32	16 17 33	17 15 32	17 15 32	21 19 40	221
Sullivan	0 0 ESCE 8	0 17 34	22 17 39	15 19 0 18 52	20 18 0 0 43	17 18 58	17 20 39	23 20 0 0 46	21 18 0 22 62	381
La Encantada	0 0 ESCE 5	AM 17 PM 16	21 19 0 21 33	23 23 0 22 61	22 22 0 22 68	18 19 0 21 66	22 22 0 23 58	19 19 0 20 67	19 21 0 22 77	497
La Paloma	0 0 ESCE 8	AM 15 PM 16	18 18 0 17 31	17 17 0 19 53	24 23 0 16 53 ACU 3	22 22 0 22 66 ACU 3	15 15 0 16 69 ACU 4	20 25 0 24 50 ACU 2	21 21 0 22 71 ACU 1	466
Dr. Garza	0 0 ESCE 7	0 16 17	18 17 0 19 33	20 23 54	17 16 43	16 17 0 17 58	18 19 0 19 55	19 20 0 20 61	22 21 0 22 63	443
De la Fuente	0 0 DC 14	DC 10 DC 2 26	14 14 28	18 21 39	19 18 37	16 18 BML 1 35	21 17 38 BML 3	21 18 42 BML 2	22 20 44	289
Leal	0 0 0 0	0 0 0	14 13 0 0 27	20 16 55	17 17 0 0 34	15 15 0 18 48	16 16 0 18 50	14 14 0 15 43	17 16 0 17 50	307
Elementary Total	51	265	466	524	562	568	559	606	633	4234



Request Approval of District Improvement Plan for the 2025-2026 and 2026-2027 School Years

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the District Improvement Plan for the 2025 – 2027 school years.

Rationale:

The Board shall approve and periodically review the District Improvement Plan's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved district and objectives shall be mutually supportive and shall support the state goals under Education Code, Chapter 4.

Paperwork Impact:

Medium

Budgetary Information:

Not Applicable

Resource Personnel:

Stephanie Ramirez, Director of Federal Programs
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent

Board Policy Reference and Compliance:

San Benito Consolidated Independent School District

District Improvement Plan

2025-2027 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the San Benito CISD is to provide a premier education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Vision

The vision of San Benito CISD is to be the gold standard in all areas of public education.

Value Statement

Core Values of San Benito CISD:

- S - Student Centered - We place students at the heart of every decision, ensuring their needs drive our practices.
- B - Bold Innovations - We embrace new ideas and technologies to prepare students for a dynamic future.
- C - Collaboration - We build strong partnerships and a culture of shared responsibility to achieve collective success.
- I - Integrity - We lead with honesty, transparency, and ethical responsibility.
- S - Service and Accountability - We serve with purpose and take ownership of our impact.
- D - Dedication to Excellence - We strive for the highest standards in all we do to ensure student achievement.

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Goals 4

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service. 4

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce. 46

Goal 3: San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills. 62

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability. 78

Goals

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: ESSA: By June 2026, 80% of all students, with a focus on special populations, will meet or exceed state assessment standards through targeted instructional strategies, including PLCs, leadership coaching, effective feedback, and the Effective Schools Framework, to ensure continuous improvement and equitable outcomes.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: The district will strengthen instructional leadership and professional collaboration through PLCs, leadership coaching, feedback practices, and the Effective Schools Framework to guide campus planning and decision-making. Strategy's Expected Result/Impact: Increase scores in: STAAR/EOC TELPAS RDA Staff Responsible for Monitoring: Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Principals Assistant Principals Instructional Coaches Teachers Results Driven Accountability Funding Sources: Professional Development - 255 - Title II, Part A, TPTR - 255 - \$10,000, - ESSER	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: The district will provide targeted support through a Multi-Tiered System of Support, RTI interventions, specialized programs (RISE for MS and identified HS classes), and integrated services addressing academic, behavioral, social-emotional, and attendance needs for all students. Strategy's Expected Result/Impact: * Increase in STAAR/EOC Scores * Student attendance and participation reports * RTI, RISE, Identified and linking period progress tracking * PEIMS coding and identification accuracy (SPED, GT, Eco Dis, EB, Homeless, At-Risk) * Summer school and tutorial completion data * Communities in Schools program participation Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals and Teachers After-School Director, Site Coordinators, and Tutors Funding Sources: RtI Teachers - 211 - Title I, Part A - \$900,000, Tutors - ESSER III - \$126,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: The district will ensure campuses administer CFAs and Benchmarks, analyze student data collaboratively, and work with DCIs (for identified campuses) to provide targeted instruction, interventions, and coordinated support, ensuring all learners receive the guidance they need to succeed. Strategy's Expected Result/Impact: * STAAR/EOC, Benchmark, TFAR, TSI, SAT, ACT, Sure Score and CFA results * Blue Bonnet Module Assessments * Lead4ward item analysis reports * Data walls and goal-setting documentation * Evidence of instructional adjustments based on data * RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Services Director of Assessment, Research, and Evaluation Director of Bilingual Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Assistant Principal Teachers Diagnosticians LLSP SLP 504 staff RTI Dyslexia staff Funding Sources: Eudophoria - 276 - Texas Title I Priority Schools - \$125,000	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: The district will implement and monitor a guaranteed and viable TEKS-aligned curriculum using the TEKS Resource System, YAG-aligned assessments, and high-quality, research-based instructional resources to drive effective instruction and improve student achievement. Strategy's Expected Result/Impact: * YAGS (Year at a Glance) * Lesson Plans * STARR/EOC Scores * Usage reports from instructional platforms (iReady, Accelerated Reader, IXL, Writable, Bluebonnet, SpringBoard, Summit K-12) * Master schedule alignment * CFA, TFAR, Benchmark, STAAR/EOC results * RDA data * Evidence of structured instructional sequence (Warm-Up, Lesson, Exit Ticket, Journals) Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Professional Development Principals Campus Administrators Teachers Support Staff Funding Sources: TEKS Resource System - 211 - Title I, Part A - \$55,000, Eduphoria - 211 - Title I, Part A - \$40,000	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: The district will prepare students for college, career, and military readiness by strengthening literacy and writing through research-based instruction, integrated writing across content areas, and targeted postsecondary opportunities, including dual enrollment, test preparation, and career exploration. Strategy's Expected Result/Impact: Usage Reports for Writable Submission of Writing Artifacts Master Schedule STAAR/EOC Data RDA Improved CCMR outcomes (TSI, ACT, SAT, IBC) Increased dual enrollment participation and completion Full implementation of the College & Career Readiness Course Catalog Graduation and IGC handbook adherence Active participation in Student Ambassador, REAL Program, and Stop-It safety initiatives Effective tracking of postsecondary goals and outcomes Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Principals Assistant Principals Teachers Technology Specialists Teachers Support Staff After-School Director, Site Coordinators, and Tutors Results Driven Accountability Funding Sources: Reading Resources - Writable - 211 - Title I, Part A - \$200,000	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: Provide specialized instruction to serve at-risk, bilingual, and special education students with academic, behavioral, and attendance needs. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC TELPAS RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Bilingual Education Director of Special Services Principals Assistant Principals Teachers RtI Teacher Results Driven Accountability Funding Sources: Resources/Services - 199 - State Special Education (State SpEd) - \$500,000, Tutorials - 199 - State Compensatory Education (SCE) - \$300,000, Tutorials - 224 - IDEA B, Formula SpEd, Tutorials - 212 - Title I, Part C, Migrant - 100000	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: To meet the needs of all students, the District will coordinate and integrate Title I A services with other educational services such as Head Start, Pre-K, services for ELL students and students with disabilities, migratory students, neglected and delinquent youth, and immigrant children to eliminate duplication, and to reduce fragmentation of the instructional program. Strategy's Expected Result/Impact: Increase on: EOY/STAAR Circle test Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Title 1 Coordinator Elementary Campus Administrators Pre-K Teachers Director of Special Services Director of Bilingual Education Funding Sources: resources and supplies - 211 - Title I, Part A - \$10,000	Formative			Summative
	Dec	Mar	May	June

Strategy 9 Details	Reviews			
Strategy 9: A district Comprehensive Needs Assessment (CNA) will be conducted to determine priority areas for professional development and to coordinate Title I A and Title II-A programs, activities, and funding in preparation for the 2025-2026 LEA application for funding. Strategy's Expected Result/Impact: Increase of scores on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs, Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Assessment, Research and Evaluation Director of Professional Development Principals Campus administrators Support Staff Results Driven Accountability Funding Sources: CNA/CIP meetings - 211 - Title I, Part A - 211 - \$8,000	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: The district will systematically monitor, evaluate, and refine the alignment of core and elective programs, as well as targeted interventions, to ensure rigorous instruction, maximize student learning, and close achievement gaps across all assessments for every student. Strategy's Expected Result/Impact: * Evidence of aligned curriculum across core and elective programs * Improved student performance on STAAR/EOC, TELPAS, benchmark assessments * Increased achievement for special populations and reduction of performance gaps (RDA) * Usage reports from instructional platforms reflecting intervention fidelity * Documentation of program adjustments based on data analysis Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Federal Programs Director of Staff Development Principals Assistant Principals Teachers Support Staff Results Driven Accountability Funding Sources: Software - 211 - Title I, Part A - Writing - \$35,000	Formative			Summative
	Dec	Mar	May	June

Strategy 10 Details	Reviews			
Strategy 10: The district will continuously review and enhance college, career, and military readiness processes to prepare all students for postsecondary success by providing targeted programs, dual enrollment opportunities, standardized test preparation, and career exploration initiatives that increase the percentage of students meeting Texas CCMR standards. Strategy's Expected Result/Impact: * Post-secondary goal tracking and outcomes * Increased percentage of students meeting CCMR standards * Participation and completion rates for dual enrollment courses * Performance on standardized tests (TSI, ACT, SAT, IBC) * Career exploration and postsecondary planning activity completion * Implementation of College & Career Readiness Course Catalog * Documentation of CCMR support programs (Student Ambassador, Stop-It app) Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation High School Principals Director of Advanced Academics Assistant Principals Director of CCMR Director of CTE Funding Sources: - 199 - State Career & Technical Education (State CT - 199 11A - \$20,000	Formative			Summative
	Dec	Mar	May	June

Strategy 11 Details	Reviews			
Strategy 11: The district will provide research-based instructional resources, including technology hardware, software, and digital materials, to enhance curriculum implementation, enrich student learning, and ensure all students receive a "gold standard" education. Strategy's Expected Result/Impact: * Usage reports from instructional platforms * Student progress data from technology-driven activities * Evidence of technology integration in classroom instruction * Teacher participation in technology professional development * Increase scores on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Assessment, Research and Evaluation Principals Assistant Principals Support Staff Teacher Funding Sources: Hardware - 211 - Title I, Part A - \$600,000, software - 211 - Title I, Part A - \$10,000, Software - 199 - General Fund - \$75,000	Formative			Summative
	Dec	Mar	May	June

Strategy 12 Details	Reviews			
Strategy 12: To ensure that all San Benito students have their needs met. Special Education teachers will provide students access to a full-range and rigorous curriculum. Strategy's Expected Result/Impact: Increase results on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Education Campus Special Education and Regular Education Teachers Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Staff Development Director or Special Services Campus Administrators Support Staff Teachers Results Driven Accountability Funding Sources: Resources - 224 - IDEA B, Formula SpEd - \$50,000	Formative			Summative
	Dec	Mar	May	June
Strategy 13 Details	Reviews			
Strategy 13: To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute state funds to designated campuses to provide services through the Communities In Schools program. Strategy's Expected Result/Impact: Service Logs Staff Responsible for Monitoring: Assistant Superintendent of Academics Services Curriculum Directors Funding Sources: CIS Staff - 199 - State Compensatory Education (SCE) - 199 30 A - \$150,000	Formative			Summative
	Dec	Mar	May	June

Strategy 14 Details		Reviews			
Strategy 14: The district will provide summer school programs for students at risk of not meeting grade-level expectations to accelerate learning, address skill gaps, and ensure students are prepared for the upcoming academic year. Strategy's Expected Result/Impact: * Improved student performance on STAAR/EOC, benchmarks, and formative assessments * Increased mastery of grade-level TEKS standards * Documentation of student attendance, progress, and intervention completion * Targeted support for special populations, including at-risk, bilingual, and SPED students * Increase Scores: * STAAR/EOC * TELPAS * RDA * Increase graduation rate Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Federal Programs Director of Bilingual Education Director of Special Services Principals Director of Professional Development Teachers Results Driven Accountability Funding Sources: Summer School - 199 - State Compensatory Education (SCE) - \$200,000, Summer School - 199 - State Special Education (State SpEd) - \$50,000, Summer School - 199 - State Bilingual/ESL - \$50,000, Summer School - 211 - Title I, Part A - \$200,000, ESY - 224 - IDEA B, Formula SpEd - \$25,000		Formative			Summative
		Dec	Mar	May	June
Strategy 15 Details		Reviews			
Strategy 15: The district will provide teachers with high-quality instructional materials (HQIM) and supplemental resources to enhance curriculum implementation, support rigorous instruction, and improve student learning outcomes. Strategy's Expected Result/Impact: * Increase STAAR Scores by 10% * Evidence of HQIM use in classroom instruction (Walk Throughs) * Improved alignment to TEKS and curriculum standards * Increased student engagement and mastery of grade-level content * Usage reports and feedback on supplemental materials Staff Responsible for Monitoring: District Administration Campus Administration Funding Sources: Consumable Supplies - 211 - Title I, Part A - \$25,000, - 199 - State Compensatory Education (SCE) - \$25,000, - 224 - IDEA B, Formula SpEd - \$20,000		Formative			Summative
		Dec	Mar	May	June

Strategy 16 Details	Reviews			
Strategy 16: In order to ensure proper identification of GT students, the district will allow all students the opportunity to be tested for Gifted and Talented (GT) Program between grades K-12. All Kindergarten students will be tested during the fall semester. Students in grades 1st - 11th can be tested according to the District policy. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors Funding Sources: GT testing Materials - 199 - State Gifted and Talented (G/T) - \$75,000	Formative			Summative
	Dec	Mar	May	June

Strategy 17 Details	Reviews			
Strategy 17: In order to meet the needs of all GT students, academically rigorous opportunities will be provided. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors Funding Sources: Naviance College Readiness - 199 - State Gifted and Talented (G/T) - \$5,000, Encore Summer Camp Program - 199 - State Gifted and Talented (G/T) - \$50,000, GT staff development - 199 - State Gifted and Talented (G/T) - \$10,000, GT Stipends - 199 - State Gifted and Talented (G/T) - \$10,000	Formative			Summative
	Dec	Mar	May	June
Strategy 18 Details	Reviews			
Strategy 18: The district will provide PK-12 instructional coaching to support teachers in delivering high-quality, research-based instruction, ensuring all students have access to a "gold standard" education. Strategy's Expected Result/Impact: * Evidence of coaching support across all grade levels * Implementation of research-based instructional strategies in classrooms * Improved student engagement and learning outcomes * Increased teacher effectiveness and fidelity to curriculum * Increase Scores on: * STAAR/EOC * TELPAS * RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Instructional Coaches Funding Sources: Lead teacher stipends - 199 - State Compensatory Education (SCE) - \$500,000	Formative			Summative
	Dec	Mar	May	June

Strategy 19 Details	Reviews			
Strategy 19: In order to maintain accurate PEIMS documentation, all teacher information and teacher schedules are accurately reported to PEIMS. Strategy's Expected Result/Impact: Meet compliance requirements Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of PEIMS PEIMS Coordinator PEIMS Clerks Principal Assistant Principal Teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 20 Details	Reviews			
Strategy 20: Teachers and instructional coaches will collaborate during the summer to develop and provide TEKS-aligned curriculum resources, ensuring a coherent and rigorous instructional program for all grade levels. Strategy's Expected Result/Impact: * Increase STAAR/EOC grade level scores in approaches, meets, and masters. * Development and distribution of TEKS-aligned lesson plans and resources * Evidence of curriculum alignment across grades and subjects * Increased teacher preparedness for the upcoming school year * Improved student learning outcomes at the start of the school year Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Instructional Coaches Secondary Principals Deans of Instruction Funding Sources: - 211 - Title I, Part A - \$86,940	Formative			Summative
	Dec	Mar	May	June
Strategy 21 Details	Reviews			
Strategy 21: In order to ensure accountability with the 21st Century Community Learning Centers, the afterschool program will keep accurate attendance procedures and all other corresponding documentation on TEAL. Strategy's Expected Result/Impact: Meet Compliance Requirements. Staff Responsible for Monitoring: After-School Director and Site Coordinators Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12	Formative			Summative
	Dec	Mar	May	June

Strategy 22 Details		Reviews			
Strategy 22: Recruit students to participate in the afterschool program that are homeless, at risk, and/or low performing. Strategy's Expected Result/Impact: Increase daily attendance and STAAR performance. Staff Responsible for Monitoring: Afterschool Director, Site Coordinators and Afterschool Instructors Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12		Formative			Summative
		Dec	Mar	May	June
Strategy 23 Details		Reviews			
Strategy 23: Conduct periodic lesson plan reviews to ensure the afterschool program is in alignment with the regular school day. Strategy's Expected Result/Impact: Increase the following scores: STAAR/EOC TELPAS RDA Attendance rate Graduation rate Staff Responsible for Monitoring: Afterschool Director, Site Coordinators, and Afterschool Instructors Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12		Formative			Summative
		Dec	Mar	May	June
Strategy 24 Details		Reviews			
Strategy 24: The afterschool program will provide technology driven academic and enrichment activities where academic tools such as computer software, smart boards, drones, and robotics kits are utilized. Strategy's Expected Result/Impact: Increase technology usage. Staff Responsible for Monitoring: Afterschool Director, Site Coordinators. and Afterschool Instructors Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12		Formative			Summative
		Dec	Mar	May	June

Strategy 25 Details	Reviews			
Strategy 25: In order to increase San Benito CISD students' access to the "gold standard" of education, the Afterschool Program will coordinate with the Districts' C&I department to provide both academic and enrichment opportunities to students and parents through enhanced academic tutorials, parental involvement activities, post-secondary education awareness activities, and career planning. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS RDA Increase parental involvement Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Afterschool Program Principals Assistant Principals Teachers Funding Sources: After School Program - 352 Texas 21st CCLC Cycle 11 - \$750,000, Tutors - 265 Texas 21st CCLC Cycle 12 - \$126,000	Formative			Summative
	Dec	Mar	May	June
Strategy 26 Details	Reviews			
Strategy 26: The district will strengthen mathematics proficiency from Kindergarten through Algebra I by implementing the Bluebonnet Learning Program, providing targeted, research-based instruction to ensure mastery of TEKS and improved student outcomes. Strategy's Expected Result/Impact: The district has identified mathematics as an area of need, particularly in ensuring all students build conceptual understanding, problem-solving skills, and procedural fluency aligned with Texas Essential Knowledge and Skills (TEKS). Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Elementary Director of Secondary Principals Assistant Principals Teachers Funding Sources: LASO Grant Funds will be used - 429 - Supporting Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: ESSA: San Benito CISD will ensure all students engage in rigorous academic programs aligned to their college, career, and military readiness goals while expanding course offerings, providing targeted supports, and implementing interventions to increase participation and reduce dropout rates, ensuring successful postsecondary transitions.

Evaluation Data Sources: TSI, SAT, ACT, and PSAT performance data
AP, Dual Enrollment, and OnRamps enrollment/completion reports
CTE coherent sequence completion data
CCMR accountability reports
Dropout rate data
Postsecondary application and acceptance records

Strategy 1 Details	Reviews			
Strategy 1: At SBHS, the district will provide dedicated clerical support to assist students with access to Advanced Placement (AP), Dual Enrollment, OnRamps, and CTE opportunities. The clerk will support students with registration, testing, application processes, and documentation needed to participate in rigorous academic programs aligned with their college, career, and military readiness goals. Strategy's Expected Result/Impact: Students at SBHS receive timely support with enrollment, testing, and application requirements. Increased student participation in AP, Dual Enrollment, OnRamps, and CTE coherent sequences. Improved completion rates for college applications and postsecondary readiness benchmarks (TSI, SAT, ACT). Reduced barriers for students accessing advanced academic opportunities. Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Director of CTE Director of Advanced Academics SBHS Principal Campus administrators High School Counselors Funding Sources: Paraprofessional FTE - 199 - General Fund - \$75,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: The district will expand Advanced Academics opportunities by offering additional Dual Enrollment, Advanced Placement (AP), and OnRamps courses, with a focus on increasing student access and participation. Strategy's Expected Result/Impact: Greater variety of rigorous course options available to students across the district. Increased student enrollment in advanced academic programs each year. Increased number of students earning college credit prior to high school graduation, Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Director of Advanced Academics Counselors Principals Campus administrators		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: The district will provide multiple testing opportunities for TSI, SAT, ACT, and AP Exams to ensure SBHS students test in a timely manner, reduce barriers to access, and increase the percentage of students meeting college readiness benchmarks. Strategy's Expected Result/Impact: Increased percentage of students meeting college readiness benchmarks on TSI, SAT, and ACT. Increased number of students earning college credit through AP exam scores of 3 or higher. Reduced number of students delayed in dual enrollment eligibility due to missed or late testing opportunities. Higher overall CCMR indicator rates as more students satisfy testing and advanced credit requirements. Improved student confidence and preparedness for postsecondary transition. Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of Advanced Academics Director of CCMR Principals Campus Administrators Teachers Funding Sources: Testing - 199 - General Fund - \$50,000		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: FAFSA nights will be provided as needed to provide students and parents the opportunity to complete the Free Application for Federal Student Aid (FAFSA.) Strategy's Expected Result/Impact: Increase percent of students entering college Increase in university 2 year and 4 year graduation rates [Student ClearingHouse] Staff Responsible for Monitoring: Director of CCMR High School Campus Administrators High School Counselors Career Awareness Clerks	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Provide and promote post secondary events district wide. [college fairs, college presentations and financial aid awareness.] Strategy's Expected Result/Impact: Increase percentage of students entering college Increase in higher education initiatives awareness Promote a District college-going culture Increase in graduation rates Staff Responsible for Monitoring: Director of CCMR Campus Administrators District Administrators	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: In order to provide a better understanding of CTE programs and the Ind. Cert. that can be earned while in SBCISD, the CTE program will host CTE Showcase at schools. Strategy's Expected Result/Impact: Increase enrollment in the CTE programs that offer Ind. Cert. Staff Responsible for Monitoring: Director of CTE CTE Teachers Campus administrators Funding Sources: - 199 - State Career & Technical Education (State CT - \$500	Formative			Summative
	Dec	Mar	May	June

Strategy 7 Details	Reviews			
Strategy 7: The Afterschool program will create partnerships with local universities (internships, college fairs, college night, financial aid awareness, etc.) Strategy's Expected Result/Impact: Prepare students to be college ready. Staff Responsible for Monitoring: Afterschool Director and Site Coordinators Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: ESSA: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

Evaluation Data Sources: Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates

Strategy 1 Details	Reviews			
Strategy 1: In order to decrease the number of disciplinary referrals, SBCISD will provide staff development on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse. Strategy's Expected Result/Impact: Decrease: Number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Advanced Academics and Counseling Principals Campus Administrators Counselors Funding Sources: - 265 - Title IV, Part A - \$25,000, - 255 - Title II, Part A, TPTR - \$10,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: To create a safe and secure environment for the students of SBCISD, all students and staff will receive training on safety and security measures and the effective implementation of these. Strategy's Expected Result/Impact: Decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Funding Sources: - 265 - Title IV, Part A - \$1,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: To establish a collaboration between students and staff, SBCISD will conduct orientation meetings with students and staff to solicit feedback on the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures. Strategy's Expected Result/Impact: decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Funding Sources: - 199 - General Fund - \$1,500		Formative			Summative
		Dec	Mar	May	June
Strategy 4 Details		Reviews			
Strategy 4: Establish a School Health Advisory Council (SHAC) to provide assistance and direction in informing students, parents/families, and the community of current issues regarding wellness, health, and safety. This will include nutrition programs, bullying awareness, alcohol/drug prevention, sex education programs, and the student dating violence policy. Strategy's Expected Result/Impact: decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Health Services Coordinator School Nursing Staff Principals Campus Administrators Counselors Funding Sources: - 199 - General Fund - \$1,000		Formative			Summative
		Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Through the use of the Raptor System, the Access Control System, and school-established campuses will maintain a safe and secure environment for each instructional facility. Strategy's Expected Result/Impact: Increase safety procedures for the SBCISD students Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Funding Sources: - 199 - General Fund - \$15,000	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: The SBCISD will provide staff development for the adoption and implementation of the PBIS disciplinary program on the district campuses. Strategy's Expected Result/Impact: Decrease number of discipline referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Funding Sources: - 199 - General Fund - \$10,000	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Plan, conduct, and coordinate the Health/Wellness events that promote healthy lifestyles through community organizations and district departments that provide health and wellness activities. Strategy's Expected Result/Impact: Fitness Gram results will indicate students are physical fitness levels are in normal range. Staff Responsible for Monitoring: PE Teachers Coaches Classroom Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 8 Details	Reviews			
Strategy 8: Continue to enforce policies and procedures that promote a safe, orderly, and secure environment. Strategy's Expected Result/Impact: 10% decrease in violent incidences referrals Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Provide program, resources and professional development to improve school conditions for student learning including personal hygiene items, drug and violence prevention, bullying and harassment prevention and mentoring for at-risk students. Strategy's Expected Result/Impact: 10% reduction in school discipline referrals. Staff Responsible for Monitoring: District and Campus Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 10 Details	Reviews			
Strategy 10: Conduct orientation meetings with students and staff regarding the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures. Strategy's Expected Result/Impact: Decrease in student referrals Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Dec	Mar	May	June
Strategy 11 Details	Reviews			
Strategy 11: Ensure that students and staff are effectively educated on safety and security measures and that all measures are effectively followed to protect students, faculty, and staff. Strategy's Expected Result/Impact: Decrease in incident reports Staff Responsible for Monitoring: District and Campus Administrators, Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 12 Details	Reviews			
Strategy 12: The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be PK through 5th grade and secondary classification shall be grades 6th through 12th. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: District and Campus Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: 1) In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 4 weeks of enrollment for English Language Learners. Strategy's Expected Result/Impact: increase access to services by ensuring student is properly labeled. Increase scores on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Principals Assistant Principals Teachers LPAC Lead teacher Bilingual/ESL Teachers Results Driven Accountability Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: 2) In order to better serve the San Benito students, campus administrators will expand their knowledge of bilingual requirements and will ensure teachers are using best practices in the classroom. Strategy's Expected Result/Impact: increase scores thus decreasing gap between subpopulations Increase scores on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principal Assistant Principal Bilingual/ESL Teachers Funding Sources: - 199 - State Bilingual/ESL		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: 3) To ensure fiscal responsibility the district will renew the software contract and continue using ELlevation software system to document all data related to the bilingual identification and LPAC. Strategy's Expected Result/Impact: Increase scores and decrease gap between subpopulations Increase: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Principals Assistant Principals Bilingual/ESL Teachers LPAC Lead Teacher Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Funding Sources: - 199 - State Bilingual/ESL		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: 4) To ensure that funds are being used in a financially responsible manner, the district will contract with ValidateMe services for analysis of immigrant student transcripts . Strategy's Expected Result/Impact: Student transcripts Increase graduation rates Increase students attending post-secondary institutions Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Bilingual Director Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Campus Administrator Campus LPAC Representative LUCHA Teacher Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: 5) To ensure that the needs of the bilingual child are being met in a manner that is in compliance with state requirements,a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level using ELLevation and a copy will be placed in the students' permanent record file. Strategy's Expected Result/Impact: Documentation for LPAC Report Increase of scores due to proper services Increase STAAR/EOC RDA TELPAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Principals Assistant Principals Campus LPAC Coordinator Bilingual/ESL Teachers Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: 6) To guarantee program fidelity, teachers of bilingual students will receive training on program compliance. This may include ELPS, Performance learning, Dual Language, Time and Treatment and other relevant subjects. Strategy's Expected Result/Impact: bilingual education provided with consistency Increase scores STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Principal Assistant Principal Director of Bilingual Education Bilingual teachers Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: 7) To ensure that the program is implemented with fidelity, bilingual/ESL teachers will be paid a stipend to compensate them for the extra effort required to comply with bilingual requirements. A bilingual LPAC Lead Teacher may also be paid a stipend. The stipend will be paid according to the latest compensation plan approved by the board. Strategy's Expected Result/Impact: Retention of highly qualified teachers Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Principal Assistant Principal LPAC Lead Teacher Bilingual Teachers Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: 8) To ensure fiscal responsibility, the bilingual program will be evaluated to ensure progress and compliance. Evaluation may be done by internal or external source. Strategy's Expected Result/Impact: Ensure compliance with Bilingual grant. Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

Evaluation Data Sources: Lesson Plans, Post-secondary Readiness assessments

Strategy 1 Details	Reviews			
Strategy 1: In order to increase the number of students graduating college and career ready, SBCISD will provide resources and staff development opportunities to ensure courses are up to date and relevant. Strategy's Expected Result/Impact: Increase scores in: STAAR/EOC RDA Increase: Graduation Rates Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of Professional Development Director of CCMR Director of CTE Principal Asst. Principal Teachers Funding Sources: Staff Development - 211 - Title I, Part A - \$15,000, staff development - 255 - Title II, Part A, TPTR - \$50,000, Resources - 199 - State Compensatory Education (SCE) - \$20,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: Provide all interested San Benito High School students the needed assistance with the university application process. Strategy's Expected Result/Impact: Increase College Awareness Increase Graduation Rates Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Principal Asst. Principal Teachers Department Directors Funding Sources: Naviance - 211 - Title I, Part A - \$50,000, staff development supplies - 211 - Title I, Part A - \$5,000		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: VMA and San Benito High School will serve as testing centers for the TSI, allowing students more opportunities to test and increasing opportunities for taking dual enrollment classes. Strategy's Expected Result/Impact: Increase Dual Enrollment Participation Increase in College Readiness Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Principal Asst. Principal Teachers Department Directors		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: To increase the number of students graduating college and career, military ready, students will be given the opportunity to test for the TSI, ACT and/or SAT. Strategy's Expected Result/Impact: Increase scores in: STAAR/EOC Increase: Graduation Rates Number of student taking dual credit classes Number of students that are accepted at a University/College Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Director of Advanced Academics Principal Asst. Principal Teachers Department Directors Funding Sources: Testing materials - 199 - General Fund - \$50,000, Extra Duty pay - 199 - General Fund - \$20,000	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: In order to increase the number of students that are college, career military ready, the San Benito CISD will provide students with a College & Career Center focused on assisting students with meeting all requirements for attending a University/College Strategy's Expected Result/Impact: Increase college awareness Increase completed college applications Increase matriculation into Universities/Colleges Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Secondary Instructional Implementation Director of CCMR Principal Asst. Principal Teachers Department Directors Funding Sources: Go Center - 199 - State Gifted and Talented (G/T) - \$5,000	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: ASP: The Afterschool Program will provide students and parents a variety of coherent activities aligned with local needs, resources, and interests.

Evaluation Data Sources: -Grant compliance Monitoring system (TEAL)
-Program evaluation checkpoints

Strategy 1 Details	Reviews			
Strategy 1: The Afterschool Program will coordinate and provide health/wellness opportunities for students and parents through family engagement events. Strategy's Expected Result/Impact: Increase family engagement and improve the overall well-being of students and parents. Staff Responsible for Monitoring: Afterschool Director, Site Coordinators and Afterschool Instructors Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The Afterschool Program will work in partnership with the Behavioral Health Solutions to educate the community and reduce substance misuse. Strategy's Expected Result/Impact: Reduce substance abuse district-wide. Staff Responsible for Monitoring: After School Program Director, Site Coordinators and Behavioral Health Solutions (partnership). Funding Sources: - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: Migrant : To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement of migrant students, the district will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

Evaluation Data Sources: Federal Programs Director / Title I Coordinator

Strategy 1 Details	Reviews			
Strategy 1: The District will implement a Migrant Program aimed at meeting the specific needs of the migrant child and their family. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase attendance Increase graduation rate Staff Responsible for Monitoring: Assistant Superintendent of Finance Director of Federal Programs Title I Coordinator Migrant Coordinator/Staff Principals Teachers Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: In order to meet compliance requirements, TX-NGS system will be used by the Migrant Program to document and monitor student academic progress Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance Graduation Rate Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Migrant Coordinator/Staff Principals Teachers Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: All compliance requirements of the Migrant Program will be met: Migrant Parent Advisory Council (PAC) meetings (Fall and Spring), conference attendance, identification and recruitment of children, conducting annual residency verification, providing of supplies for school, and evaluating the program. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance rate Graduation rate Decrease: Disciplinary Referrals Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists Migrant Coordinator/Staff Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details		Reviews			
Strategy 4: In order to increase the number of migrant students who graduate and pursue post-secondary education, the district will allow all migrant students to have the opportunity to attend (if available) MAARS Summer Camp, MUSE at UTRGV, Close Up in Washington DC, summer school for credit recovery, trips to universities in the state of Texas, and implement Project SMART. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists *Migrant Coordinator Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June
Strategy 5 Details		Reviews			
Strategy 5: Migrant recruiters will contact and maintain communication with families through phone, email, and home visits to ensure attendance and academic support. Strategy's Expected Result/Impact: 100% of Migrant students identified and supported Staff Responsible for Monitoring: *Migrant Coordinator Migrant Recruiters Federal Programs Director Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: Identify and recruit migrant children and youth, including conducting annual residency verification and other identification and recruitment activities as required by ESEA program Strategy's Expected Result/Impact: Increase in the identification of migrant students Staff Responsible for Monitoring: *Migrant Coordinator Migrant Recruiters Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Adhere to all timelines established in the ID&R Manual to encode all required data into the Texas New Generation System (TX-NGS) database. Strategy's Expected Result/Impact: 100% compliance Staff Responsible for Monitoring: *Migrant Coordinator TX_NGS Specialist Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Provide support services to all migrant students who are considered low income based on the completed district survey by providing school supplies. Strategy's Expected Result/Impact: Provide equitable education, and support students' academic preparation for meeting requirements for EOY promotion Staff Responsible for Monitoring: *Migrant Coordinator Migrant Staff Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Utilize a credit recovery platform to ensure graduation requirements are met. Use the TX-NGS system to assist migrant students with the consolidation of partial credits, credit recovery, and make up coursework needed, as well as the deployment of technology. Strategy's Expected Result/Impact: Increase grade promotion rates and graduation rates Staff Responsible for Monitoring: *Migrant Coordinator Migrant Staff TX-NGS Specialist Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June

Strategy 10 Details	Reviews			
Strategy 10: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer State Assessment remediation/acceleration. Strategy's Expected Result/Impact: 100% participation on STAAR tests Staff Responsible for Monitoring: *Migrant Coordinator Migrant Staff Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: School counselors will contribute to increasing the percentage of students who meet College, Career, and Military Readiness (CCMR) indicators through targeted academic advising, guidance services, and postsecondary planning support.

Evaluation Data Sources: School Counselor conference logs
 Graduation plan audits
 AP/DE/OnRamps enrollment data

Strategy 1 Details	Reviews			
Strategy 1: SBHS and VMA school counselors will provide individualized student conferences each semester to review graduation plans, course selection, and CCMR requirements Strategy's Expected Result/Impact: Students will remain on track for graduation and will be aware of CCMR indicators met. Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SBHS and VMA school counselors will support of enrollment expansion in AP, Dual Enrollment, and OnRamps courses by promoting opportunities and benefits during academic advising sessions with students and families Strategy's Expected Result/Impact: Increased participation in advanced academics coursework More students meeting CCMR benchmarks Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: Strengthen social-emotional learning and mental health supports to ensure that 100% of students have access to counseling interventions, crisis response, and referral services as needed.

Evaluation Data Sources: School Counselor Logs
Guidance lesson records
Crisis/Safety Plan documentation
Professional development attendance records
Discipline and attendance data trends
Referral logs to outside agencies

Strategy 1 Details	Reviews			
Strategy 1: Deliver classroom guidance lessons and small-group counseling on SEL Topics, such as coping skills, stress management, and conflict resolution. Strategy's Expected Result/Impact: improved student behavior and school climate Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement systematic crisis response and Safety Plans for students in need Strategy's Expected Result/Impact: Increased safety and support for students in crisis Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide school counselors training on trauma-informed practices, suicide prevention, and crisis response Strategy's Expected Result/Impact: School counselors will be equipped to recognize and respond to mental health needs Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Partner with community mental health agencies to expand resources Strategy's Expected Result/Impact: More students will be connected to outside support services Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Advanced Academics and Counseling Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 10: Strengthen early childhood literacy and math foundations to ensure long-term student success.

Strategy 1 Details	Reviews			
Strategy 1: Implement research-based early childhood literacy and math programs aligned to Texas Pre-K Guidelines and TEK. Strategy's Expected Result/Impact: Increased student readiness scores (CLI, CIRCLE, MAP Growth K-2) Staff Responsible for Monitoring: Director of Elementary Early Childhood Instructional Coach Campus Principals and Assistant Principals Funding Sources: Scholastic on My Way for PK3 and 3 Cheers for PK4 - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide digital resources (Age Of Learning) focused on evidence-based instructional practices in early literacy and math, including phonological awareness, vocabulary development, number sense, and problem-solving. Strategy's Expected Result/Impact: Increased student readiness scores (CLI, CIRCLE, MAP Growth K-2) Staff Responsible for Monitoring: Director of Elementary Early Childhood Instructional Coach Campus Principals and Assistant Principals Funding Sources: - 211 - Title I, Part A - \$69,540	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Strengthen family engagement programs that provide resources to support literacy and math at home Strategy's Expected Result/Impact: Parent participation and engagement Staff Responsible for Monitoring: Director of Elementary Early Childhood Instructional Coach Campus Principals Parent Engagement Coordinator	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

Evaluation Data Sources: Professional development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: San Benito CISD Professional Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that all stakeholders have a better understanding of the TEKS. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Instructional Coaches Principals Asst. Principals Teachers Support Staff Funding Sources: Staff Development and supplies - 199 - State Compensatory Education (SCE) - \$60,000, Staff Development and supplies - 255 - Title II, Part A, TPTR - \$60,000, Staff Development and supplies - 211 - Title I, Part A - \$60,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: In order to meet the academic needs of all students, administrators and Special Education Teachers will be provided the tools through Training Academies for Special Populations. (i.e. Writing TEKS based IEPS, ARD Committee Decision Making Process as it relates to the state assessment etc.) Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Principal Asst. Principals Teachers Support Staff Funding Sources: staff development and supplies - 199 - State Special Education (State SpEd) - \$10,000		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: In order to facilitate the instruction provided to all San Benito CISD students, the district will provide professional development in instructional strategies for English learners, linguistic accommodations, and iStation to all campus staff including administrators. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Instructional Coaches Principals Asst. Principals Teachers Support Staff Funding Sources: staff development and supplies - 199 - State Bilingual/ESL - \$45,000		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: The Professional Development Department will offer varied professional staff development sessions based on identified needs for the district throughout the school year. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff Funding Sources: consultant - 199 - General Fund - \$75,000, Consultant - 199 - State Compensatory Education (SCE) - \$75,000, Consultant - 211 - Title I, Part A - \$75,000, Consultant - 255 - Title II, Part A, TPTR - \$15,000	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP TELPAS PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Director of Assessment, Research and Evaluation Special Education Staff Bilingual Staff Principals Asst. Principals Teachers Support Staff Funding Sources: Staff Development - 211 - Title I, Part A - \$10,000, general supplies - 255 - Title II, Part A, TPTR - \$1,500	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers and administrators on technology use in the classroom, including but not restricted to, assistive technology. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP TELPAS PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff Funding Sources: Staff Development - 211 - Title I, Part A - \$5,000, General Supplies - 255 - Title II, Part A, TPTR - \$1,500	Formative			Summative
	Dec	Mar	May	June

Strategy 7 Details	Reviews			
Strategy 7: To provide educational rigor to all students, GT teachers will be required to complete a yearly six-hour update after the initial 30 hour training. Training will have an emphasis on the Texas Performance Standards. Extra duty pay will be provided at the rate noted in the Compensation Plan. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principals Asst. Principals Teachers Support Staff Funding Sources: stipends - 199 - State Gifted and Talented (G/T) - \$100,000, staff development - 199 - State Gifted and Talented (G/T) - \$150,000	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: To ensure that students attending Summer School receive the greatest opportunity, Professional Development will be provided to all summer school teachers, including but not limited Bilingual, Title I, Migrant and Special Education. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Bilingual Education Director of Federal Programs PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Funding Sources: staff development - 199 - State Bilingual/ESL - \$5,000, staff development - 199 - State Compensatory Education (SCE) - \$15,000, staff development - 211 - Title I, Part A - \$25,000	Formative			Summative
	Dec	Mar	May	June

Strategy 9 Details	Reviews			
Strategy 9: To ensure that new teachers to our district receive the proper foundation in order to provide the highest level of education to the students of San Benito CISD during the first year, new teachers will receive additional professional development and be provided a campus mentor. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Education Teacher Mentor Facilitator Mentor Teachers Instructional Coaches Principals Asst. Principals Teachers Support Staff Funding Sources: - 199 - General Fund - \$2,500	Formative			Summative
	Dec	Mar	May	June

Strategy 10 Details	Reviews			
Strategy 10: Professional development opportunities will be provided to all staff members throughout the calendar year in order to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD. Instructional staff will have the opportunity to attend local, state, and out of state conferences to stay abreast of current best practices. Strategy's Expected Result/Impact: increase scores on: STAAR/EOC TELPAS ISIP PBMAS Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Principals Asst. Principals Teachers Support Staff Funding Sources: staff development - 255 - Title II, Part A, TPTR - \$135,000, staff development - 199 - State Special Education (State SpEd) - \$15,000, staff development - 199 - State Bilingual/ESL - \$15,000, staff development - 211 - Title I, Part A - \$150,000	Formative			Summative
	Dec	Mar	May	June

Strategy 11 Details		Reviews			
Strategy 11: In order to provide quality professional development, a director and secretary will be designated by the district to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD. Strategy's Expected Result/Impact: increase scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Funding Sources: Professional FTE - 199 - General Fund - \$150,000, Paraprofessional FTE - 199 - General Fund - \$75,000		Formative			Summative
		Dec	Mar	May	June
Strategy 12 Details		Reviews			
Strategy 12: The district will provide character education and social emotional learning professional development to selected campuses to positively impact school culture, student achievement, and attendance. Strategy's Expected Result/Impact: Increase on: Graduation Rates Attendance Teacher Satisfaction Student Performance Lower discipline referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principal Assistant Principal Teachers Funding Sources: - 289 - Title IV - 289-13-6291 - \$213,400		Formative			Summative
		Dec	Mar	May	June

Strategy 13 Details	Reviews			
Strategy 13: The district will provide a leadership academy, G.O.L.D. Academy (Greyhound Opportunities for Leadership Development), for aspiring leaders in our district to include assistant principals and teachers that have completed the required coursework and exam for educational leadership. Strategy's Expected Result/Impact: To grow our own employees to future leaders. Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Professional Development Principals Funding Sources: G.O.L.D. Academy promotional items and books for book study - 255 - Title II, Part A, TPTR - \$5,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: In order to attract and retain highly qualified teachers, the district will implement the Recruitment Retention Plan to hire teachers that meet certification criteria. Strategy's Expected Result/Impact: Teacher retention rate increases by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Principals Campus administrations Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Funding Sources: - 255 - Title II, Part A, TPTR, - 199 - General Fund, - ESSER III	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: To ensure that low income and minority students are taught by qualified, in-field, and/or experienced teachers, all candidates will be vetted by the district before they can be interviewed. Strategy's Expected Result/Impact: At Risk student STAAR Scores will increase by 10% Economically Disadvantaged student STAAR Scores will increase by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus administration Teacher Funding Sources: Professional Development - 211 - Title I, Part A - \$0	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: In order to provide a varied pool of applicants, the District will provide recruitment opportunities through job fairs by the District, Region One ESC, Universities/Colleges and other employment agencies. Job postings will be available on various job search engines. Strategy's Expected Result/Impact: Increase teacher/staff retention rate by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Funding Sources: - 199 - General Fund		Formative			Summative
		Dec	Mar	May	June
Strategy 4 Details		Reviews			
Strategy 4: SBCISD will increase teacher retention by 10% by implementing a district level mentoring program, offering annual professional development and support, and offering teacher incentives for academic performance. Strategy's Expected Result/Impact: Increase teacher/staff retention rate by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Funding Sources: - ESSER III		Formative			Summative
		Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: In order to attract and retain highly qualified teachers, a stipend will be paid to Bilingual, Special Education , Math , and Science according to the board approved district compensation plan. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP TELPAS PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services Director of Professional Development Director of Special Services Director of Bilingual Education Special Education Staff Bilingual Staff Principal Asst. Principal Teachers Funding Sources: - 255 - Title II, Part A, TPTR, - 263 - Title III, LEP, - 224 - IDEA B, Formula SpEd	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: In order to provide the students of the district with a gold standard education, only qualified teachers will be allowed to interview for teaching positions. Qualifications will be based on program requirements. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Leverage technology to streamline HR operations

Evaluation Data Sources: Electronic onboarding process

Strategy 1 Details	Reviews			
Strategy 1: Human Resources Department will work alongside Skyward and Frontline to launch electronic onboarding for newly hired employees. Strategy's Expected Result/Impact: The implementation of electronic onboarding through Skyward and Frontline will streamline processes by moving new hire paperwork from manual to digital, reducing delays and errors. Staff Responsible for Monitoring: Executive Director of Administrative Services Problem Statements: District Processes & Programs 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 1: Processes and procedures are not specifically defined in all service areas. Root Cause: All departments need to develop written procedures to ensure procedural information is delineated and consistent year-to-year.

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: During the 2024-2026 school year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

Evaluation Data Sources: SCUTA Counseling Reports
Campus Counseling Plan
Professional leave documentation
Extra Duty Pay Documentation

Strategy 1 Details	Reviews			
Strategy 1: Counselors will attend conferences/workshops specifically addressing the issues of chemical dependency. Strategy's Expected Result/Impact: An increase in knowledge and skills pertaining to drug and alcohol prevention, intervention, and post-vention practices. Staff Responsible for Monitoring: Director of Professional Development Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Funding Sources: Professional Development - 289 - Title IV - \$20,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: A committee of counselors will work on a PK-12 curriculum to address the drug and alcohol prevention, intervention, and postvention facets using a research-based developmentally appropriate materials and approach, should there be a need to seek SBCISD Board approval. Strategy's Expected Result/Impact: An increase in knowledge and skills pertaining to drug and alcohol prevention, intervention, and post-vention practices, resulting in a custom-made curriculum that best fits the needs of our students.. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Funding Sources: Extra Duty Pay - 289 - Title IV - \$12,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Counselors will attend a refresher professional development sessions on suicide awareness, prevention, and intervention, counseling theories, human trafficking, as well as group counseling dynamics.. Strategy's Expected Result/Impact: An increase in counselor knowledge and skills to ensure a safer environment conducive to learning. Staff Responsible for Monitoring: 504/Dyslexia/Counseling Coordinator University Consultants Funding Sources: Consultant Fees - 289 - Title IV - \$10,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

Performance Objective 1: Objective 3.1 Improve and diversify all communication methods with stakeholders, including district and campus websites, social media, print publications, and various media outlets.

HB3 Goal

Evaluation Data Sources: Review social media analytics.

Review surveys provided to the stakeholders and representatives of media outlets.

Review website provider data.

Strategy 1 Details	Reviews			
Strategy 1: 3.1.1 Create a Communications Plan that encourages two-way communication that enhances informative notifications and timely crisis communication. Strategy's Expected Result/Impact: 3.1.1 Review monthly campus updates, published newsletters, communication platform reports, sign-in sheets, meeting minutes, and agendas published each month. Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$20,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: 3.1.2 Evaluate and assess current platforms for use and effectiveness, including the District and Campus Websites, Social Media, and Print Publications. Strategy's Expected Result/Impact: 3.1.2 Utilize all communication platforms and review their analytics. Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$15,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: 3.1.3 - Build and maintain a positive relationship with all media outlets. Strategy's Expected Result/Impact: 3.1.3 Provide feedback on media relationships through formal and informal means to include personal meetings, hosting meetings with representatives of local media outlets, and sharing surveys for feedback Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

Performance Objective 2: Objective 3.2 Enhance engagement and satisfaction among all district and community stakeholders.

By 2030, the district will establish a baseline utilizing community satisfaction surveys, to determine yearly outcomes, identify potential growth, and adjust the service delivery with that survey feedback.

HB3 Goal

- Evaluation Data Sources:** Review surveys of stakeholders.
Review meeting sign-in sheets, agendas, meeting minutes, and invitations.
Review social media analytics and feedback.
Review community project attendance, media documentation such as photographs, videos, and news articles.

Strategy 1 Details		Reviews			
Strategy 1: 3.2.1 Enhance family engagement in district and campus initiatives Strategy's Expected Result/Impact: 3.2.1 Evaluate survey data to establish a baseline of community satisfaction and engagement Staff Responsible for Monitoring: Public Relations Department District Wide Community Events: Director of Communications and Public Relations Communications and Public Relations Staff Family and Community Engagement (FACE) Department Events: Director of FACE FACE Staff Funding Sources: - 199 - General Fund - \$20,000		Formative			Summative
		Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: 3.2.2 Encourage parents and guardians to attend campus events supporting district initiatives promoting student achievement. Strategy's Expected Result/Impact: 3.2.2 Increase attendance rates at district and campus activities promoting student achievement. Staff Responsible for Monitoring: Campus Events: Administration and Teachers Academic Services Events: Assistant Superintendent of Academic Services Academic Services Directors and Support Staff Public Relations Department District Wide Community Events: Director of Communications and Public Relations Communications and Public Relations Staff Family and Community Engagement (FACE) Department Events: Director of FACE FACE Staff Funding Sources: - 199 - General Fund - \$10,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: 3.2.3 Provide opportunities for stakeholders input through town hall meetings, round-table discussions, surveys, etc. Strategy's Expected Result/Impact: 3.2.3 Analyze sign-in sheets and assess volunteer participation at district initiatives. Foster strong partnerships with student booster clubs, PTO/PTA, and FACE volunteers while coordinating their social media efforts with district social media platforms. Staff Responsible for Monitoring: Campus Events: Administration and Teachers Academic Services Events: Assistant Superintendent of Academic Services Academic Services Directors and Support Staff Public Relations Department District Wide Community Events: Director of Communications and Public Relations Communications and Public Relations Staff Family and Community Engagement (FACE) Department Events: Director of FACE Funding Sources: - 199 - General Fund - \$10,000		Formative			Summative
		Dec	Mar	May	June
Strategy 4 Details		Reviews			
Strategy 4: Develop, distribute, evaluate, and revise annually the District Family and Community Engagement Policy and each Campus Parent and Family Engagement Policy. Ensure that the parents (families) of all elementary students are provided an annual school/parent compact during a parent/teacher conference within the 2025 - 2027 school years. Strategy's Expected Result/Impact: Increase community engagement by 5%. Ensure parents are aware of their rights and responsibilities as evidenced by conference sign-in sheets. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 3		Formative			Summative
		Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Conduct at least two (2) annual Title I meetings at each Title I campus (district-wide). The meetings should be held on two different dates and times. Strategy's Expected Result/Impact: Ensure ESSA Title I Part A Parental Engagement requirements for all SBCISD Campuses are met. Increase parent awareness of their rights as outlined by Texas Education Agency. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 3 Funding Sources: - 199 - General Fund - \$3,000	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Provide district-wide Family and Community Engagement activities for students, parents, families, the community, and special populations, such as McKinney Vento, Military Connected, and/or Foster Care. These activities may include sessions on specific topics, family conferences, and student events. The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness/socio-emotional wellness, social services, and family support services. Strategy's Expected Result/Impact: Increase awareness in the areas of academic services, enrichment opportunities, college/career readiness, health/wellness/socio-emotional wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 2, 3 Funding Sources: - 199 - General Fund - \$20,000	Formative			Summative
	Dec	Mar	May	June

Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental assistance to the Campus FACE Centers and Parent Specialists that provide educational-related services for parents and families of Title I students. Supplemental assistance will include needed supplies and materials (including, but not limited to, school supplies, school uniforms, eyeglasses, personal hygiene items, emergency clothing, emergency grocery assistance, etc.) necessary for McKinney Vento students to attend school, fully participate in school activities, and support academic outcomes. This assistance will be coordinated through the District Family and Community Engagement Department, activities to assist, inform, and support students, parents, families, and the community to be active partners in the education of all students enrolled in SBCISD. Strategy's Expected Result/Impact: Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Director of Federal Programs, Parent Specialists Problem Statements: Demographics 1, 3 Funding Sources: school supplies, school polos, shoes, etc. - 199 - General Fund - \$10,000, hygiene products - 211 - Title I, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Actively invite and recruit parents (families), community members, business owners, and other required stakeholders to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), School Health Advisory Committee (SHAC), Campus Level Site-Based Decision-Making Committees (SBDM), PTA/PTO, Special Topic Task-force or Focus Groups, the Superintendent Advisory Committee (SAC), and/or the Migrant Parent Advisory Council (PAC) for Migrant Education, Federal and Title Programs, Bilingual Parent Committees including serving as a member of the LPAC. Strategy's Expected Result/Impact: Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Bilingual Education, Health Services Coordinator, Director of Federal Programs, Director of Family and Community Engagement, Parent Specialists Superintendent Problem Statements: Demographics 3 - Perceptions 2 Funding Sources: - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Mar	May	June

Strategy 9 Details		Reviews			
Strategy 9: The District Family and Community Engagement Department staff will coordinate district-wide meetings and activities at each campus parent center that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, career and technology programs, and other support services the district provided students. Strategy's Expected Result/Impact: Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Special Services, Director of Bilingual Education, Director of Federal Programs, Director of CTE, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 3 Funding Sources: flyers, brochures, etc. - 199 - General Fund - \$5,000		Formative			Summative
		Dec	Mar	May	June
Strategy 10 Details		Reviews			
Strategy 10: Actively recruit and engage parents and families to participate in campus and district-wide services that include student academic offerings, adult education opportunities, college and career readiness, and health, social, and mental health awareness. Recruitment will occur at campus events, district events, and community events where FACE department staff collaborate with local, district, and state partners. Strategy's Expected Result/Impact: Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 2, 3 Funding Sources: promotional items & resources - 199 - General Fund - \$5,000		Formative			Summative
		Dec	Mar	May	June

Strategy 11 Details		Reviews			
Strategy 11: The FACE Department will, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. The department will coordinate with other organizations and programs to provide parent trainings, resources, and supports including, but not limited to, nutrition classes, mental-health, physical health, academic success, higher education information, FAFSA, cyberbullying, cybersecurity, and government practices. Strategy's Expected Result/Impact: Increased parent & family engagement activities/offerings Increased number of volunteers through the recruitment activities Increased professional development completion hours by staff Staff Responsible for Monitoring: Director of Family and Community Engagement Lead Parent Specialists Parent Specialists Problem Statements: Demographics 1, 2, 3 Funding Sources: consumable materials & office supplies - 199 - General Fund - 6399 - \$3,000, promotional material - 199 - General Fund - 6299 - \$3,000		Formative			Summative
		Dec	Mar	May	June
Strategy 12 Details		Reviews			
Strategy 12: Provide students, parents, families, and the community sessions on State STAAR and EOC testing requirements, LPAC, TELPAS, curriculum, FAFSA and college prep testing, including PSAT, TSI, and SAT/ACT tests. These sessions will also include information on academic interventions for at-risk students such as RtI, extended day tutorials, school day intervention sessions, Saturday Academies, and approved sessions targeting improved student achievement. Strategy's Expected Result/Impact: Increase STAAR/EOC scores, college readiness, and overall student academic achievement. Increased participation and proficiency in college entrance exams, including TSI, SAT, ACT, and PSAT. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Bilingual Education, Director of CCMR, Director of Elementary Instructional Implementation, Director of Secondary Instructional Implementation, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 1, 3 - Student Learning 3 Funding Sources: - 199 - General Fund - \$2,000		Formative			Summative
		Dec	Mar	May	June

Strategy 13 Details		Reviews			
Strategy 13: To promote and actively engage students, parents (families), and staff to participate and understand all bilingual education opportunities through periodically planned parent meetings and training sessions at the FACE Campus Parent Centers or other district events. Strategy's Expected Result/Impact: Increase family engagement with support and participation in the educational process of their children Increase scores on: STAAR/EOC and TELPAS Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Bilingual Education Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 3		Formative			Summative
		Dec	Mar	May	June
Strategy 14 Details		Reviews			
Strategy 14: Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities. Strategy's Expected Result/Impact: Increase parent and family awareness of health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Communities in Schools Campus Coordinators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 3 Funding Sources: informational brochures, promotional items - 199 - General Fund - \$1,000		Formative			Summative
		Dec	Mar	May	June

Strategy 15 Details		Reviews			
Strategy 15: Provide district-level family engagement learning opportunities for parents and families with students in Title I schools utilizing a researched-based program or curriculum. Opportunities include, but are not limited to, ESL courses, literacy trainings and resources, and technology trainings. Strategy's Expected Result/Impact: Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: Student Learning 1, 2, 3 Funding Sources: literacy resources, reading material, curriculum copies - 199 - General Fund - \$5,000		Formative			Summative
		Dec	Mar	May	June
Strategy 16 Details		Reviews			
Strategy 16: The District Homeless Liaison and the Family and Community Engagement Department staff will conduct an assessment of each student and family that is referred for McKinney Vento homeless services throughout the year. Students who qualify will remain in the McKinney Vento homeless program for the remainder of the academic school year. Strategy's Expected Result/Impact: Ensure that all identified homeless students receive the resources necessary to attend school, are supported with academic interventions, and are provided with a well-rounded educational experience. Staff Responsible for Monitoring: Campus Counselors, Principals, Campus Administrators, Director of PEIMS, Director of Family and Community Engagement, Parent Specialists Problem Statements: Demographics 1, 3		Formative			Summative
		Dec	Mar	May	June

Strategy 17 Details		Reviews			
Strategy 17: The FACE Department will support all activities that will adhere to the Texas School Compulsory Attendance Laws and follow HB 2398 for Truancy Prevention Measures for students experiencing truancy and excessive unexcused absences. As a district-wide incentive, a student attendance incentive program will be implemented that will promote high ADA rates and award students for meeting district attendance goals and perfect attendance. Strategy's Expected Result/Impact: Improve district and campus-level Average Daily Attendance (ADA) Improved ADA will also result in a strong academic preparation for State assessments and tests. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists and Attendance Officers Problem Statements: Demographics 2		Formative			Summative
		Dec	Mar	May	June
Strategy 18 Details		Reviews			
Strategy 18: FACE Department technology equipment will be replaced or repaired, as needed, to participate in campus and district-wide services that include student academic offerings, adult education opportunities, college and career readiness, health, social, and mental health awareness, and staff professional development. Technology equipment to be replaced or repaired will include office and campus needs, such as computers, laptops, projectors, monitors, etc. Strategy's Expected Result/Impact: Increased parent & family engagement activities/offerings Increased number of volunteers through the recruitment activities Increased professional development completion hours by staff Staff Responsible for Monitoring: Director of Family and Community Engagement Lead Parent Specialists Director of Technology Problem Statements: Demographics 3 Funding Sources: technology equipment - 199 - General Fund - \$4,000		Formative			Summative
		Dec	Mar	May	June

Strategy 19 Details	Reviews			
Strategy 19: The Family and Community Engagement Department staff will attend staff development and training within the district, within the Region One ESC services area, through various social services agencies and educational institutions, and state level conferences, including the Parent and Family Engagement (PFE) State Conference, Region One PFE Annual Conference, Homeless Organizations Training, ACET Conferences, sessions, and other approved education-related training. Strategy's Expected Result/Impact: Ensure all FACE Department staff receives continued and up-to-date professional development in their assigned service areas. Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Family and Community Engagement, Parent Specialists Problem Statements: District Processes & Programs 1 Funding Sources: conference fees, travel & mileage reimbursement - 199 - General Fund - \$7,000, regional conference registration fees - 211 - Title I, Part A - \$1,000	Formative			Summative
	Dec	Mar	May	June
Strategy 20 Details	Reviews			
Strategy 20: The FACE Department staff includes a Director, Secretary, and (17) Parental Specialists to be the direct delivery staff that will build capacity between the district and the students, families, and community. Those FTEs will be split funded for the Director and Department Secretary with 50% Title 1 and 50% Local funding. The (17) Parent Specialist are fully funded with Title I funds. Additionally, the FACE Department staff includes (5) Attendance Officers and (1) Dropout Prevention Coordinator who provide daily monitoring of student attendance (ADA), truancy interventions, and dropout prevention activities. Those FTEs are fully funded with Local Funds. Strategy's Expected Result/Impact: Increase family and community engagement Increase student attendance (ADA) rates Promote career and college readiness Support At-Risk students including foster care and McKinney Vento Homeless Increase scores: STAAR/EOC, TELPAS Staff Responsible for Monitoring: Principals, Executive Director of Administrative Services, Director of Family and Community Engagement Problem Statements: Demographics 1, 2	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Five percent of graduating seniors do not graduate and Drop out prior to end of year. Root Cause: Specific procedures for assisting our at-risk student population at upper grade levels is non-existent or implemented with no fidelity. Problem Statement 2: Student attendance rate is ninety four percent on average for past 4 years. This translates to having average nine thousand students enrolled, and state providing funding for eight thousand four hundred sixty students. Root Cause: Procedures on educating parents on the importance of attendance is non-existent or implemented with no fidelity. Problem Statement 3: Our student population has been declining each year. Root Cause: Surrounding charter schools have opened up in San Benito city limits that creates competition for our student enrollment.
Student Learning
Problem Statement 1: District students are performing significantly lower in reading across most grade levels. SBCISD performance is at 67% Approaches, 39% Meets, and 10% Masters on the 2023 RLA STAAR assessments. Root Cause: Learning gaps due to school closures, students learning virtually or remotely due to COVID pandemic. Problem Statement 2: The district results show significant gaps in the performance of students in grade 5th-grade reading and 7th & 8th-grade reading. Root Cause: The STAAR 2.0 incorporating new item types and short constructed response and extended constructed response in RLA assessments. Problem Statement 3: The available district results 21-22 indicate that the district has not met the post-secondary readiness standard as per state accountability requirements. Root Cause: The percentage of students meeting the meets grade level performance is below the state standard.
District Processes & Programs
Problem Statement 1: Processes and procedures are not specifically defined in all service areas. Root Cause: All departments need to develop written procedures to ensure procedural information is delineated and consistent year-to-year.
Perceptions
Problem Statement 2: One third of instructional staff feel that they are not included in the decision making process. Root Cause: Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.

Goal 3: San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

Performance Objective 3: Objective 3.3 Create a district marketing plan that enhances public relations, marketing, and advertising efforts to establish a vibrant branding opportunity that impacts funding options.

HB3 Goal

Evaluation Data Sources: Review the social media analytics.
Review the communication plans and measureable outcomes to include event attendance data.
Review media documentation such as photographs, videos, and news articles.
Review all marketing logos, campaign documentation to include print and digital materials.

Strategy 1 Details	Reviews			
Strategy 1: 3.3.1 Support initiatives for student enrollment, retention, and recruitment through effective marketing strategies. Strategy's Expected Result/Impact: 3.3.1 Attendance and enrollment reports for each grading period during the school year; PEIMS Submission data; summary of finance reports Expected Outcomes: By 2030, San Benito CISD will increase their enrollment by 25% from the 2025 total and improve student retention by 90% through effective marketing strategies. Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$15,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: 3.3.2 Survey data, donations, and partnerships Strategy's Expected Result/Impact: Expected Outcomes: By 2023, San Benito CISD will enhance its stakeholder and external agency support, ultimately increasing funding opportunities from 25% to 75%. Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: 3.3.3 Develop a dynamic branding initiative at SBCISD that highlights stakeholder engagement and satisfaction. Strategy's Expected Result/Impact: The SBCISD branding will be prominently displayed utilizing our district website, social media platforms, publications, news releases, billboard ads, digital marketing outlets, and tangible promotional materials for students, parents, and the community. Staff Responsible for Monitoring: Director of Communications and Public Relations Communications Department Staff Funding Sources: - 199 - General Fund - \$100,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: HVAC: SBCISD will maintain an HVAC department to meet the needs of all district facilities of all Air Conditioning and Heating in efforts to improve air quality and learning environment.

Evaluation Data Sources: Evaluation of all District Heating and Cooling Units.

Strategy 1 Details	Reviews			
Strategy 1: HVAC department will maintain and replace Chillers and Air Handlers as needed to assure optimum performance of HVAC systems. Strategy's Expected Result/Impact: Improved Air Quality Staff Responsible for Monitoring: HVAC Director Funding Sources: Chillers, Boilers, Air Handlers and equipment. - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SBCISD will maintain all supplies needed to manage and run a successful HVAC Department. Strategy's Expected Result/Impact: Supplies check list, Employee list, Adequate parts and materials to sustain the HVAC Department. Staff Responsible for Monitoring: HVAC Director Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Maintenance: SBCISD will maintain a custodial and maintenance department to assure all campuses are safe, clean, and and sanitized.

Evaluation Data Sources: Director Reports, Cleaning logs, Employee Schedules

Strategy 1 Details	Reviews			
Strategy 1: SBCISD Maintenance Department will assure all cleaning materials and equipment are on hand and ready for use for sanitization purposes. Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Maintenance Department will work on replacing all carpets in the district with allergy resistant flooring. Strategy's Expected Result/Impact: Reduce the spread of infectious diseases. Staff Responsible for Monitoring: Director of Maintenance. Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Federal Programs: To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, the district will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

Evaluation Data Sources: Grant Compliance Reports, Budget Review, CIPs

Strategy 1 Details	Reviews			
Strategy 1: To ensure financial responsibility an annual review/monitoring of the progress of each campus served under Title I, Part A will be conducted using state and federal accountability data. The results will then be coordinated with the review of the CNA. Strategy's Expected Result/Impact: 10% increase in scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of Assessment, Research and Evaluation Principals Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: To ensure that the needs of all students are being met, the district will allocate and distribute federal funds to eligible campuses including Darrell Hester, Amador Rodriguez, SCAN, and participating Private schools for instructional supplies, including technology software. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC scores PBMAS ISIP Increase attendance rate Decrease Disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of After School Programs Principals Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Technology Support Staff Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: In order to meet grant compliance, the district will communicate and provide a consultation with all private schools within the area of San Benito that are interested in receiving services with federal funds. Provide ongoing consultation, intervention, and academic evaluation of agreed upon interventions for eligible private school students. Strategy's Expected Result/Impact: Compliance with Federal and State guidelines for grant Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: In order to meet the compliance requirements of the grant, all staff funded with federal funds will read, review and sign their job description. Strategy's Expected Result/Impact: Comply with Federal and State guidelines for grant Staff Responsible for Monitoring: Director of Federal Programs Director of Bilingual Education Director of Special Services Principal Teacher Coordinator of Migrant Program Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: To ensure compliance, all federally split funded personnel will maintain periodic certification documents . All staff funded with federal funds will sign the school time certification 2x a year. Strategy's Expected Result/Impact: Employee Distribution Report data verifies staff certified and trained Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Federal Programs Director District and Campus Administrators Federally funded employees Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute federal funds to eligible campuses to acquire the probation officers for students needing monitoring while on campus. Strategy's Expected Result/Impact: Budgets Compliance Report Increase attendance decrease referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Federal Programs Director Principals Campus administrators Director of Secondary Instructional Implementation Support Staff Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 7 Details	Reviews			
Strategy 7: Title I School Improvement and Title II funds will be used to assist campuses that have been identified for School Improvement or have an academic need. Strategy's Expected Result/Impact: Increase teacher attention on the student Increase scores: STAAR/EOC PBMAS TELPAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Principals Funding Sources: - 211 - Title I, Part A, - 255 - Title II, Part A, TPTR	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exam and glasses. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent for Finance Director of Federal Programs Nurses Principals Asst Principals Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Proper documentation is maintained of all federal grant monies and State Comp monies to ensure proper grant utilization. Strategy's Expected Result/Impact: Compliance with Federal and State regulations Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Title I Coordinator Director of Purchasing Funding Sources: - 199 - State Career & Technical Education (State CT), - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 4: Transportation: SBCISD Will maintain a transportation department with plans to assure that all transportation services are maintained clean and disinfected for the safety of staff and students.

Strategy 1 Details	Reviews			
Strategy 1: SBCISD Transportation Department will maintain the appropriate number of Busses for student transportation. Strategy's Expected Result/Impact: Decrease transportation time from school to home. Staff Responsible for Monitoring: Transportation Director	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SBCISD Transportation Department will provide live location for each bus student. Strategy's Expected Result/Impact: Provide parents/guardians with real-time location Staff Responsible for Monitoring: Transportation Director Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 5: SPED: To ensure that compliance of all requirements under Special Education / 504 are being followed, the district will manage and oversee the appropriate use of allocated Special Education funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

Evaluation Data Sources: STAAR Report for Grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: To ensure full compliance with grant requirements, the district will conduct full and individual initial evaluations in accordance with IDEA laws and guidelines. This will include providing parents of special education students and students suspected of a disability, the Notice of Procedural Safeguards and the Guide to the Admission Review and Dismissal Process. Strategy's Expected Result/Impact: Increase progress of special education students on: STAAR/EOC RDA Staff Responsible for Monitoring: Asst. Superintendent of Academics Director of Special Services Principal Assistant Principal Special Education teachers Multi Disciplinary Evaluation Team Funding Sources: - 199 - State Special Education (State SpEd), - 224 - IDEA B, Formula SpEd, - 225 - IDEA B, Preschool SpEd	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: In order to meet the needs of all students, a qualified teacher will be provided to teach students diagnosed to have SLD/dyslexia and related disorders. Strategy's Expected Result/Impact: Increase student achievement on: STAAR/EOC Staff Responsible for Monitoring: Asst. Superintendent of Academics Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Special Services Coordinator of 504, Dyslexia, & Counselors RTI Teachers Principals Assistant Principals Teachers Support Staff Multi Disciplinary Evaluation Team Funding Sources: - 199 - State Special Education (State SpEd)	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: In order to better serve the needs of the San Benito students, the district will ensure that 504 students who meet eligibility receive a 504 service plan that governs the provision of a Free Appropriate Public Education (FAPE) to the student. The student will receive Manifestation Determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the non-discrimination protections of 504. Strategy's Expected Result/Impact: Student success on STAAR/EOC Staff Responsible for Monitoring: Asst. Superintendent of Academics Director of Special Services Coordinator of 504, Dyslexia, & Counselors Multi Disciplinary Evaluation Team Principals Assistant Principals Teacher Funding Sources: - 199 - State Special Education (State SpEd)	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Pregnant students have the right to continue their education during pregnancy and may choose to exercise that right by: Remaining in the regular school program, participating in any other special program the District may provide for pregnant students. The student may also choose to request a leave of absence. Strategy's Expected Result/Impact: Increase STAAR Scores, increase in graduation rates Staff Responsible for Monitoring: Asst. Superintendent of Academics Director of Student Services Campus Principal Counseling Department Teachers and Staff Funding Sources: - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 6: Budget - All campuses will be funded based on a per pupil amount for each funding source and special allotment.

Evaluation Data Sources: TEA Comparability Reports

Strategy 1 Details	Reviews			
Strategy 1: Budget Process - All key stakeholders will be part of the budgeting process. Strategy's Expected Result/Impact: Transparency and trust from the staff and community Staff Responsible for Monitoring: Asst. Supt. for Finance & Operations	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				



Request Approval of Campus Improvement Plans for the 2025-2026 School Year

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the District Improvement Plan for the 2025-2026 school year for the following campuses:

- Angela G. Leal Elementary
- Dr. Cash Elementary
- Dr. Raul Garza STEAM Academy
- Ed Downs Fine Arts Academy
- Frank Roberts Elementary
- Fred Booth Global Leadership Academy
- Judge Oscar de la Fuente Elementary
- La Encantada Elementary
- La Paloma Elementary
- Rangerville Elementary
- Sullivan Environmental Science Academy
- Berta Cabaza Middle School
- Miller Jordan Middle School
- Riverside Middle School
- Collegiate Academy
- Veterans Memorial Academy
- San Benito High School
- Positive Redirection Center
- Amador Rodriguez Boot Camp

Rationale:

The Board shall approve and periodically review the Campus Improvement Plans' vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved district and campus objectives shall be mutually supportive and shall support the state goals under Education Code, Chapter 4.

Paperwork Impact:

Medium

Budgetary Information:

Not Applicable

Resource Personnel:

Stephanie Ramirez, Director of Federal Programs

Dilia Cornett, Assistant Superintendent of Academics

Alfredo Perez, Superintendent

Board Policy Reference and Compliance:

San Benito Consolidated Independent School District

Amador Boot Camp

2025-2026 Goals/Performance Objectives/Strategies

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Goal 4: SBCISD/ARBC will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of 2025-2026 school year.. 12

Goals

Goal 1: ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 1: Math: By June 2026 Student achievement in the Mathematics content areas will increase to 70% success rate with special emphasis placed on at-risk populations. Student achievement in the Mathematics content areas will increase to 70% success rate with special emphasis placed on at-risk populations

Strategy 1 Details	Reviews			
Strategy 1: Incorporate supplemental materials and learning resources to the Math curriculum to increase student performance and success for at-risk students that includes special populations: ELL, migrant, economically disadvantaged, and special needs. Strategy's Expected Result/Impact: Increased student success. Staff Responsible for Monitoring: Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize technology assistance through Edgenuity to meet graduation requirements towards a high school diploma and building an academic background to pursue a career pathway. Technology to include: laptops, graphing calculators, EPSON, ELMOs, usage of the Internet. Strategy's Expected Result/Impact: Increased graduation rate. Staff Responsible for Monitoring: Teacher, principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide extended learning time and activities for all students before/after school. Saturday school will be available several times throughout the school year at predetermined dates and STAAR EOC semester schedules blocks and summer sessions Strategy's Expected Result/Impact: Increased EOC/STAAR passing rates. Staff Responsible for Monitoring: Admin, counselor. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 2: By June 2026, all at-risk students including English Language Learners (ELL) will master all Social Studies TEKS, through the use of TEKS Resource System and Teacher/District benchmarks in order to pass U.S. History state assessment and complete all graduation requirements. Achievement in the Social studies content areas/ U.S. History State Exam will increase to 80% success rate.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: STAAR EOC classes will be provided Google classroom assignments/ maps/ charts/ primary sources/ books that will be analyzed and implemented to student driven instruction so that 80% of all at-risk students in every subgroup will pass the Social Studies STAAR test. Strategy's Expected Result/Impact: Increased USH passing rates Staff Responsible for Monitoring: Teacher, admin, and counselor. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide laptop computers/ tablets in the classroom for at-risk students to access curriculum to meet student expectations for Social Studies TEKS and enhance technology skills. Strategy's Expected Result/Impact: Increased access to social studies TEKS Staff Responsible for Monitoring: Teacher, admin. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 3: By June 2026 all at-risk students including English Language Learners (ELL), economically disadvantage students,and migrant students will master Science TEKS, through the use of the approved TEKS Resource Systems curriculum and lab participation in order to pass the Science state assessment and complete all graduation requirements. 60% of all students will pass the EOC exam

Strategy 1 Details	Reviews			
Strategy 1: Science By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantage students,and migrant students will master Science TEKS, through the use of the approved TEKS Resource Systems curriculum and lab participation in order to pass the Science state assessment and complete all graduation requirements. 60% of all students will pass the EOC exam. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Teacher, admin. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 4: By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantaged students, and migrant students will master ELA TEKS, through the use of the approved TEKS Resource Systems curriculum in order to pass the ELA I and ELA II state assessment and complete all graduation requirements. 45% of all students will pass the EOC exam.

Strategy 1 Details	Reviews			
Strategy 1: By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantaged students, and migrant students will master ELA TEKS, through the use of the approved TEKS Resource Systems curriculum in order to pass the ELA I and ELA II state assessment and complete all graduation requirements. 45% of all students will pass the EOC exam. Strategy's Expected Result/Impact: Increased STAAR/EOC Staff Responsible for Monitoring: Teachers, admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/ARBC will provide a safe and clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 1: ARBC will maintain a safe and clean environment for all employees, students and visitors.

Strategy 1 Details	Reviews			
Strategy 1: The instructional setting will be provided with those supplies needed to ensure a clean and safe environment. Strategy's Expected Result/Impact: Increased attendance rates. Staff Responsible for Monitoring: PEIMS, admin. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ARBC will provide engaging academic CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 1: ESSA: By June 2026 100% of students will have the opportunity to participate in a rigorous academic program that connects to their college and career aspirations and goals.

Strategy 1 Details	Reviews			
Strategy 1: Provide students at ARBC the opportunity to participate in CTE Classes. Strategy's Expected Result/Impact: Increased CTE credits. Staff Responsible for Monitoring: Teachers, Counselor, Administrators. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Offer after school or Saturday tutorials for CTE Classes. Strategy's Expected Result/Impact: Increased student participation. Staff Responsible for Monitoring: Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ARBC will provide engaging academic CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 2: ESSA: Develop College and Career readiness skills through learning activities for all students in grade 12.

Strategy 1 Details	Reviews			
Strategy 1: All senior level students will participate in CTE classes as available. Strategy's Expected Result/Impact: Increased student industry certification rates. Staff Responsible for Monitoring: Teacher, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ARBC will provide engaging academic CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 3: Students at all campuses will be provided the opportunity for enrichment activities.

Strategy 1 Details	Reviews			
Strategy 1: Students will be involved in activities as offered by ARBC and SBCISD, Strategy's Expected Result/Impact: Increased student performance and hands on learning, Staff Responsible for Monitoring: Teacher, counselor, admin. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/ARBC will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of 2025-2026 school year..

Performance Objective 1: By June 2026, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Strategy 1 Details	Reviews			
Strategy 1: Communities in School will provide parent training's throughout the school year. Refreshments will be provided Strategy's Expected Result/Impact: Positive impact on families and communities. Staff Responsible for Monitoring: Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All Campuses will have promotion ceremonies for students. Decorations and refreshments will be purchased. Strategy's Expected Result/Impact: Improved student self-esteem and motivation for self-improvement. Staff Responsible for Monitoring: Admin. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Amador/Hester will utilize a Transition Counselor for students moving in and out of the Delinquent youth facilities to provide information to families and students for services. Outside counseling, Employment opportunities, Transition back to campus connections. Strategy's Expected Result/Impact: Students will transition into and out of the facilities with options of services Staff Responsible for Monitoring: Transition Counselor, Campus Administrator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I Part D Funds will be utilized for the Transition Counselor - 211 - Title I, Part A - \$80,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/ARBC will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of 2025-2026 school year..

Performance Objective 2: By the End of the 25-26 school year, students will be provided Transition information as they transition in and out of the facilities.

Evaluation Data Sources: Transition Counselor Log Books, Student Data information

Strategy 1 Details	Reviews			
Strategy 1: The transition Counselor will coordinate with campuses that student information as they enter and exit the facilities is correct. Transition counselor will assure that student information is gathered from the sending campus and also send current information to the receiving campuses once they leave the facility. Strategy's Expected Result/Impact: Students will have a smooth transition to and from campuses as they enter and leave the facilities. The goal is for students to have an easy transition back to their home campus when they leave the facilities. Staff Responsible for Monitoring: Transition Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I Part D funds will be utilized for the Transition Counselor - 211 - Title I, Part A - \$80,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

San Benito Consolidated Independent School District

Angela G. Leal Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Angela G. Leal Elementary is to provide a premiere education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Educate. Innovate. Elevate.

What?

We will ... **Educate** students to become problem-solvers in Math, Reading, Writing, Science and Social Studies and servant leaders to their community.

How?

We will ... **Innovate** our classroom teaching and school-wide programs to meet and surpass the specific needs of our individual students.

Why?

We will ... **Elevate** our students' minds and wills to successfully complete their education and lead the way as professionals and productive members of society.

Vision

The vision of **Angela G. Leal Elementary** is to be the Gold Standard in all areas

of public education.

Building tomorrow's leaders.

We will lead ... **in achievement** in the areas of Math, Reading, Writing and Science.

We will lead ... **in growth** in the area of character and community involvement.

We will lead ... **in the number of graduates we produce** from SBHS.

We will lead ... **in the number of professionals produced** from Two year and Four year colleges. We will lead in the number of committed servants to the U.S. Armed Forces.

Value Statement

We believe that everyone has the right to be a unique individual and that diversity is the foundation of American culture. We promise to be open-minded and accepting of the individuality of every person. We pledge to respect people for who they are regardless of that persons' culture, race, gender, physical or mental disability.

Core Beliefs:

- **Closing the Achievement Gap** and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:
- **No Excuses:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.
- **Whatever it Takes:** Through continuous improvement we achieve ambitious results. Those most successful at Angela G. Leal seek feedback, pour over the data, identify root causes, and implement solutions.
- **100% Everyday:** Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.
- **Sweating the Small Stuff:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.
- **Team and Family:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

Angela G. Leal Elementary Longhorns

Our Core Values

Honesty: Always Tell the Truth!

Optimism: Work Hard ... Dream Big

Respect: Be Kind To Others, Everyday

Never Give Up: Own and Learn from Your Mistakes

Service: Help Others in Need

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Goals

Goal 1: SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By June 2026, 70% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Sources: State assessment results (STAAR)
District benchmark exams
Progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven Instruction-Regularly analyze benchmark and formative assessment data to identify gaps in student learning.Differentiate instruction based on individual student needs, focusing on interventions for students in special populations. Strategy's Expected Result/Impact: Increased student mastery of grade-level standards. Reduction in achievement gaps for special populations. Higher percentages of students meeting or exceeding state assessment standards. Staff Responsible for Monitoring: Classroom Teachers: Analyze data and adjust instruction. Intervention Specialists/RTI Coordinators: Support targeted interventions. Instructional Coaches: Guide effective data use in instruction. Administrators: Monitor overall progress and goal alignment. Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: While 4th-grade students demonstrated growth in reading, overall achievement in grades 3-5 remains inconsistent. Fewer than 65% of students are meeting grade-level expectations, with many performing below the Meets standard. This indicates that a significant number of students have not yet developed the reading comprehension skills necessary for success at grade level. Root Cause: Inconsistent alignment of instructional practices to the rigor of STAAR, limited targeted small-group interventions for below-level readers, and gaps in foundational reading comprehension skills have contributed to students not meeting grade-level expectations.

Goal 1: SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals by the June 2026.

- Evaluation Data Sources:** STAAR Assessment Results
District Benchmark Assessments
Progress Monitoring Tools (e.g., mCLASS, iStation, Imagine Math)
TELPAS (Texas English Language Proficiency Assessment System)
Student Portfolios and Academic Projects
Report Card Grades
Teacher Progress Reports
Student Academic Data
- Teacher lesson plans aligned to TEKS and CCRS readiness standards
Walkthroughs and observation data showing rigor and student engagement
Participation in enrichment and intervention programs
College & Career Awareness
Student participation in career days, guest speaker events,
Student work samples from project-based learning tied to real-world applications
Drawings/writings from students about future goals

Strategy 1 Details	Reviews			
Strategy 1: Rigor and Standards-Aligned Instruction Align all lesson plans with TEKS and CCRS readiness standards. Conduct regular walkthroughs to ensure rigorous instruction and student engagement. Strategy's Expected Result/Impact: Increased student mastery of grade-level content and higher engagement. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators Problem Statements: Demographics 3, 4 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English. Root Cause: 61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data) Problem Statement 4: Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionally high levels of absenteeism. Root Cause: 87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))
Perceptions
Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. Root Cause: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 1: SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 15%.

- Evaluation Data Sources:** Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates
School Safety Data
Counselor referral data for behavior, conflict resolution, or substance-related concerns
Student Support & Prevention
Counseling lessons logs (conflict resolution, bullying prevention, Red Ribbon Week activities)
Student participation rosters for SEL programs and guidance lessons
Documentation of parent education sessions on bullying, violence prevention, and substance awareness

Strategy 1 Details	Reviews			
Strategy 1: Implement Comprehensive Student Support and Prevention Programs Deliver regular counseling lessons on conflict resolution, bullying prevention, substance abuse awareness, and social-emotional learning (SEL). Conduct school-wide campaigns, such as Red Ribbon Week, to promote healthy choices. Engage parents through education sessions on violence prevention, bullying, and substance abuse awareness. Monitor and provide interventions for at-risk students through counselor referrals and support programs. Strategy's Expected Result/Impact: Decrease in disciplinary incidents related to violence, bullying, or substance use by at least 15%. Increased student awareness of healthy behaviors, conflict resolution, and the consequences of risky behaviors. Greater parent and community engagement in prevention efforts. Staff Responsible for Monitoring: Counselors: Deliver SEL lessons, provide interventions, and track student referrals. Classroom Teachers: Support SEL lessons, reinforce positive behavior, and monitor student interactions. Administrators: Review disciplinary data, oversee prevention programs, and ensure implementation fidelity. Parent & Community Coordinators: Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. **Root Cause:** 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Perceptions

Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause:** Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 1: SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

- Evaluation Data Sources:** STAAR Reports for grades 3-EOC
TELPAS results
District benchmark assessments (all subjects, disaggregated by EB subgroup)
Progress monitoring tools (e.g., mCLASS, iStation, MAP,)
Classroom-based common assessments
Intervention logs (targeted supports for EB and at-risk students)
Progress reports and report card grades
Walkthroughs documenting implementation of ELPS
Parent meeting attendance (Title III, LPAC, bilingual family nights)

Strategy 1 Details	Reviews			
Strategy 1: Targeted Language Support and Instructional Enhancement for Bilingual Students Implement small-group and individualized interventions for Bilingual students using progress monitoring tools (e.g., mCLASS, iStation, MAP). Ensure lesson plans incorporate ELPS and scaffolding strategies to support language development across all content areas. Conduct regular walkthroughs to monitor implementation of ELPS and effective differentiation. Engage families through Title III meetings, LPAC participation, and bilingual family nights to support learning at home. Strategy's Expected Result/Impact: Increased English language proficiency and academic performance among Bilingual students. Higher percentage of Bilingual students meeting or exceeding state assessment standards. Improved teacher capacity to implement ELPS and differentiated instruction effectively. Greater family engagement in supporting student learning. Staff Responsible for Monitoring: Classroom Teachers: Implement ELPS strategies, differentiate instruction, and monitor student progress. ESL/Bilingual Specialists: Provide targeted interventions, coaching, and support for teachers and students. Instructional Coaches: Conduct walkthroughs and provide feedback on ELPS implementation. Administrators: Monitor progress data, ensure program fidelity, and support family engagement initiatives. Problem Statements: Demographics 3 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English. Root Cause: 61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)
School Processes & Programs
Problem Statement 1: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. Root Cause: Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students. Problem Statement 2: Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps. Root Cause: Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.
Perceptions
Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. Root Cause: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 1: SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: By the end of the 2025-2026 school year, SBCISD will strengthen campus and district safety measures by implementing proactive prevention strategies, emergency response protocols, and social-emotional supports to ensure safe, secure, and supportive learning environments for all students and staff.

- Evaluation Data Sources:** Safety Drill Reports
Incident Reports
Staff and Student Surveys
Safety Audit Checklists
Discipline Data
Crisis Response Reviews
Professional Development Logs

Strategy 1 Details	Reviews			
Strategy 1: Enhance Campus Safety and Social-Emotional Supports Conduct regular safety drills and audits to ensure emergency protocols are understood and effective. Implement proactive prevention programs addressing bullying, conflict resolution, and mental health support. Provide professional development for staff on emergency response, crisis management, and SEL strategies. Monitor incidents and survey data to identify areas for improvement in safety measures. Strategy's Expected Result/Impact: Increased awareness and adherence to emergency response protocols among students and staff. Reduction in incidents related to bullying, violence, or unsafe behaviors. Improved student social-emotional well-being and school climate. Enhanced staff preparedness for emergencies and proactive safety measures. Staff Responsible for Monitoring: Campus Administrators: Oversee safety protocols, review incident and drill data, and ensure implementation fidelity. Counselors: Implement SEL supports and monitor social-emotional outcomes. Teachers: Reinforce preventive strategies and participate in drills and SEL programs. Safety & Security Personnel: Conduct audits, support emergency drills, and review incident reports. Problem Statements: Demographics 4	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionally high levels of absenteeism. **Root Cause:** 87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

Goal 2: SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: During the 2025-2026 school year, Angela G. Leal Elementary will provide high-quality professional development opportunities to 100% of instructional staff to enhance teaching skills and support student success.

Evaluation Data Sources: PD attendance logs and sign-in sheets
Completion certificates from online or in-person trainings
PD feedback surveys from staff

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted, ongoing professional development and coaching to all instructional staff, focusing on evidence-based teaching practices, classroom management, and differentiation to ensure consistent, high-quality instruction for all students. Strategy's Expected Result/Impact: 100% of instructional staff will participate in scheduled professional development sessions. Teachers will implement learned strategies effectively, as observed in classroom walkthroughs and evaluations. Staff confidence and competence in instructional practices will increase, reflected in PD feedback surveys. Student engagement and achievement will improve, as measured by formative assessments and progress monitoring data. Staff Responsible for Monitoring: rincipal/Assistant Principal: Oversee overall PD participation, review implementation, and conduct classroom observations. Instructional Coaches/Instructional Specialists: Provide coaching, track PD application, and support teachers in implementing strategies. Teacher: Monitor peer participation, facilitate collaborative learning communities, and report on progress. Problem Statements: Demographics 2 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. Root Cause: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

School Processes & Programs

Problem Statement 1: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. **Root Cause:** Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

Goal 2: SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught. They will demonstrate compliance with elementary instructional standards and district policies through classroom observations and documentation reviews.

- Evaluation Data Sources:** SBEC Certification Records
Walkthrough and observation notes (TTESS or district evaluation tool)
Lesson plan audits and alignment with state standards
Compliance checklists for safety, special education, and reporting requirements

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional development and mentoring for teachers in need of support with instructional standards and compliance procedures. Strategy's Expected Result/Impact: All lesson plans will align with state standards as verified through regular audits. Teachers will demonstrate full compliance with district instructional and operational policies during observations. Increased consistency in instructional practices across grade levels will support student achievement. Documentation for safety, special education, and reporting will be completed accurately and on time. Staff Responsible for Monitoring: Principal/Assistant Principal Instructional Coaches/Instructional Specialists Special Education Coordinator Grade-Level Team Leaders	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: During the 2025-2026 school year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

- Evaluation Data Sources:** PD attendance logs (in-district and out-of-district)
Certificates of completion
Counseling activity or intervention logs
Surveys/feedback from students, teachers, or parents
Documentation of implemented research-based practices

Strategy 1 Details	Reviews			
Strategy 1: Provide counselors with access to in-district and out-of-district professional growth opportunities (workshops, conferences, and specialized trainings) that focus on research-based practices for prevention, intervention, and post-vention activities, ensuring immediate application to student services. Strategy's Expected Result/Impact: 100% of counselors will attend and complete professional growth opportunities during the school year. Counselors will demonstrate increased knowledge and application of research-based counseling strategies, as documented in counseling activity logs. Students will receive improved prevention, intervention, and post-vention services, as reflected in student, teacher, and parent feedback surveys. Documentation of counseling services will show consistent implementation of new practices learned through PD. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Counselors Problem Statements: Demographics 1, 2 - School Processes & Programs 2	Formative			Summative
	Dec	Mar	May	June

No ProgressAccomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. Root Cause: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.

Demographics
Problem Statement 2: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. Root Cause: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)
School Processes & Programs
Problem Statement 2: Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps. Root Cause: Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.

Goal 2: SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: All staff will contribute to a positive, supportive, and inclusive school environment through collaboration, mentoring, and participation in school-wide initiatives.

Evaluation Data Sources: Participation logs in Professional Learning Communities (PLCs), mentoring, or team meetings
Surveys on school climate and staff satisfaction
Documentation of involvement in PBIS, literacy initiatives, or school events

Goal 2: SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 5: Reduce staff turnover by at least 10% by providing elementary-specific professional support, coaching, and recognition opportunities.

Evaluation Data Sources: HR retention and exit interview reports
Staff engagement surveys
Records of recognition programs, awards, and support initiatives

Strategy 1 Details	Reviews			
Strategy 1: Establish staff recognition initiatives (monthly awards, appreciation events, public acknowledgments) to promote morale and retention. Strategy's Expected Result/Impact: Staff turnover will decrease by at least 10% compared to the previous school year. Recognition programs will demonstrate consistent implementation, with all staff participating in at least one recognition or support activity. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Teacher Leaders/Grade-Level Team Leaders Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. Root Cause: Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

Goal 3: SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1: By June 2026, 90% of all district/Angela G. Leal's students' parents/guardians/families will participate in at least one school-sponsored academic activity.

Evaluation Data Sources: Review district and campus documentation to include: invitations, sign in sheets, agendas, and meeting notes.
Review the parent policies and compacts both at the district and campus level.
Review methods used to distribute the compliance information.
Review assessment and achievement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Expand Access & Communication: Offer school-sponsored academic activities at flexible times (morning, evening, virtual, and in-person) and promote them through multiple communication channels (flyers, phone calls, text messages, website, social media, ClassDojo, Remind) to maximize family awareness and accessibility. Strategy's Expected Result/Impact: By June 2026, at least 90% of families will have participated in one or more school-sponsored academic activities. Student achievement data will reflect the positive impact of increased family engagement. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Parent & Family Engagement Coordinator Counselors Grade-Level Team Leaders Problem Statements: Demographics 1, 5 - Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. Root Cause: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged. Problem Statement 5: Students who travel with their parents due to a need for employment opportunities generally lack educational stability, due to high mobility factors. Root Cause: 3.7% of our students are Migrant Students (2023-2024 Texas Academic Performance Report (TAPR))

Perceptions

Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause:** Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 3: SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 2: Throughout the 2025-2026 school year, Angela G. Leal Elementary will improve internal and external communication by implementing a monthly newsletter and regular social media updates, achieving a minimum 80% awareness rate among families and community members as measured by surveys.

- Evaluation Data Sources:** Social media engagement metrics (likes, shares, comments, reach)
Family and community surveys measuring awareness of communications
Website traffic and page visit statistics
Feedback from staff on communication effectiveness

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Implement a coordinated communication plan that includes a monthly school newsletter, weekly social media updates, and use of multiple platforms (email, school website, Remind, ClassDojo) to share important dates, student achievements, campus initiatives, and resources, while collecting regular feedback from families and staff to ensure messages are accessible, timely, and effective. Strategy's Expected Result/Impact: By the end of 2025-2026, at least 80% of families and community members will report awareness of school communications.Social media engagement (likes, shares, comments, reach) and website traffic will show consistent growth. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Parent & Family Engagement Coordinator Campus Secretary(newsletter distribution and postings) Community Liaison Grade-Level Team Leaders (to share and reinforce communication with families) Problem Statements: Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. Root Cause: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 3: SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 3: During the 2025-2026 school year, Angela G. Leal Elementary will train 100% of staff on effective communication and community engagement strategies through at least two professional development sessions, enhancing their ability to build positive relationships with families and community members.

- Evaluation Data Sources:** PD attendance logs
Certificates of completion
Reflections or application logs showing strategies implemented in classrooms or school-wide initiatives

Strategy 1 Details	Reviews			
Strategy 1: Provide at least two professional development sessions during the school year focused on effective communication and community engagement strategies.Include opportunities for staff to reflect on, practice, and apply these strategies in classrooms and school-wide initiatives.Encourage collaborative discussions and sharing of best practices among staff to reinforce skills learned. Strategy's Expected Result/Impact: 100% of staff will attend and complete the designated professional development sessions.Staff will demonstrate improved communication and engagement strategies, as evidenced in application logs and reflections.Increased family and community satisfaction and participation in school initiatives due to stronger staff engagement. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Parent & Family Engagement Coordinator Teacher Leaders/Grade-Level Team Leaders Problem Statements: Demographics 1, 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. Root Cause: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.
Problem Statement 2: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. Root Cause: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Perceptions

Problem Statement 1: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause:** Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 4: SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Ensure 100% of campus staff are informed about budget allocations and resource distribution through regular updates and training sessions.

Evaluation Data Sources: Staff meeting agendas and minutes
Budget update communications or emails
Attendance records for finance-related training sessions

Strategy 1 Details	Reviews			
Strategy 1: Provide regular updates on budget allocations and resource distribution during staff meetings, email communications, and dedicated finance-related training sessions. Include opportunities for staff to ask questions, provide feedback, and understand how budget decisions impact instruction and campus operations. Share clear, accessible documentation and summaries of budget and resource information to ensure transparency and understanding. Strategy's Expected Result/Impact: 100% of campus staff will be informed about budget allocations and resource distribution through participation in updates and training sessions. Staff will demonstrate understanding of budget and resource processes, as evidenced by meeting discussions, feedback, and engagement during training. Improved transparency and alignment of resources to instructional and operational priorities will be observed campus-wide. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Campus Secretary/Administrative Assistant (documentation and communication)	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

Evaluation Data Sources: Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

Strategy 1 Details	Reviews			
Strategy 1: Maintain detailed and up-to-date financial ledgers, accounting reports, and reconciliation records for all campus transactions. Conduct regular internal reviews and reconciliations to ensure accuracy and compliance with district policies and state regulations. Provide training and support to staff responsible for financial documentation to reinforce proper procedures and compliance requirements. Strategy's Expected Result/Impact: Operational sustainability will be supported through transparent and reliable financial documentation. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Campus Secretary/Administrative Assistant (financial record maintenance)	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Increase staff understanding and engagement in resource planning and sustainability initiatives by providing training and clear documentation on best practices.

Evaluation Data Sources: Training attendance and completion records
Evidence of staff participation in resource planning meetings

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted training sessions for all staff on resource planning and sustainability best practices. Distribute clear, accessible documentation outlining procedures, expectations, and guidelines for resource use and sustainability initiatives. Encourage staff participation in resource planning meetings to apply training, share ideas, and actively contribute to sustainability efforts. Strategy's Expected Result/Impact: 100% of staff will participate in training sessions and resource planning meetings. Staff will demonstrate improved understanding and application of resource planning and sustainability practices, as evidenced by meeting participation and documentation. Staff feedback will indicate increased confidence and engagement in resource planning activities. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Department/Grade-Level Team Leaders Administrative Assistant (documentation and training records)	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 4: Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

Evaluation Data Sources: Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

Strategy 1 Details	Reviews			
Strategy 1: Maintain detailed, accurate, and up-to-date financial ledgers and accounting reports for all campus transactions. Conduct regular reconciliations and internal reviews to ensure accuracy and compliance with district policies and state regulations. Provide training and ongoing support to staff responsible for financial documentation to reinforce proper procedures and adherence to compliance requirements. Strategy's Expected Result/Impact: All financial transactions will be accurately recorded and reconciled in a timely manner. Internal and external compliance audits will show no significant discrepancies or errors. Staff responsible for financial recordkeeping will demonstrate understanding and adherence to district and state financial policies. Operational sustainability will be supported through transparent and reliable financial documentation. Staff Responsible for Monitoring: Campus Principal/Assistant Principal Campus Secretary/Administrative Assistant (financial record maintenance)	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District

Berta Cabaza Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Greypup P.A.W.S. Mission

BCMS Greypups:

- will **P**repare for life challenges,
- will **A**spire to always be better,
- will be **W**illing to accept change,
- will be **S**upportive of all diversity.

#PAWS

Vision

(It is the vision of BCMS to educate)

Every Student, Every Day!

Value Statement

BCMS Greypups Code:

Behave responsibly

Conduct oneself with pride

Meet expectations

Show respect to self, others, and property

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Goals

Goal 1: Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: Berta Cabaza Middle School social studies teachers will increase performance for all students, with a concentrated effort on all special populations, from 38% to 65% Approaches on the Social Studies Assessment for the current school year.

Evaluation Data Sources: District Benchmarks; Student Reports Cards; School Report Card; Student Confidential Student Reports

Strategy 1 Details	Reviews			
Strategy 1: All Core Area Teachers: Teachers in grades 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for Common Formative Assessments, District Benchmarks, and STAAR Scores will be used to adjust the scaffolding of low-performing TEKS throughout the year. Strategy's Expected Result/Impact: Summative - Campus assessments, three-week progress reports, reports cards, and teacher reports will be used to evaluate progress. Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Teacher Assistants, Teacher(s) Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Social Studies: Incorporate supplemental, scientific, research-based materials including but not limited to Exploros curriculum, Jarrett Publishing student workbooks, CBQ binders, Lowman Strategies, and thinking maps to the Social Studies curriculum that are necessary to increase student performance. Strategy's Expected Result/Impact: Campus Assessments and grade level testing will be monitored for 90% mastery level. Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Principal, Teacher(s) Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause:** Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Goal 1: Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: Berta Cabaza Middle School reading teachers will increase the ELAR STAAR performance of all students, with a concentrated effort on all special populations, from 70% to 80% Approaches by the end of the current school year on the state reading assessments.

Evaluation Data Sources: Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

Strategy 1 Details	Reviews			
Strategy 1: Strengthen reading skills with 80% mastery through school tutorials, Access to Campus Library, WIN/RISE classes, Progress Learning,iReady, and Progress Monitoring to enrich student comprehension skills and create independent readers. Students will take the iReady diagnostic at the beginning and end of school year in all ELAR classes. Strategy's Expected Result/Impact: 80% Approaches in Reading STAAR Staff Responsible for Monitoring: Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Principal Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All Core Area Teachers: Teachers in grade 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources and the Fundamental Five Framing the Lesson to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for STAAR Scores will be used to adjust scaffolding of low performing TEKS throughout the year. Strategy's Expected Result/Impact: Administer campus assessments. Chart and analyze individual results (previous STAAR scores, pre/post test on STAAR Progress Record). Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Teacher(s) Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Reading: Teachers will use and develop units of study to integrate the curriculum with TEKS objectives and incorporate Fundamental Five while incorporating the use of technology such as: Chromebooks and Interactive Projectors. Strategy's Expected Result/Impact: Teachers will submit weekly lesson plans. Chart and analyze individual results(previous STAAR scores, pre/post test on STAAR Progress Record). Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Principal, Teacher(s) Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Incorporate supplemental, scientific, research-based materials to the Reading Curriculum and availability of the BCMS library that are necessary to increase student performance and success. Strategy's Expected Result/Impact: Analyze usage reports and review campus assessment results, as needed. Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Librarians, Principal, Teacher Assistants, Teacher(s) Problem Statements: Student Learning 2, 4	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. Root Cause: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.
Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. Root Cause: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Student Learning

Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause:** Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 1: Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Berta Cabaza Middle School math teachers will increase the Math STAAR performance of all students, with a concentrated effort on all special populations, from 60% to 85% Approaches by the end of the current school year on state math assessments.

Evaluation Data Sources: Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

Strategy 1 Details	Reviews			
Strategy 1: MATH: Utilize instructional warm up and/or exit ticket activities to emphasize and/or apply problem solving skills for low performing TEKS. Strategy's Expected Result/Impact: District Assessment Campus Assessments Grade Level Tests LESSON PLANS TTESS Staff Responsible for Monitoring: Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Math Department Chair, Principal, Teachers Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Implement Response to Intervention strategies to increase student performance in the area of Math. Provide instructional material and technology to support RTI students through pull-out groups with our RTI teacher. Strategy's Expected Result/Impact: RTI REFERRALS-RTI Training Agendas, Teachers Sign-In Sheets, Teacher Logs. Staff Responsible for Monitoring: Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Math Department Chair, Principal, Teachers RTI TEACHER Problem Statements: Student Learning 1, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Create groups to target low performing SE's and provide small group targeted interventions based off of Unit test data. Strategy's Expected Result/Impact: Lesson Plans Teacher Assessments Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Teacher(s) Problem Statements: Student Learning 1, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: BCMS Math teachers will utilize the bluebonnet curriculum with fidelity and use assessments to make instructional decisions in spiraling, monitoring/adjusting instruction. Strategy's Expected Result/Impact: Increase in academic growth from Math Students. Staff Responsible for Monitoring: Dean, Assistant Principals, Math teachers, Principal Problem Statements: Student Learning 1, 4	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause:** Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause:** Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 2: Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Berta Cabaza Middle School will create procedures and protocols to measure the effectiveness of all quality professional development provided to all instructional staff integrated into the classrooms to promote student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development in areas relevant to subject area, area of need, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & EB's. Provide in Depth training as well as sheltered time for modifying assignments to meet IEPs through after-school hours Training's, and PLC Training's. Strategy's Expected Result/Impact: Teachers, administration and staff will be monitored to check for implementation of new information acquired at professional development workshops and training. Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Principal, Teacher(s) Problem Statements: Student Learning 4	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators and counselors at Berta Cabaza Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes the nature and needs of gifted/talented students and program options. All teachers supporting Gifted and Talented students will have on record 30 original hours of GT Orientation. Strategy's Expected Result/Impact: Expense reports for fees&travel. Certificate(s) of participation. Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal Problem Statements: Student Learning 4	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide/attend training in areas such as: 1. Eduphoria training to analyze data and identify student/campus needs. 2. Skyward Training TxEIS Gradebook and Attendance and Master Schedule. 3. School Messenger Training. 4. Edgenuity and Online Textbook Trainings. Strategy's Expected Result/Impact: Agenda, Eduphoria, Sign in Sheets Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal, Teacher(s) Problem Statements: Student Learning 4	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Provide training specific to the STAAR for all staff members on campus with specific roles and responsibilities pertaining to their position on campus. Strategy's Expected Result/Impact: Sign In Sheets & ERO Staff Responsible for Monitoring: Principal, Campus Testing Coordinator, Assistant Principals. Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Attend Special Education trainings such as ARD Committee Decision Making Process as it Relates to Assessment; Accomodations Manual Training; Program Monitoring; Student Assistance Program; RtI (SpEd) Strategy's Expected Result/Impact: Training Certificate Staff Responsible for Monitoring: Special Education Director, Teachers, Special Education Teachers, Asssistant Principals, Principal Problem Statements: Student Learning 4	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. Root Cause: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.
Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. Root Cause: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.
Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. Root Cause: Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 2: Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: 100% of all teachers will be "State Certified" and all paraprofessionals will be "Highly Qualified" according to state requirements for certification in area being taught.

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: Berta Cabaza MS employs only para professional teachers who meet the criteria of being "highly qualified" and only teachers that meet the criteria of being "state certified." Strategy's Expected Result/Impact: Summative- personnel Records showing 100% HQ Personnel. Staff Responsible for Monitoring: District Directors, Principal Problem Statements: Student Learning 4	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Berta Cabaza MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the state certified teacher and highly qualified para professional guidelines. Strategy's Expected Result/Impact: Summative- District personnel records showing 100% HQ Personnel. Staff Responsible for Monitoring: District Directors, Principal Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. Root Cause: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.

Student Learning

Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause:** Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause:** Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 2: Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Berta Cabaza Middle School will provide all state certified teachers and highly qualified paraprofessionals with a variety of relevant building opportunities to enhance best practices for teachers to improve student achievement.

Evaluation Data Sources: T-TESS, Instructional walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Administer, disaggregate and analyze district based assessments, formative assessments, interim assessments, STAAR Scores by grade level, content area, and by teacher to provide prescriptive interventions during 7th period WIN, Math and Reading Intervention Classes, and Afterschool Tutorials with Instructional Tutors. Strategy's Expected Result/Impact: Teachers will turn in student charting reports for analysis utilizing Eduphoria. Department heads will conference with Administrative staff. Staff Responsible for Monitoring: Dean of Instruction, Department Heads, Principal, Teacher(s), Assistant Principals Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide tutorial list to administration and follow up with tutorials and reinforcement of skills. The tutorial list will be built based on District Based Assessments, Formative Assessment Data, Benchmark Data, STAAR Scores, and Teacher Observations in the classroom. Strategy's Expected Result/Impact: Analysis of campus results and of STAAR results in May. Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Department Heads, Principal, Teacher(s) Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

Student Learning

Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. **Root Cause:** Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.

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Goal 3: Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

Performance Objective 1: Berta Cabaza Middle School Parent Center will communicate with parents on a weekly basis to assist students and parents.

Evaluation Data Sources: Increased percentage of membership in our Parental Involvement program.

Strategy 1 Details	Reviews			
Strategy 1: Review student academic progress during Parent/Teacher Conferences Strategy's Expected Result/Impact: Summative- Parent/Teacher conference log Staff Responsible for Monitoring: Teacher(s) Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hold a meeting to notify parents of their school's participation in the Title I program, to explain program requirements, and to inform parents of their right to be involved. Strategy's Expected Result/Impact: Summative-Agenda and meeting minutes Copy of Public Notice Staff Responsible for Monitoring: Principal Site Based Committee Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. Root Cause: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

Student Learning

Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause:** Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. **Root Cause:** Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.

Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause:** Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause:** Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 3: Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

Performance Objective 2: Berta Cabaza Middle School will increase their engagement on social media platforms every 6 weeks as a form of communication to students, staff, and the community.

Evaluation Data Sources: Facebook Likes, Re-Tweets, Friends on Facebook, Website Logs, Website Calendar of Events, Website News Feed

Strategy 1 Details	Reviews			
Strategy 1: Berta Cabaza will maintain the Campus Website, Calendar, and Facebook accounts to keep parents informed of all school functions Strategy's Expected Result/Impact: Up to Date Social Media Accounts Staff Responsible for Monitoring: Campus Technologist, Social Media Specialist, Assistant Principals, Principal Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Post important announcements on social media and promote events that will motivate students to come to school Strategy's Expected Result/Impact: Increased student attendance and enrollment Staff Responsible for Monitoring: Librarian, Administration Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. Root Cause: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

School Processes & Programs

Problem Statement 2: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause:** The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

Perceptions

Problem Statement 1: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause:** The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

Goal 3: Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

Performance Objective 3: Berta Cabaza Middle School will collaborate across all school programs (After School Program, Communities in Schools, Migrant Program, etc) to ensure the efficiency and delivery of necessary documentation of important and accurate information regarding state/local policies and student academic progress of Berta Cabaza Middle School in ensure distribution of materials is completed within a timely and effective manner.

Evaluation Data Sources: School report card review at Title 1 meeting, sign in sheet. Student academic and behavioral information sent home in student report card every 6 weeks.

Strategy 1 Details	Reviews			
Strategy 1: The campus will post the School Report Card, Texas Assessment Performance Report and System Safeguards Report on Campus Website. Strategy's Expected Result/Impact: Material Readily Available on Campus Website. Staff Responsible for Monitoring: Dean of Instruction, Campus Technologist Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will train all professional staff members on adding behavior and academic progress comments on Reports Cards for Individual Students. Strategy's Expected Result/Impact: Report Card Comments for Individual students as needed. Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal, PEIMS Clerk, Principal Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Parents will be given the opportunity to monitor their child's grades and attendance via Parent Portal. PEIMS Clerk, Parent Liaison, and Administration will assist with promoting online gradebook monitoring. Strategy's Expected Result/Impact: Parents records of logging into Parent Portal. Staff Responsible for Monitoring: Parent Liaison, Assistant Principals, Principal, PEIMS Clerk Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Student BOY Scores Notice for Fall and Spring Semester will be sent out to parents with Report Cards. Strategy's Expected Result/Impact: Notice of Benchmark Results sent via Report Card. Staff Responsible for Monitoring: Dean of Instruction, PEIMS Clerk, Assistant Principals, Principal Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Parents will be given notices of all programs on campus students can participate in via Social Media, Campus Web Page, Email and School Messenger. Strategy's Expected Result/Impact: Sign In Sheets, Brochures readily available in Parent Center and Front office. Staff Responsible for Monitoring: Teachers, Migrant Teacher, ASP Coordinator, Assistant Principal, Principal Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. Root Cause: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.
Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills. Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. Root Cause: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year. Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. Root Cause: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards. Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. Root Cause: Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

School Processes & Programs
Problem Statement 2: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. Root Cause: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.
Perceptions
Problem Statement 1: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. Root Cause: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

Goal 4: Berta Cabaza Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Ensure all budget allocations are clearly documented and communicated to stakeholders by the start of each semester.

Evaluation Data Sources: Skyward Business

Strategy 1 Details	Reviews			
Strategy 1: Conduct meetings at the beginning of each semester for staff and relevant stakeholders to explain budget allocations, priorities, and processes, allowing for questions and clarifications. Strategy's Expected Result/Impact: Consistent funding focusing on students' best interest. Staff Responsible for Monitoring: Dean, Principal, Principal's Secretary Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hold meetings with stakeholders to ensure all budget allocations and purchases are student-centered and focused on academic goals. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: Dean, Principal, Assistant Principals Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. Root Cause: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
Problem Statement 2: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. Root Cause: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.

Student Learning

Problem Statement 3: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause:** Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Problem Statement 4: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause:** Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 4: Berta Cabaza Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

Evaluation Data Sources: Skyward Business

Strategy 1 Details	Reviews			
Strategy 1: Digitize any organizational and administrative processes to reduce paper and printing costs. Strategy's Expected Result/Impact: Reduced spending on paper and ink. Staff Responsible for Monitoring: Dean, Principal, Principal's Secretary. Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services. Strategy's Expected Result/Impact: Reduced costs on instructional and non-instructional materials Staff Responsible for Monitoring: Dean, Principal, Principal's secretary Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. Root Cause: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

Perceptions

Problem Statement 1: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause:** The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

San Benito Consolidated Independent School District

Collegiate Academy

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Collegiate Academy Mission Statement

Our mission is to ignite a passion for lifelong learning, empower students to think critically, and prepare them for a successful future.

Vision

Collegiate Academy Vision Statement

The vision of Collegiate Academy is to be the gold standard in education where we empower minds and inspire success.

Value Statement

Collegiate Academy Focuses on these Core Beliefs:

H- Honesty

U- United

S- Smart

K- Kind

I- Intentional

E- Encouraging One Another

S- Service

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Goals

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By May 2026, Collegiate Academy will work to improve passing standard in 8th grade math from 81% to at least 90%. We will also work to improve Algebra passing standard from 73% to 90%.

HB3 Goal
Evaluation Data Sources: STAAR Scores for grade 6th-8th, Interim Assessments, CFAs, iReady & IXL Platform Usage Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will administer unit tests, CFAs, and platform assignments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment. Strategy's Expected Result/Impact: Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes. Staff Responsible for Monitoring: Principal and teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: 7th AA (WIN Period) for Collegiate students will have students specifically grouped for math support, after school tutorials, and utilization of iReady or IXL will be provided for all students. Strategy's Expected Result/Impact: Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments. Staff Responsible for Monitoring: Principal and teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 - General Fund - ASP, - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: By May 2026, Collegiate Academy will work to improve passing standard in 8th grade Social Studies from 67% to at least 85%.

HB3 Goal

Evaluation Data Sources: Exploros assessments, Interim Assessments, CFAs, & teacher assessments, Lowman resources.

Strategy 1 Details		Reviews			
Strategy 1: Teacher will administer CFAs and unit assessments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment. Strategy's Expected Result/Impact: Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes. Staff Responsible for Monitoring: Teachers and principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: 7th AA (WIN Period) for Collegiate students will have students specifically grouped for Social Studies support, after school tutorials, and utilization of platforms & Lowman resources. Strategy's Expected Result/Impact: Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments. Staff Responsible for Monitoring: Principal and teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Lowman or STAAR Resources for Social Studies - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By May 2026 , at least 80% of Collegiate 8th graders will be CCMR ready by passing all components of TSIA2.

Evaluation Data Sources: TSIA2 test results in Reading & Math

Strategy 1 Details	Reviews			
Strategy 1: Provide tutoring sessions to prepare students to be successful on TSIA2 Reading & Essay and Math test. Strategy's Expected Result/Impact: Students will have met the CCMR requirements by passing all sections of TSIA2. Staff Responsible for Monitoring: Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: TSIA Materials - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for TSIA2 testing for all 8th grade Collegiate Academy students throughout the 2025-2026 school year. Strategy's Expected Result/Impact: Students will successfully test in TSIA2 reading, essay, and math and be able to enroll in dual enrollment courses. Staff Responsible for Monitoring: Principal, teachers, SBCISD higher ed coordinator	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: The number of students in Grades 6-8 who will participate in UIL Academics as preparation for higher education will increase for the 2025-2026 school year as well as show success by placing in multiple events for Collegiate Academy this year.

Evaluation Data Sources: Practice Session Sign In Sheets, UIL Registration, UIL Awards Results

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in at least 5-8 practice sessions throughout the Fall Semester and compete in at least 1 UIL Academic Event in January. Strategy's Expected Result/Impact: Increase in student participation for the 2025-2026 school year from the previous year and multiple students will place for the campus. Staff Responsible for Monitoring: UIL Coordinator, UIL Coaches	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students who participate in the UIL Academics Competition will be recognized in a campus awards ceremony at the end of the season. Strategy's Expected Result/Impact: Increase the number of students who are recruited and maintained as part of the UIL Academics Team for this school year and next school year. As well as increased effort in practices to work towards awards. Staff Responsible for Monitoring: UIL Coordinator, UIL Coaches	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: Collegiate Academy will promote a positive, safe, and drug free environment by conducting counseling lessons or presentations for students.

Evaluation Data Sources: Counseling Logs, Skyward Discipline Referrals, CIS, Branching Minds Contact Logs, Presentation Sign-In Sheets, Parent/Student Compact

Strategy 1 Details	Reviews			
Strategy 1: Counselor will provide necessary counseling lessons on drugs, safety, social/emotional needs for all students through the 2025-2026 school year. We will also provide presentations from various community or law enforcement agencies for students. Strategy's Expected Result/Impact: Increased communication with students to improve/maintain compliance with programs & procedures. Staff Responsible for Monitoring: Counselor, Principal, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Campus counselor will monitor students that are recommended to seek help when student has communicated self harm with emphasis on following district protocol. Strategy's Expected Result/Impact: Address students outcry immediately and provide support to child & parent. Will follow district procedures for suicide prevention and provide alternative materials & support for parents/students with outside contacts as needed. Staff Responsible for Monitoring: All campus staff	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: Increase security with personnel, drug detecting devices, and school safety trainings for all staff.

Evaluation Data Sources: Halo Vape Detectors in student bathrooms, incident reports, referrals, training sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Increase the safety of students by providing frequent walk throughs with campus security personnel and campus police officer. Strategy's Expected Result/Impact: Increase safety for students and deter the use of Vapes in bathrooms Staff Responsible for Monitoring: Principal, security, officer	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: For 2025-2026 school year, campus will set up walk throughs with the district K-9 to deter the use of illegal substances. Strategy's Expected Result/Impact: There will not be any incidents reported of illegal drugs on campus. Staff Responsible for Monitoring: Principal, security, officer.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: All students, staff, and community members will feel safe working and visiting Collegiate Academy.

Evaluation Data Sources: Raptor System & Administration Walk-Throughs of campus

Strategy 1 Details	Reviews			
Strategy 1: 100% of visitors will be required to sign in through Raptor system & get used to processes and procedures of new location housed at MJMS. Strategy's Expected Result/Impact: All visitors will be cleared before going into any school areas. Staff Responsible for Monitoring: Security, office staff, police officer, administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Principal will maintain a safe & conducive learning environment for all students by monitoring campus pod and report campus needs for students & staff. Strategy's Expected Result/Impact: Students & staff will be comfortable in their learning & working environment every day. Staff Responsible for Monitoring: Principal, head custodian, teachers, secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Attendance will increase every quarter for Collegiate Academy from last year to meet the goals for the attendance incentive for 25-26 school year set forth by the district.

Evaluation Data Sources: PEIMS Attendance Reports & District Attendance Goals

Strategy 1 Details	Reviews			
Strategy 1: Principal, counselor, teachers, & PEIMS will monitor attendance and update students & parents by communicating attendance % throughout the quarter, bi-weekly. Will work to offer incentives to high achieving grade levels for attendance. Strategy's Expected Result/Impact: Improve attendance and meet the goal every 9 weeks for the campus. Staff Responsible for Monitoring: Principal, Counselor, PEIMS secretary ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . Home visits will also be made as needed on individual basis. Strategy's Expected Result/Impact: Improve attendance for individual students that may have excessive absences. Students will need to meet the 90% role for attendance to maintain enrollment at Collegiate Academy. Staff Responsible for Monitoring: PEIMS, Teachers, FACE Representative. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: Attendance will increase every quarter for Greyhound Academy from last year to meet the goals for the attendance incentive for 24-25 school year set forth by the district: 1st Quarter- 98%, 2nd Quarter-95%, 3rd Quarter- 98%, 4th Quarter- 96%.

Strategy 1 Details	Reviews			
Strategy 1: Principal , teachers & PEIMS will monitor attendance and update parents. Will post in class dojo monthly attendance to update parents on goals for quarterly attendance. Strategy's Expected Result/Impact: Improve attendance to meet the 9 week attendance goals. Staff Responsible for Monitoring: Principal, teachers, PEIMS ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . The principal will also be contacting parents for students who excessively absent from their online classes or logging in late consistently. Strategy's Expected Result/Impact: Improve overall attendance for individual students who are excessively absent. Staff Responsible for Monitoring: Teachers, PEIMS, principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Collegiate Academy will recruit, retain, and empower highly qualified faculty and staff by utilizing content specific questioning & demonstrations for interviews.

Evaluation Data Sources: State Board of Education Official Record of Educator Certificates

Strategy 1 Details	Reviews			
Strategy 1: Job fair by district & campus postings will be available for vacancies. Strategy's Expected Result/Impact: Vetting of professional staff that are well versed in content specific curriculum. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a mentor for all new hire teachers at the campus. Strategy's Expected Result/Impact: Teachers working collaboratively to improve student outcomes. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: Quality professional development will be provided to 100% of instructional staff, thus ensuring student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops. Strategy's Expected Result/Impact: Improved curriculum development and lesson delivery. Increased awareness of new technology and software. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development as well as district required PD for support of TEKS & YAGs. Strategy's Expected Result/Impact: Teachers will follow content YAGs, pacing, resources to demonstrate student achievement. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 5: All teachers will be trained in the Fundamental Five and use it as a foundation for academic success.

Evaluation Data Sources: Learning Walks, Instructional walk-throughs, and evaluative walk-throughs.

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided with a copy of The Fundamental 5 book and professional development opportunities to understand the instructional practices discussed in the book. Strategy's Expected Result/Impact: Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize the critical writing piece of Fundamental 5 to support writing in all content areas. Strategy's Expected Result/Impact: Increased writing scores across all content areas. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 1: Collegiate Academy will increase their engagement on social media platforms as well as Class Dojo to inform students, parents/ community, and staff of events or great things happening within the campus.

Evaluation Data Sources: Facebook, Campus Websites, Calendar of Events, Class Dojo

Strategy 1 Details	Reviews			
Strategy 1: Collegiate Academy will obtain a staff member to be the social media/ webmaster person to maintain campus website and meet the district requirements. Strategy's Expected Result/Impact: Parents will be kept well informed as well as community members by an up-to-date campus website. Staff Responsible for Monitoring: Principal & Campus Webmaster	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Collegiate Academy will work to maintain up-to-date information utilizing Class Dojo & calendar of events to keep parents informed of all school functions. Teachers will also support open lines of communications through Class Dojo for all parents. Strategy's Expected Result/Impact: Parents will be kept well informed of student progress & campus functions. Staff Responsible for Monitoring: Principal, Campus Webmaster, and Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 2: Collegiate Academy will communicate with parents on a weekly basis to assist students and parents with campus needs and information.

Evaluation Data Sources: Increased parental involvement through FACE program.

Strategy 1 Details	Reviews			
Strategy 1: Collegiate Academy will hold a minimum of 2 Title 1 meetings to notify parents of Title 1 program participation and to explain the program requirements, as well as parents rights to be involved in campus decision making. Strategy's Expected Result/Impact: Parents will want to be more involved. Evidence will be included from Title 1 Meeting Agendas, meeting minutes, & sign in sheets. Staff Responsible for Monitoring: Principal, FACE, and Site Based Committee	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Collegiate Academy teachers will make an increased effort to involve parents in their education needs through parent teacher conferences in person, online through Google Meets, or over the phone. Teachers will also communicate via Class Dojo. Strategy's Expected Result/Impact: Improved communication and participation in students education throughout the year. Will be evident through logs on branching minds. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 3: Collegiate Academy will collaborate across all school programs (Afterschool Program, Communities in Schools, Migrant, etc.) to ensure the success of all students through delivery of necessary information & materials. Collegiate Academy will also start a PTO for the 2025-2026 school year.

Evaluation Data Sources: School report card, Title 1 sign- in sheets, student progress reports & report cards, student assessment data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will post academic and behavior comments on progress reports as well as report cards to keep parents informed of important progress for students. Progress reports will posted at 3 weeks, 6 weeks, & report cards at 9 weeks. Students will be reminded at each grading period the requirements for grades in order to maintain Collegiate Academy enrollment. Strategy's Expected Result/Impact: Improved performance for students and keep parents well informed of child's progress. Conferences will take place as needed to support students. Staff Responsible for Monitoring: Teachers and principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be notified of students assessment scores and made aware of tutorials through after school program. Parents will be given the opportunity to monitor grades and attendance through Parent Portal. Strategy's Expected Result/Impact: Students will improve overall performance with grades and parents will maintain an open line of communication with teachers to stay involved in their child's progress and have conferences as needed. Staff Responsible for Monitoring: Teachers, Principal, PEIMS	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: For the 2025-2026 school year, Collegiate Academy will start a PTO organization to involve staff, parents & community members in decisions of the campus , as well as provide support for campus needs. Strategy's Expected Result/Impact: PTO will be established with officers & members. Campus needs will be met by PTO. Staff Responsible for Monitoring: Principal & PTO Board Members	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: By May 2026, Collegiate Academy will increase the percentage of economically disadvantaged students achieving "Meets or Masters Grade Level" on the Math STAAR by 10%.

Strategy 1 Details	Reviews			
Strategy 1: With the use of federal funds, funds will be allocated for the purchase of STAAR resources to help improve math & science scores by a minimum of 10%. Strategy's Expected Result/Impact: Increased math & science scores by 10%. Staff Responsible for Monitoring: Teachers, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: STAAR Resources - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Through after school tutorials, before school tutorials, and Saturday intervention programs, students will receive support for math & science. Strategy's Expected Result/Impact: Increased science & math scores by 10%, as well as teachers becoming well versed in new grade level content. Staff Responsible for Monitoring: Teachers, principal Funding Sources: - 211 - Title I, Part A, - 199 - General Fund - ASP	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: To ensure compliance of bilingual funds, Collegiate Academy will manage and meet compliance of usage for bilingual funds to support the EB student population & ESL teachers, for the 2025-2026 school year.

Evaluation Data Sources: EB students will receive necessary resources and show growth

Strategy 1 Details	Reviews			
Strategy 1: 90% of EB students will show one proficiency level of growth on TELPAS or meet reclassification status. Strategy's Expected Result/Impact: Purchase of EB instructional materials & classroom materials will provide support for growth/reclassification. Staff Responsible for Monitoring: Teachers, Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - 25	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host conference meetings to increase family engagement and understanding of TELPAS, LPAC, and academic goals. Strategy's Expected Result/Impact: EB students will improve in academic performance & TELPAS. Staff Responsible for Monitoring: Teacher & Parent ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - 25	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Collegiate Academy will create and sustain a PTO for the 2025-2026 school year that will provide support to the campus and student needs.

Evaluation Data Sources: PTO reports

Strategy 1 Details	Reviews			
Strategy 1: Once PTO is established and account created, PTO will create fundraisers to help support campus & student needs. Strategy's Expected Result/Impact: PTO financial reports will be given on a monthly basis at meetings. List of item needs will start being purchased based on funds. Staff Responsible for Monitoring: Principal, Campus Staff, PTO Board/Members	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: PTO will establish guidelines in bylaws for purchasing, while also following district processes/procedures and PTO handbook. This will facilitate a safe & equitable purchasing power for the newly established PTO. Strategy's Expected Result/Impact: Campus needs will be discussed & fundraisers done to provide support the needs. Staff Responsible for Monitoring: Principal, Campus Staff, PTO Board/Members	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District

Dr. C.M. Cash Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Dr. C.M. Cash Elementary strives to best serve the community by fostering endless opportunities for scholars to learn, grow, and achieve success.

Vision

Dr. C.M. Cash Elementary provides the highest quality education exemplified by a high degree of real-world and academic readiness of all scholars served.

Value Statement

Dr. C.M. Cash Elementary is committed to providing a safe, supportive, and equitable learning environment where scholars and staff alike lead by example demonstrating dedication, respect, collaboration, accountability for academic excellence, stewardship of resources and honesty.

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Goals

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By June 2025, 90% of all scholars in 3rd - 5th grades will meet the minimum approaches level in all areas of STAAR assessment and 60% at the Meets level.

HB3 Goal

Evaluation Data Sources: STAAR Reports for grade 3-5
 STAAR Interim Assessments
 HMH modules
 NWEA Map Assessments
 iReady Assessments
 Bluebonnet Math Module Assessments
 Formative and Summative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students. Strategy's Expected Result/Impact: 90% of at-risk students will meet established standards on the state standards Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher 3-5th Grade Teachers Special Education Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Prekindergarten will implement the Three Cheers Curriculum and Heggerty which focuses on phonemic awareness, sight words, letter-sound correspondence, print awareness, vocabulary, comprehension, and math skills. Strategy's Expected Result/Impact: 90% of students will be developed in all areas of CLI Engage by the end of the year. CLI Engage reports will be reviewed to monitor progress. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Teachers Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental HQIM instructional materials, equipment, instructional support, technology hardware/software, and peripherals to facilitate academic improvement in content areas. Strategy's Expected Result/Impact: 90% of all students will meet established standards on the state/local assessments. Staff Responsible for Monitoring: Principal Assistant Principal Campus Technician Librarian TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will analyze data reports including formative assessments, mClass, CIRCLE, Amplify diagnostic assessment, Bluebonnet Module Assessments, MAP data, iReady, Unique Learning, K12 Summit BM data, Campus/District Benchmarks, STAAR and TELPAS data in order to identify students' strengths and weaknesses. Strategy's Expected Result/Impact: Increased levels of performance in Reading, Math and Science for all students. Staff Responsible for Monitoring: Principal Assistant Principal Teachers RTI Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Promote the use of instructional platforms such as iReady, Writable, AofL Educator Center, Flocabulary, HMH ED, ClassKick, Accelerated Reader, K12 Summit, Lone Star Learning, Boost (Amplify) to support classroom instructional delivery and target scholar instructional needs. Strategy's Expected Result/Impact: Improved usage of digital platforms to support grade level instruction. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Teachers Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: Special Populations will achieve academic success by showing school progress on NWEA MAP, iReady diagnostic assessments, and growth from the previous school year in STAAR and TELPAS.

HB3 Goal

Evaluation Data Sources: STAAR Reports grade 3-5
TELPAS Reports grade 2-5
IEP and Progress Reports
MAP K-5
iReady

Strategy 1 Details	Reviews			
Strategy 1: Migrant teacher will provide instructional support to all identified migrant students including, but not limited to, priority of services students. Strategy's Expected Result/Impact: 90% of migrant scholars will meet the following: Be promoted to the next grade level Show growth in the STAAR assessment from previous year Score at the Average to High Average range in the End of year MAP assessment & iReady Staff Responsible for Monitoring: Principal Assistant Principal Campus Migrant Coordinator Migrant Teacher Counselor Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Bilingual teachers will implement and embed ELPS by utilizing sheltered instructional strategies and instructional materials to support K-12 summit implementation, and provide multiple opportunities for scholars to develop in the four domains of listening, speaking, reading and writing. Strategy's Expected Result/Impact: 70% of EBs will meet the passing standard of STAAR assessment EBs will show an increase on the TELPAS composite score or Maintain Advance High Rating Staff Responsible for Monitoring: Principal Bilingual Coordinator Teachers LPAC Lead Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: RTI teacher and classroom teachers will provide intensive instruction and after school tutoring for students at risk of failing or performing below grade level. Parents will be notified of child's benchmark scores and interventions. Strategy's Expected Result/Impact: Students are expected to show growth as per progress measure, Amplify, MAP, iReady Staff Responsible for Monitoring: Principal Assistant Principals RTI Teacher Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Students receiving Special Education services through resource, inclusion or unit will receive targeted instructional support aligned to their IEP during the school day and tutorials. Strategy's Expected Result/Impact: Students receiving special education will show growth in the STAAR assessment from previous year. Students receiving special education will know how to utilize supplemental aids and embedded supports to their advantage. Students receiving special education will show gradual improvement in both Amplify, MAP, iReady, and ULS as tested in the BOY, MOY and EOY. Staff Responsible for Monitoring: Special Education Teachers RTI Teacher Principal Assistant Principal General Education Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Gifted and Talented students will receive specialized instruction by GT Certified teachers, Counselor and Librarian with appropriately challenging, rigorous, enriching activities including research, and field trips. Strategy's Expected Result/Impact: TPSP Projects GT Teacher Certificates Field Trip-Learning Experiences Pull out Program Stewardship School Wide Projects GT Family Informational Meetings Staff Responsible for Monitoring: Principal GT Coordinator Teachers Librarian ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By May 2026, 85% of all scholars in Kinder - 5th grades will score at or above the 41 percentile on the NWEA MAP & iReady diagnostic assessment.

HB3 Goal

Evaluation Data Sources: MAP end of year reports

iReady

Lesson Plans

Data Driven Instructional Plans

Strategy 1 Details	Reviews			
Strategy 1: Kinder to 5th grade teachers will analyze data and provide targeted instruction based on individualized learning needs. Strategy's Expected Result/Impact: Attainment of project student goal Attainment of HB3 Goals Differentiation Staff Responsible for Monitoring: Teachers RTI Teacher Administrators	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide flexible small group instruction in both reading and math during Tier I to meet the needs of their scholars. Strategy's Expected Result/Impact: Attainment of projected student goal Differentiation Attainment of HB3 Goals Staff Responsible for Monitoring: Teachers RTI Teachers Administrators	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: By May 2026, 90% of scholars in Pre-Kindergarten will score on grade level by the end of the school year CLI Engage Circle assessment

- HB3 Goal**
- Evaluation Data Sources:** CIRCLE end of year reports
Lesson Plans
Data Driven Instructional Plans

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide targeted small group instruction to teach prekinder guidelines and build reading language arts and mathematics development. Strategy's Expected Result/Impact: Attainment of projected student goal Attainment of HB3 goal Staff Responsible for Monitoring: Teacher RTI Teacher Administrators	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: SBCISD/Dr. C.M. Cash Elementary School will work to increase staff and student attendance by 3% by the end of the 2025-2026 school year by providing a safe learning environment in support of higher educational achievement.

Evaluation Data Sources: ADA

Campus Tracker

Classroom Trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement attendance comprehension plan and targeted outreach and communication with families to address barriers of attendance, and provide professional development for staff on early intervention strategies. Strategy's Expected Result/Impact: Monitoring attendance data closely and involving students, staff, and families in creating a supportive environment will be essential to sustaining improvements and achieving the desired increase by the end of the 2025-2026 school year. Staff Responsible for Monitoring: Administration PEIMS RTI Counselor Parent Liaison Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a positive attendance incentive program for students and staff, including recognition awards, monthly celebrations, and classroom competitions for improved attendance. Strategy's Expected Result/Impact: Higher Attendance Rates that contribute to improved instructional time and academic achievement. Staff Responsible for Monitoring: Administration PEIMS Secretary Counselor RTI Parent Liaison Teachers	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: Develop College and Career readiness knowledge and skills through college campus visits/educational/cultural field trips for all scholars.

Evaluation Data Sources: Student Surveys
Career Day
Field Trips
Career & Technology Education Pathways

Strategy 1 Details	Reviews			
Strategy 1: Implement College & Career Weeks to showcase different professions and post secondary options. Strategy's Expected Result/Impact: Increase student exposure to a variety of career paths and post secondary opportunities. Staff Responsible for Monitoring: Counselor Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Visit College and Career centers/universities to develop an early awareness and experience real world environments that connect academic learning to post secondary pathways. Strategy's Expected Result/Impact: Early Exposure, Foster Excitement, and Curisoity about future options, helps students visualize themselvs in college or career settings. Staff Responsible for Monitoring: Administration Counselor Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: By May 2026 Dr. Cash will strengthen teacher instructional capacity and compliant practices fostering a positive and inclusive workplace culture.

Evaluation Data Sources: Professional development feedback
Recruit, Support, and retain Teachers and Principals

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to address specific content areas of need including special populations such as At-Risk, Dyslexia, SpEd, 504, GT, Migrant, and EBs. Strategy's Expected Result/Impact: In-depth training will allow teachers to improve instructional delivery and build capacity. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Special Education Teachers Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will complete Safe Schools' required modules. Staff will also be trained in STOP IT Anti-Bullying, Stop it! app., Safety, Response to Crisis, Eduphoria, T-TESS, RTI, Esped, and Skyward Grade book. Strategy's Expected Result/Impact: Staff will become knowledgeable with programs in order to fulfill their daily responsibilities. Staff Responsible for Monitoring: All SBCISD employees TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend Bilingual professional development to stay up to date with ELPS and best practices to support Emergent Bilingual scholars. Strategy's Expected Result/Impact: Bilingual teachers will understand Bilingual Education mandates and implement them accordingly. Bilingual teachers will understand TELPAS assessment updates and purposefully plan to support learners in the 4 domains. Staff Responsible for Monitoring: Bilingual Coordinator LPAC Lead Teacher Bilingual Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will actively participate in Professional Learning Communities, Instructional Faculty Meetings, Data Meetings, Vertical Alignment Teams and Common Planning with their teams in order to target specific grade level needs and enhance instructional delivery. Strategy's Expected Result/Impact: Campus instructional goals will be monitored, evidence of student achievement through campus/district assessment scores, and develop staff capacity through collaboration. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Staff will be trained on the Fundamental 5 and the Lead4ward play list with focus on high-yield strategies for academic achievement. Strategy's Expected Result/Impact: Use of formative assessment to adjust instruction in real-time and monitor student learning. Quality instruction with high level questioning that builds conceptual learning. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Support new teacher for growth and development.

Evaluation Data Sources: TTESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: All new teachers will be provided a teacher mentor, opportunities to observe other teachers on campus, and participate in new teacher orientations as per district. Strategy's Expected Result/Impact: Build best practices Professional network Student and teacher success Staff Responsible for Monitoring: Teachers Administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Debrief observations with actionable feedback, clear models, and opportunities to move to student centered focus. Strategy's Expected Result/Impact: Building Capacity Staff Responsible for Monitoring: Administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1: By May 2026, 90% of all scholars' parents will participate in at least one school sponsored academic/community/district activity to increase parent involvement.

Evaluation Data Sources: Parent Surveys
Sign In Sheets
Phone Logs

Strategy 1 Details	Reviews			
Strategy 1: Dr. Cash Elementary will coordinate a Fall/Spring Open House, monthly grade level lunch and learn luncheons, holiday performances, school-wide picnics for parents to attend, PTO Meetings, district, and community events. Strategy's Expected Result/Impact: Parents will be able to see their children perform, become informed of the activities and programs being offered to scholars. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Parent Liaison	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Dr. Cash will hold monthly Family Events sponsored by the campus ACE After School Program to bring families together. Strategy's Expected Result/Impact: These gatherings are designed to foster community spirit and strengthen the bonds between families, scholars, and the school. Staff Responsible for Monitoring: Principal Assistant Principal ACE Campus Coordinator	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 2: By May 2026, Dr. C.M. Cash will promote and increase parental involvement to help enhance each scholar's social, emotional and academic well being.

Evaluation Data Sources: Documented Volunteer Hours
Parent Contact Logs
Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Use social media, monthly calendars, Class Dojo, Facebook, and flyers to communicate school sponsored events. Encourage school staff to share information with scholars and parents. Strategy's Expected Result/Impact: More community members will become involved in the school and parent center. Increase CKH Survey Participation Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison Campus Technology Representative	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Present weekly and monthly at our FACE Parent Center facility to build awareness of school, district, community resources, and relevant topics. Strategy's Expected Result/Impact: Increase parent awareness and community supports to increase the well-being of our scholars. Staff Responsible for Monitoring: Parent Specialist Counselors Officer Nurse RTI Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 3: By May 2026, Dr. Cash Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

Evaluation Data Sources: Campus Social Media Representative, Classroom Teachers, Administrators

Strategy 1 Details	Reviews			
Strategy 1: Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events. Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school. Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: SBCISD/Dr. C.M Cash will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of 2026 school year.

Performance Objective 1: Federal Programs: To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, Dr. C.M. Cash ensure compliance of federal funds and federal and state requirements to stay current with federal, state, and local procedures.

Evaluation Data Sources: CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

Strategy 1 Details	Reviews			
Strategy 1: To ensure all the needs of Dr. C.M. Cash students are being met for student achievement, Dr. Cash will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning. Strategy's Expected Result/Impact: Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores. Staff Responsible for Monitoring: Principal, Assisant Principal, Teachers, Rtl Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

San Benito Consolidated Independent School District

Dr. Raul Garza, Jr. STEAM Academy

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

****It is the mission of Dr. Raul Garza, Jr. STEAM Academy to provide a positive and nurturing environment along with a challenging curriculum that affords every student the opportunity to acquire academic and social skills required to mold them into responsible and productive lifelong learners****

Vision

****Our vision is to create a learning environment that elicits wonder, creativity, and innovation through an emphasis in Science, Technology, Engineering, Arts, and Mathematics to empower and prepare our students to become leaders of a greater tomorrow.****

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Goals

Goal 1: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By May 2026, 90% (campus) of all students, with a concentrated effort on all special populations (ELL, Migrant, Special Education and GT) , will meet established standards on the state assessments.

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten through 2nd grade teachers will provide a minimum of 90 minutes of uninterrupted daily instructional time with 3 - 4 flexible groups, each focusing on phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension development using the state adopted reading curriculum, Amplify and Progress Learning respectively. Strategy's Expected Result/Impact: An increase in students' performance on Amplify, NWEA and District level assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE), - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage students in differentiated instructional strategies to support learning through the use of academic vocabulary word walls, sight vocabulary through exposure to Fry words, accelerated reader to monitor reading comprehension and Blast Off to monitor fluency, phonics readers to reinforce sounds, fluency probes for fluency and comprehension, and the incorporation of comprehension skills throughout the curriculum with emphasis on reading skills upon return to face to face instruction. Strategy's Expected Result/Impact: Increased levels in AR Reading Scores and number of books read per six weeks. Increased levels of performance in phonemic awareness, phonics skills, vocabulary, fluency and reading comprehension. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Students in 3rd-5th grade will engage in a TEKS based curriculum lessons that are supported with HMH & SAAVAS. Teachers will use the TEKS Resource System as resource to develop lesson plans in order to master grade level TEKS by following the YAG and timelines for Reading, Math, Writing, Science, and Social Studies Strategy's Expected Result/Impact: Summative- Increased scores on Campus and District Benchmarks, STAAR Results, Weekly Assessments Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: 100% of students will have access to instructional technology in the classroom on a daily basis throughout the 2025-2026 school year.

Evaluation Data Sources: Technology contract report to ensure each student has access to a device.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use technology in the classroom to support both teaching and learning. Students will use computers and iPads to log in to Amplify, Progress Learning, Writable, HMH Ed, Nearpod, Flipgrid, Classkick, Education Galaxy, Robotify and other technologies to reinforce TEKS in their daily lessons. Strategy's Expected Result/Impact: An increase in students' ability index score and the number of students in TIER I based on Istation Test Results, CIRCLE, TX-KEA, TPRI An increase in student performance scores on Weekly Assessments, Campus and District Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers and staff will report any non working equipment to administrators to ensure they have working equipment at all times. Teachers will also submit tickets for any equipment not properly working. Strategy's Expected Result/Impact: Working technology in classrooms Technology Tickets Staff Responsible for Monitoring: Classroom Teachers campus Tech Rep TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund		Formative			Summative
		Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Students in Pk- 5th will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach 5th grade.

Evaluation Data Sources: Career Day Activities
College Day Activities
College and Career Spirit Week
College Shirt Thursday

Strategy 1 Details	Reviews			
Strategy 1: School counselor will coordinate field lessons to institutions of higher education. Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements. Staff Responsible for Monitoring: Campus Principal District counselor Counselor Classroom Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week. Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: During the 2025-2026 school year, counselor will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse and has provided consent for counseling services.

Evaluation Data Sources: Ripple Effects Reports
Counselor's Scope and Sequence
Campus Counseling Plan

Strategy 1 Details	Reviews			
Strategy 1: The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety. Strategy's Expected Result/Impact: Students who disclose concerns and have provided consent for counseling services will receive immediate support and guidance, ensuring their safety and emotional well-being. Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students Strategy's Expected Result/Impact: Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations. Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Quality professional development will be provided to all instructional staff thus ensuring teacher and student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend staff development in the areas of differentiated instruction, TEKS resource system, STEM instruction, writing instruction, and special education, gifted and talented, bilingual education, and special programs in order to better serve our student population and increase student achievement. Strategy's Expected Result/Impact: STAAR scores CIRLCE, Amplify results Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will build and maintain a positive school culture through activities that promote high morale, including team building activities through faculty meetings and PD designated days. Strategy's Expected Result/Impact: Surveys: A safe and positive environment to help retain staff. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in Professional Learning Communities, Instructional Faculty Meetings, and Vertical Team meetings to enhance quality of instruction. Strategy's Expected Result/Impact: Increased networking between teachers increased student performance Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: By June 2026, 100% of all teachers including area of specialty (fine arts, librarian, counselor, p.e. coach) will attend staff development that focuses on the areas of math, reading, writing, science, rigor, TEKS, TRS, and best practices in specialty areas towards the differentiation of instruction for all learners.

Evaluation Data Sources: Surveys, Feedback, Sign In Sheets,

Strategy 1 Details	Reviews			
Strategy 1: Teachers will actively engage in professional development activities to integrate into their daily instruction including, but not limited to ESL strategies, STAAR strategies, Early intervention strategies, TEKS, TELPAS testing, Special populations cluster meetings, TMEA conference, technology conference, TRS training, PBL, Saxon Phonics, Heggerty (K - 2nd), Writable, HMH Ed, Amplify, SAAVAS, Progress Learning, etc. Strategy's Expected Result/Impact: Teachers are expected to acquire the training needed to enhance their teaching skills in order for students to be successful on STAAR, Amplify, NWEA, CIRCLE and end of year testing. Staff Responsible for Monitoring: Administrators Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers teaching Gifted and Talented students will have their 30 hours of GT training plus their 6 hour update. Administrators and GT Coordinator will also receive a 6 hour update. Strategy's Expected Result/Impact: All teacher teaching GT students will have their certification Staff Responsible for Monitoring: GT Coordinator Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs. Strategy's Expected Result/Impact: Teacher professional growth, thus student performance will increase. Staff Responsible for Monitoring: Administrative Staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

Evaluation Data Sources: Campus led observations, Coordination with campus principals on inter-campus observations

Strategy 1 Details	Reviews			
Strategy 1: Inter-district observations Strategy's Expected Result/Impact: Improve teacher performance Improved scores on NWEA, AMPLIFY. CLI, STAAR, TTESS Walkthroughs Staff Responsible for Monitoring: Principal Assistant Principal RTI	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

Performance Objective 1: By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events. Campus will utilize Facebook and increased participation on Class Dojo by campus administration.

Evaluation Data Sources: Usage reports from platforms to monitor activity and participation.

Strategy 1 Details	Reviews			
Strategy 1: Students in K - 5th grade will create a project during the second semester based on a unit of study. Strategy's Expected Result/Impact: Completed Projects Staff Responsible for Monitoring: Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college -	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students will explore different career paths and universities through weekly counseling sessions. Strategy's Expected Result/Impact: Students will be able to select their Career Choice Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

Performance Objective 2: Students will have the opportunity to listen to speakers from higher education, including students at the high school level, college professors, and community professionals in order to widen their perspectives on college and career requirements. Stakeholders will participate in at least one school sponsored academic/community/district activity to increase parent involvement participation.

Evaluation Data Sources: Raptor Sign In Sheets
Agendas for Presentations
Google Meet recording of visit, if applicable

Strategy 1 Details	Reviews			
Strategy 1: Career day will be held the 1st week of May and students will have the opportunity to visit different sessions and learn careers, their requirements and roles and responsibilities. Strategy's Expected Result/Impact: Survey Students will create a Thinking Map based on the knowledge they gained from the presentation Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

Performance Objective 3: By May 2026, the school will host at least two festivals, one per semester to benefit our PTO. These events are community outreach events in which all stakeholders are invited to participate and see district-wide performances from our students.

Evaluation Data Sources: KSBG coverage
Facebook/Dojo posts

Strategy 1 Details	Reviews			
Strategy 1: All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events Strategy's Expected Result/Impact: Increase parental involvement for parents by increased participation in school activities. Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/ Dr. Raul Garza Jr. STEAM Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Dr. Raul Garza Jr. STEAM Academy will ensure compliance of with all federal and state requirements to stay current with federal, state and local and procedures to ensure compliance and fiscal responsibility are being used to target improvement in student achievement

Evaluation Data Sources: CIP, Budget Review
Field Trip forms for documenting Federal Funds

San Benito Consolidated Independent School District

Ed Downs Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Our mission is to provide students with a safe and supportive environment grounded on a quality education that inspires artistic creativity, social emotional growth, and academic excellence.

Vision

Ed Downs Fine Arts Academy empowers students to be caring, confident, and creative individuals who love learning.

Value Statement

Positive Attitude

Respect

Integrity

Dedication

Expectations of Excellence

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Goals

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase the percentage of 5th grade students achieving Meets and Masters on the STAAR Science assessment by 10% through inquiry-based learning and targeted interventions.

Evaluation Data Sources: STAAR Data, MAP NWEA

Strategy 1 Details	Reviews			
Strategy 1: Implement hands-on lab experiences and STEM projects that connect to real-world applications using the HMH curriculum. Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a Science Lab rotation schedule so every student receives consistent inquiry-based lab experiences at least once per week. Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments Staff Responsible for Monitoring: principal, assistant principal, teachers, science stem lab manager ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: By May 2026, Ed Downs Fine Arts Academy will increase the percentage of students achieving Meets and Masters on the STAAR Math assessment by 10%, as measured through STAAR and Bluebonnet assessment data, by strengthening fact fluency, problem-solving, and targeted reteach.

Evaluation Data Sources: STAAR Data, MAP NWEA, Bluebonnet

Strategy 1 Details	Reviews			
Strategy 1: Monitor progress with Bluebonnet checkpoints, common assessments, and teacher walkthroughs to ensure reteach plans are executed effectively. Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide fact fluency practice campus-wide (daily number talks, math fluency games, i-Ready targeted lessons) with progress tracked on student data walls. Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments Staff Responsible for Monitoring: principal, assistant principal, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will ensure a safe, secure, and supportive learning environment by achieving 100% compliance in all safety drills and emergency protocols, while also increasing student and staff awareness of safety procedures through training and communication

Evaluation Data Sources: Documentation on Raptor of completed drills, Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: Conduct all state- and district-mandated drills (fire, secure/lockout, lockdown, shelter-in-place) with fidelity and document compliance. Strategy's Expected Result/Impact: Students and staff will be knowledgeable in the drills and procedures. Staff Responsible for Monitoring: Principal, Assistant Principal, ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen communication with parents by notifying families of drill weeks and reinforcing safety expectations at home. Strategy's Expected Result/Impact: Parent involvement and communication with students of drills ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: By May 2026, Ed Downs Fine Arts Academy teachers will strengthen literacy instruction through consistent PLC collaboration, writing calibration, and intervention planning, resulting in a 10% increase in RLA Meets/Masters.

Evaluation Data Sources: STAAR Data, MAP NWEA,

Strategy 1 Details	Reviews			
Strategy 1: Provide structured PLC time for lesson internalization, data talks, and reteach planning using assessments i-Ready results. Staff Responsible for Monitoring: Principal, Assistant Principal, & Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: By May 2026, Ed Downs Fine Arts Academy will strengthen teacher instructional capacity and compliance practices, ensuring 100% staff participation in PLCs.

Evaluation Data Sources: Staff attendance surveys, PLC forms, feedback

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly PLCs focused on lesson planning, data analysis, and reteach strategies. Strategy's Expected Result/Impact: Increased student achievement and increased assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide administrative and instructional support during PLCs to guide data conversations and ensure alignment to TEKS and CIP goals. Strategy's Expected Result/Impact: Increased student achievement and increased assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use PLC minutes, student data trackers, and walkthrough evidence to monitor impact and follow through. Staff Responsible for Monitoring: Principal, Assistant Principal and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: Professional development will be provided to all teaching staff to improve instructional practices.

Evaluation Data Sources: staff surveys, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide professional development on special populations and how to meet their needs. Strategy's Expected Result/Impact: Training will result in academic success among special populations Staff Responsible for Monitoring: principal, assistant principal, teacher, and diagnostician TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide job-embedded coaching cycles where administrators and instructional coaches model lessons, co-teach, and debrief with staff. Strategy's Expected Result/Impact: Training will result in academic success among all students Staff Responsible for Monitoring: principal, assistant principal, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 1: By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase family and community engagement by 10%, as measured by participation in school events, PTO initiatives, and campus surveys, through consistent communication and partnership opportunities.

Evaluation Data Sources: PTO committees, FACE parental involvement, surveys, etc.

Strategy 1 Details	Reviews			
Strategy 1: Provide timely and transparent communication through ClassDojo, social media, newsletters, and parent meetings. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Ed Downs Fine Arts Academy will host open house to promote collaboration among schools and families. Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Principal, Assistant Principal, FACE Specialist, ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Collect and review parent/community feedback via surveys and sign-in sheets to guide improvements in communication and outreach. Strategy's Expected Result/Impact: surveys ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: By the end of the 2025-2026 school, Ed Downs Fine Arts Academy will ensure 100% of campus budget and resources are allocated and documented transparently to directly support instructional priorities such as our Title IV funds (fine arts program).

Evaluation Data Sources: Federal funding budgets

Strategy 1 Details	Reviews			
Strategy 1: Align budget planning with campus improvement plan (CIP) goals to prioritize instruction, fine arts, and student needs. Strategy's Expected Result/Impact: Budget allocations will directly reflect CIP goals, with resources earmarked for core instruction, fine arts integration, Strengthens academic achievement and fine arts programming Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

San Benito Consolidated Independent School District

Frank Roberts Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Frank Roberts Elementary empowers every student to reach their fullest potential and be prepared for college, career, and/or service.

Vision

Empowering all students to achieve excellence today and succeed in the world tomorrow.

Value Statement

Frank Roberts Elementary believes that:

- *All students can and will learn*
- *All teachers can teach*
- *High expectations for all encourage excellence*
- *Resources to support students' needs must be provided*
- *Excellence in teaching and learning is vital*
- *All students will be supported to pursue their passion upon graduation*
- *Respect for all individuals is essential*
- *A community with shared ownership, purpose, and commitment work well together*

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Goals

Goal 1: SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: Academic Growth

By the end of the 2025-2026 school year, at least 70 - 80% of students will meet or exceed expected growth in Reading and Math as measured by NWEA MAP/STAAR assessments, through the implementation of targeted small-group instruction, progress monitoring, and data-driven interventions.

HB3 Goal
Evaluation Data Sources: CLI/ NWEA MAP / CFAs assessment reports, benchmark assessments, and teacher progress monitoring logs.

Strategy 1 Details	Reviews			
Strategy 1: Targeted Small-Group Instruction: Use formative assessment data to group students by skill level and provide differentiated instruction to address individual learning gaps. Strategy's Expected Result/Impact: Higher student academic growth Staff Responsible for Monitoring: Classroom Teachers, RtI Teacher, SPED teacher Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Progress Monitoring & Data Analysis: Implement weekly or biweekly assessments to track student growth and adjust instruction based on data trends. Strategy's Expected Result/Impact: Increased student proficiency in Reading and Math. Reduced achievement gaps between student groups. Teachers can make timely instructional adjustments, leading to higher overall academic growth Staff Responsible for Monitoring: Classroom Teachers, RtI Teachers, Administration Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There has been a steady decrease in attendance. Root Cause: The school community has not put the emphasis on daily attendance. Problem Statement 2: The school culture of FRE has impacted student attendance and parent expectations negatively. Root Cause: The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations.
School Processes & Programs
Problem Statement 1: Relative inexperience of teachers in all grade levels has impacted student performance due to lack of consistent knowledge of school programs. Root Cause: Prior to the 2020-2021 school year, teachers retired, resigned, or moved to surrounding elementary schools. Problem Statement 2: Teachers' level of understanding for TEKS or the level of Rigor of the TEKS is limited. Root Cause: Lack of teaching experience along with a lack of familiarity with the TEKS Problem Statement 3: Professional Development is needed in Instructional Practices, Classroom Management, and Technology for 21st Century instruction and learning. Root Cause: Lack of consistency among teachers in regards to classroom management, instructional practices, and technology abilities is due to teacher's level of experience.

Goal 1: SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: By the end of the school year, all students in grades PK4 - 5 will participate in at least three campus-wide college, career, or military readiness awareness, such as guest speakers, career fairs, college-themed days, as tracked through school event logs.

Evaluation Data Sources: Event participation logs, career fair, Hornets Service Corps Volunteer presentation, and teacher documentation of CCMR activities.

Strategy 1 Details	Reviews			
Strategy 1: Guest Speakers & Career Panels: Invite local professionals, college representatives, or military personnel to speak about career paths and education opportunities. Strategy's Expected Result/Impact: Students gain awareness of diverse career paths and post-secondary opportunities. Development of essential skills like critical thinking, collaboration, and problem-solving. Increased student motivation and engagement in learning as they connect lessons to real-world applications. Staff Responsible for Monitoring: Counselor, Administration, Teachers Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: Integrate CCMR experiences into events such as Career Day, Family Literacy Night, STEM Night. Strategy's Expected Result/Impact: Increase student exposure to college, career, and military readiness concepts in a natural, engaging way. Staff Responsible for Monitoring: Counselor, classroom teachers, and Administration Title I: 2.51, 2.52, 2.53, 2.532, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 2		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a lack of community partnerships. Root Cause: Not enough efforts are made to contact community leaders and businesses to partake in our school activities.

Goal 1: SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By May 2026, student attendance will improve to 96% or higher, supported by incentive programs, parent engagement strategies, and interventions for chronically absent students, ensuring students are consistently engaged in high-quality learning environments.

Evaluation Data Sources: Daily attendance records, parent contact logs, and incentive program documentation.

Strategy 1 Details	Reviews			
Strategy 1: Attendance Incentive Programs: Implement recognition programs, reward systems, or "perfect attendance" celebrations to motivate students to attend school consistently. Strategy's Expected Result/Impact: Higher daily attendance and engagement in instruction. Reduced chronic absenteeism. Students develop habits that support lifelong learning and responsibility. Staff Responsible for Monitoring: FACE, CIS, classroom teachers, PEIMS clerk Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Parent Engagement & Communication: Maintain regular communication with families about attendance expectations, provide resources for transportation or barriers, and hold parent workshops on supporting consistent attendance. Strategy's Expected Result/Impact: Higher daily attendance and engagement in instruction. Reduced chronic absenteeism. Students develop habits that support lifelong learning and responsibility. Staff Responsible for Monitoring: FACE, CIS, classroom teachers, PEIMS clerk Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Dec	Mar	May	June

 No Progress
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 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The school culture of FRE has impacted student attendance and parent expectations negatively. Root Cause: The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations.

Goal 1: SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: By May 2026, 100% of staff and students will engage in monthly safety drills and annual safety training, ensuring readiness for emergencies and fostering a secure learning environment, as documented in campus safety logs and district compliance reports.

Evaluation Data Sources: Campus safety logs, drill documentation, staff training completion records, and district compliance reports.

Strategy 1 Details	Reviews			
Strategy 1: Staff Training & Emergency Preparedness Workshops: Provide ongoing professional development for staff on safety protocols, first aid, crisis response, and classroom management during emergencies. Strategy's Expected Result/Impact: Staff and students are prepared to respond calmly and effectively in emergencies. A safer school environment reduces risk of injury and promotes peace of mind. Enhanced school culture where safety is prioritized, supporting academic focus and learning. Staff Responsible for Monitoring: Administration, School Police Officer, District Dispatch Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Professional Growth & Development

At least 90% of staff will participate in targeted professional development and PLCs each semester, demonstrating growth through implementation of strategies observed during classroom walk-throughs and evaluations.

Evaluation Data Sources: Sign-in sheets, Eduphoria/Strive records, PLC agendas and minutes, T-TESS walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated professional development aligned to district initiatives, TEKS, and identified campus needs. Strategy's Expected Result/Impact: 90%+ staff attendance; evidence of new instructional strategies in lesson plans and classroom practice. Improved teacher capacity, leading to higher-quality instruction and increased student achievement. Staff Responsible for Monitoring: Campus Administrative Team Professional Development Department Personnel Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement a peer coaching and learning walk system where teachers observe and provide feedback to one another. Strategy's Expected Result/Impact: Increased collaboration; at least 50% of teachers participate in peer observations and implement suggested strategies. Staff Responsible for Monitoring: Creates a culture of continuous improvement and professional growth that directly benefits student learning. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: Campus staff will achieve 100% compliance with district, state, and federal requirements (attendance, assessments, special programs, documentation) as monitored through routine audits and campus checkpoints.

Evaluation Data Sources: Attendance records, PEIMS reports, program compliance audits, STAAR/TELPAS submission logs, RtI/ARD documentation checks.

Strategy 1 Details	Reviews			
Strategy 1: Establish compliance checkpoints with clear timelines, reminders, and support from administration. Strategy's Expected Result/Impact: All deadlines met; no missed documentation requirements. Reduces risk of non-compliance penalties and ensures smooth operation of campus programs. Staff Responsible for Monitoring: Campus Administrative Team SPED teachers RTI teacher PEIMS Secretary Teachers Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing training and monitoring to ensure accurate completion of attendance, RtI, ARD, and assessment documentation. Strategy's Expected Result/Impact: 100% staff understanding of compliance requirements; accurate and timely reporting. Ensures accurate data reporting, strengthens accountability, and supports equitable student services. Staff Responsible for Monitoring: Campus Administrative Team PEIMS Secretary RtI teacher SPED teachers Special Education Director Title I: 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Staff satisfaction surveys will reflect an increase of at least 10% annually in the areas of recognition, communication, and support, as measured by end-of-year climate and culture surveys.

Evaluation Data Sources: District/campus climate & culture survey results, staff feedback forms, retention data.

Strategy 1 Details	Reviews			
Strategy 1: Implement a staff recognition program highlighting achievements in instruction, collaboration, and student support. Strategy's Expected Result/Impact: Increased positive staff feedback; at least 10% increase in recognition-related survey scores. Boosts morale, retention, and motivation, fostering a positive campus culture. Staff Responsible for Monitoring: Campus Administrative Team Counselor CKH Processed Champions Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a mentorship program pairing new or struggling staff with experienced teacher mentors for guidance, support, and collaboration. Strategy's Expected Result/Impact: Increased staff confidence and skill development; at least 80% of mentees report feeling supported in their role. Improved retention rates for new or at-risk staff. Strengthens a collaborative and supportive culture, reduces staff turnover, and directly contributes to higher instructional quality and student success. Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



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Discontinue

Goal 2: SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: Through effective instruction and staff collaboration, 60-70% or more of students will meet or exceed expected growth on district and state academic measures, reflecting the direct impact of a high-performing workforce.

Evaluation Data Sources: District CFAs, STAAR results, progress monitoring data (NWEA MAP, iReady, Eduphoria Aware reports,).

Strategy 1 Details	Reviews			
Strategy 1: Strengthen data-driven instruction by requiring grade-level teams to analyze CFA and progress monitoring results and adjust plans accordingly. Strategy's Expected Result/Impact: 60-70% of students show measurable academic growth on CFA assessments. Ensures instruction is responsive to student needs, directly improving academic outcomes. Staff Responsible for Monitoring: Campus Administrative Team Teachers RtI teacher SPED teachers Title I: 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement targeted interventions and enrichment through small group instruction, RTI, and accelerated learning opportunities. Strategy's Expected Result/Impact: Increased student participation in interventions; achievement gaps are reduced. Provides equitable access to high-quality instruction, raising overall student performance and growth. Staff Responsible for Monitoring: Campus Administrative Team Teachers RtI teacher SPED teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1: By May 2026, Frank Roberts Elementary will increase parent engagement by ensuring 90 % of parents receive timely and clear communication regarding school events, student progress, and academic expectations.

HB3 Goal

Evaluation Data Sources: Class Dojo, Facebook, School Website

Strategy 1 Details		Reviews			
Strategy 1: Use email newsletters, automated calls, social media updates, and school website announcements to provide consistent and timely information to parents. Strategy's Expected Result/Impact: Parents are better informed and more engaged in their child's education. Increased attendance at school events and parent-teacher conferences. Strengthened trust and partnership between families and the school. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Campus Social Media Representative Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Hold parent focus groups , FACE volunteers, to gather feedback on communication effectiveness and adjust methods accordingly. Strategy's Expected Result/Impact: Parents are better informed and more engaged in their child's education. Increased attendance at school events and parent-teacher conferences. Strengthened trust and partnership between families and the school. Staff Responsible for Monitoring: FACE, CIS, campus administrators Title I: 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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No Progress



Accomplished



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Discontinue

Goal 3: SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 2: By the end of the 2025-2026 school year, Frank Roberts Elementary will establish at least five new partnerships with local businesses, organizations, or community groups to support school programs and student success.

Evaluation Data Sources: Hornets Service Corps Members, Counselor, Administration

Strategy 1 Details	Reviews			
Strategy 1: Reach out to local businesses, nonprofits, and civic organizations to identify collaboration opportunities such as sponsorships, mentoring programs, or volunteer support. Strategy's Expected Result/Impact: Expanded resources and support for school programs. Increased opportunities for student enrichment and career exposure. Stronger community ties and positive public perception of the school. Staff Responsible for Monitoring: Counselor, Classroom Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.531, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Highlight partnerships in newsletters, social media, and school events to encourage continued collaboration and community pride. Strategy's Expected Result/Impact: Expanded resources and support for school programs. Increased opportunities for student enrichment and career exposure. Stronger community ties and positive public perception of the school. Staff Responsible for Monitoring: Counselor, Classroom Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 3: By May 2026, Frank Roberts Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

Evaluation Data Sources: Campus Social Media Representative, Classroom Teachers, Administrators

Strategy 1 Details	Reviews			
Strategy 1: Send notices and updates via social media /online news outlets about school achievements, events, and student successes. Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school. Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events on a weekly basis. Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school. Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators Title I: 2.51, 2.52, 2.532, 2.533 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



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Discontinue

Goal 3: SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 4: By the end of the 2025-2026 school year, at least 75% of families will participate in school events such as STEM nights, literacy events, and parent workshops.

Evaluation Data Sources: FACE, CIS, ASP, classroom teachers, administrators

Strategy 1 Details	Reviews			
Strategy 1: Event Incentives & Accessibility: Offer flexible event times and small incentives (raffles, certificates) to encourage family attendance and participation. Strategy's Expected Result/Impact: Higher family participation strengthens school-home connections. Students feel supported, resulting in higher motivation and engagement in school activities. Cultivation of a school community that values partnership, collaboration, and mutual support. Staff Responsible for Monitoring: PTO, Classroom teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Personalized Invitations: Teachers and staff personally invite families to events through phone calls, emails, or home visits to make engagement more personal and welcoming. Strategy's Expected Result/Impact: Higher family participation strengthens school-home connections. Students feel supported, resulting in higher motivation and engagement in school activities. Cultivation of a school community that values partnership, collaboration, and mutual support. Staff Responsible for Monitoring: Entire Staff Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



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Goal 4: SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Ensure all budget allocations are transparent, equitable, and aligned with campus priorities, with 100% of expenditures tracked and reported accurately.

Evaluation Data Sources: Shared budget reports
expenditure logs
adjustment documentation

Strategy 1 Details	Reviews			
Strategy 1: Develop and share a detailed campus budget summary with staff and leadership teams each semester. Strategy's Expected Result/Impact: Staff and leadership have clear understanding of allocations; 100% of budget categories are communicated. Promotes trust, transparency, and shared understanding of financial priorities. Staff Responsible for Monitoring: Campus Administrative Team Campus Secretary CILT members Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct quarterly budget reviews to monitor spending, identify discrepancies, and adjust allocations as needed. Strategy's Expected Result/Impact: Discrepancies are identified and resolved promptly; budget remains aligned with campus priorities. Ensures efficient use of resources and equitable distribution across programs and grade levels. Staff Responsible for Monitoring: Principal Campus Secretary Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 4: SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Maintain 100% compliance with district, state, and federal financial procedures, ensuring timely and accurate reporting.

Evaluation Data Sources: Purchase request logs
Digital tracking system records
Processing timelines
Audit checklists
Compliance reports
Corrective action documentation

Strategy 1 Details	Reviews			
Strategy 1: Implement standardized financial forms and digital tracking for all purchase requests and reimbursements. Strategy's Expected Result/Impact: 100% of requests submitted accurately and processed within district timelines. Streamlines financial operations, reduces errors, and increases staff efficiency. Staff Responsible for Monitoring: Principal Campus Secretary Finance Department Personnel Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly internal audits to verify compliance with district and state financial regulations. Strategy's Expected Result/Impact: Zero compliance violations; any errors corrected immediately. Ensures financial accountability, reduces risk of audit findings, and strengthens operational integrity. Staff Responsible for Monitoring: Principal Campus Secretary Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 4: SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Ensure resources (materials, technology, and support personnel) are allocated equitably across all grade levels and programs based on student and staff needs.

Evaluation Data Sources: Teacher feedback surveys
Inventory logs
Meeting minutes
Allocation plan documentation

Strategy 1 Details	Reviews			
Strategy 1: Survey teachers with grade-level to identify resource gaps. Strategy's Expected Result/Impact: Comprehensive resource allocation plan is developed; all critical needs are addressed. Equitable distribution ensures all students and teachers have access to necessary resources. Staff Responsible for Monitoring: Campus Administrative Team Teachers Secretary Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Monitor resource usage and adjust allocations mid-year based on data and teacher feedback. Strategy's Expected Result/Impact: Resources are reallocated as needed; 90% of staff report satisfaction with available resources. Promotes fairness, maximizes effectiveness of campus resources, and supports student achievement. Staff Responsible for Monitoring: Campus Administrative Team Secretary Teacher in the Library Technology Technician Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 4: Implement practices that maximize operational efficiency, reduce waste, and ensure long-term sustainability of campus resources.

Evaluation Data Sources: Finance Reports
Vendor contracts
Cost comparison reports
Service evaluation documentation

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide equipment care and usage protocol, including step-by-step procedures, training sessions, and posted guidelines for all shared equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones, poster maker). Strategy's Expected Result/Impact: Equipment is used correctly and consistently; damage or reduced malfunctions. Staff and students demonstrate understanding of proper usage through compliance checks and minimal repair requests. Extends lifespan of campus equipment, reduces repair and replacement costs, ensures reliable access for instructional and administrative use, and fosters a culture of responsibility. Staff Responsible for Monitoring: Campus Administrative Team Counselor Secretary Teachers Teacher Assistants Custodial Staff Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement a shared scheduling system for high-use equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones) to ensure equitable access and prevent overuse or misuse. Strategy's Expected Result/Impact: Equipment is used efficiently with minimal downtime or conflicts; usage logs show balanced access across staff and programs. Reduced wear and tear from overuse or improper handling. Promotes longevity of campus resources, reduces repair and replacement costs, and encourages staff accountability and planning. Ensures all staff have fair access while maintaining operational efficiency. Staff Responsible for Monitoring: Campus Administrative Team Counselor Secretary Teachers Teacher Assistants Custodial Staff Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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San Benito Consolidated Independent School District

Fred Booth Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Fred Booth Elementary School will promote educational excellence and provide a quality education that encourages students to be confident, knowledgeable, responsible, and college, career, and workforce ready.

Vision

The vision of Fred Booth Elementary is to be a high-achieving school and to set students on the path to the university.

Value Statement

*Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions.
We will honor, advance, and protect these traits.*

We will **B**elieve in ourselves.

We will be **O**rganized & Prepared.

We will **B**uild our knowledge.

We will be **C**reative & Problem Solvers.

We will Achieve GREATNESS!

We will Tread others with respect.

We will Succeed!

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Goals

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: ESSA: By June 2026, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: FBGLA Administration and Teachers will review student data for SPED, 504, Bilingual and RTI. This will be doing during PLCs. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: ESSA: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

Evaluation Data Sources: TSI scores, SAT scores, ACT scores, and CTE coherent sequence completion, Dropout Rate Data

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will implement and promote college and career readings programs during OPEN House /MEET The Teacher/Monthly Luncheons/Career Day TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: ESSA: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

Evaluation Data Sources: Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will continue to conduct monthly Drills following the district guidelines for ALL safety protocols. This includes counseling lessons on drug prevention. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details		Reviews			
Strategy 1: FBGLA will provide Bilingual support to all students by implementing Summit K-12 and TELPAS tutorials.		Formative			Summative
		Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue					

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

Evaluation Data Sources: Lesson Plans, Post-secondary Readiness assessments

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will follow all SBCISD Instructional guidelines in order to ensure all students are on grade-level and college and career readiness . TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: During the 2025-2026 school years, counselors will provide and/or facilitate developmentally appropriate Child Abuse Prevention guidance activities to 100% of PK-5th grade students.

Evaluation Data Sources: SCUTA Counseling Reports
Ripple Effects Reports
Counselor's Scope and Sequence
Campus Counseling Plan

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

Evaluation Data Sources: Professional development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will continue to work closely with Teachers and Staff to provide Professional Development, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: During the 2025-2026 School Year, all counselors will use the SCUTA counseling activities platform to establish compliance with the requirements of SB 179 (aka, the 80/20 rule).

Evaluation Data Sources: SCUTA Counseling Reports
Campus Guidance Plan

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will follow and ensure the counseling program at FBGLA is in compliance with the state and district 20/80 protocol. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 1: Objective 3.1 Improve and diversify all communication methods with stakeholders, including district and campus websites, social media, print publications, and various media outlets.

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will provide safe communication for all staff, students, parents and community members. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Maintenance: SBCISD will maintain a custodial and maintenance department to assure all campuses are safe, clean, and and sanitized.

Evaluation Data Sources: Director Reports, Cleaning logs, Employee Schedules

Strategy 1 Details	Reviews			
Strategy 1: FBGLA will ensure our school is safe, clean and sanitized.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District
Judge Oscar De La Fuente Elementary School
2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

It is our mission at Judge Oscar De La Fuente Elementary School to provide an environment where academics are emphasized, where children are encouraged to perform at their maximum potential, and to provide an environment where each child is treated with respect and love.

Vision

Judge Oscar De La Fuente Elementary stimulates learning, thinking, and creativity that prepares all our students for lifelong intellectual, physical, social, and emotional success.

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Goals

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: 90% of all students, with a concentrated effort on all special populations, will meet the approaches standard on district and state assessments. 60% of our students will meet the meets standard on district and state assessment, & 30% of our students will meet the masters standard on district and state assessments.

HB3 Goal

Evaluation Data Sources: STAAR reports for grades 3rd-5th

Benchmark testing

CFA exams

MAP Growth reports for K-5

iready Growth reports for K-5

Amplify Data K-5

CLI Engage Data for PK

Strategy 1 Details	Reviews			
Strategy 1: Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 minutes of uninterrupted reading instruction per day. Students not experiencing success in reading will receive an additional 30 minutes of reading intervention. Supplies will be purchased to support instruction. Strategy's Expected Result/Impact: Improved student performance through increased use of effective strategies. Amplify Data MAP Growth Data iReady Growth Data Exit Tickets Formative assessments Report Card Grades Teacher Observation Walkthroughs Teacher Schedules Accelerated Reading goals Staff Responsible for Monitoring: Principal, Assistant Principal, Special Ed.Teachers, Classroom Teachers, Counselor, and RTI Teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Pre-Kinder - 5th grade will utilize small group differentiated instruction through the use of technology, hardware and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas. Strategy's Expected Result/Impact: Increase academic strategies for struggling students Data Walls Scholar Data Meetings Amplify data MAP Growth Data iReady Growth Data Daily formative assessments Formative assessments Report Card Grades Teacher Observation Teacher Walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: All classroom environments including but not limited to furniture, signs, visual aids, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but are not limited to the following: Data Walls for Core Subjects Vocabulary Word Walls -graphic organizers Lesson Framing objectives Additional Instructional Resources Social Contracts Capturing KidsHearts Curriculum Math wall Strategy's Expected Result/Impact: Data Walls, Grade level consistency Classroom walk throughs, clearly defined areas, Grade level meetings Teacher Observation Teacher Schedules Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Students in 1st-5th grades will use interactive notebooks and fluency checks for reading, math, writing, and science which will include but are not limited to: Graphic organizers foldables academic vocabulary etc. Strategy's Expected Result/Impact: Student interactive folders with grade level consistency classroom walk-throughs, PLC Meetings Grade level meetings Teacher Observation Fluency folders/ trackers Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers in Kinder-5th will create RTI binders which will include a collection of student work samples, teacher notes, parent communication logs, documentation of accommodations used by teachers, RTI teacher documentation, and RTI committee meeting documentation. Strategy's Expected Result/Impact: RTI binders, parent communication log, and documentation, RTI packet, report cards, attendance records, Amplify data, Quick Checks results, STAAR results. Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will plan as a grade level during PLCs and create, share, and implement resources such as educational handouts, graphic organizers, notes, samples of work, assessments, and activities used with the lesson plan for the nine-week period. Strategy's Expected Result/Impact: nine weeks PLC data plan and documentation, lesson plans Google Slides PLC notes and District PLC agenda Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: All EB students will master reading, writing, math, and science TEKS objectives; 80% or more of students in grades 3rd-5th, will meet campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

Evaluation Data Sources: 2025-2026 STAAR Reports
2025-2026 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive English language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Strategy's Expected Result/Impact: Implementation: State test results iready reading K-12 Summit TELPAS STAAR End of Year LPAC Student Summary Reports Impact: Student Effective English Learning Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Implement a bilingual reading program that follows the guidelines of an Early-Exit program which includes reading instruction based on students' English proficiency levels. Strategy's Expected Result/Impact: Implementation: iReady Reading MAP Growth data TELPAS - review data LPAC recommendations for ELL students Impact: Increase of Student English Proficiency levels. STAAR results Staff Responsible for Monitoring: Bilingual teachers Bilingual campus coordinator (Assistant Principal) LPAC Committee	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental scientifically research-based supplies and materials that includes technology hardware and supplies as well as hands on instruction in the classroom. Strategy's Expected Result/Impact: Implementation: Hands On Instruction materials Results: Supplement in the mastery of all content areas that include Reading, Math, Science, and Social Studies Staff Responsible for Monitoring: Principal Assistant Principal Bilingual Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: All GT students will master reading, writing, math, and science TEKS objectives; 95% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade-level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, academic field trips, and daily lessons.

Evaluation Data Sources: 2025-2026 STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and materials to enhance academic opportunities and differentiated instruction to gifted and talented students in order to create professional quality work in alignment with the Texas State Plan for the Education of the Gifted/Talented Students. Strategy's Expected Result/Impact: Implementation: TPSP Standards/Guidelines GT Funds Impact: Enhanced Academic Opportunities and Differentiated Student Instruction Staff Responsible for Monitoring: GT Certified Teachers Principal Assistant Principal GT Coordinator (counselor) Librarian	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Implement the components of and purchase STEAM-based resources for an effective Gifted and Talented Program for identified students that reflect differentiated instruction and opportunities to enrich/accelerate in areas of students' strengths. Strategy's Expected Result/Impact: Implementation: Administration, teachers, Gifted & Talented training 6-hour GT Updates-online, 30-hour GT Training for New Teachers online GT Funds Review Data from Walkthroughs/Classroom visitations, GT state assessment scores Impact: Enrich and accelerate in areas of students' strengths Staff Responsible for Monitoring: GT Certified Teachers Principal Assistant Principal GT Coordinator (counselor) Librarian	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide and incorporate supplemental resources (including, but not limited to electronic equipment, technology hardware/software, books, instructional materials, assess to an electronic network, etc.) into the curriculum. Strategy's Expected Result/Impact: Implementation: GT Certified teacher Supplemental resources Technology Guest speakers Field trips Impact: GT students will create a product and presentation (TPSP) Staff Responsible for Monitoring: GT Certified Teachers Principal Assistant Principal GT Coordinator (counselor) Librarian	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: The campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards required in reading, writing, math, and science.

Evaluation Data Sources: Accelerated Reading goals, after-school tutorials, campus interventionist, TCLAS tutorials, District Formative Assessments, scheduled intervention times by grade level

Strategy 1 Details	Reviews			
Strategy 1: The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual students. Strategy's Expected Result/Impact: Formative Assessments District Benchmark results Report card grades Progress Report grades STAAR data Amplify reading date MAP Growth Data iReady Growth Data Staff Responsible for Monitoring: Teachers Principal Assistant Principal RTI Teacher	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: All Special Ed students will master reading, writing, math, and science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

Evaluation Data Sources: 2025-2026 STAAR Results
MAP Growth data
Amplify data

Strategy 1 Details	Reviews			
Strategy 1: The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual Special Ed students. Strategy's Expected Result/Impact: Implementation: Materials and resources to support learning for Special Ed students Technology programs Impact: Increase the success of Special Ed students in the core areas of reading, math, writing, and science Staff Responsible for Monitoring: Principal Assistant Principal Special Ed teachers Teachers RTI Teacher	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: 100% of all students in grades Pre-Kinder through Fifth grade will make progress in developing College and Career readiness skills.

Evaluation Data Sources: STAAR data
TELPAS data
MAP Growth Data
Amplify reports
iReady Data

Strategy 1 Details	Reviews			
Strategy 1: Students will hear presentations from local community members on the benefits of seeking higher education. Strategy's Expected Result/Impact: Implementation: Guest speakers Career Day Impact: Encourage students to think about college Staff Responsible for Monitoring: Principal Assistant Principal Counselor Parental specialist Librarian	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: 100% of students from PreKinder to Fifth grade will develop College and Career readiness skills through relevant research-based presentations, speakers, and College and Career Community activities.

Evaluation Data Sources: Scheduled Career Day
Scheduled College Day presentations
College and Career Spirit Week
5th-grade college field trip
College shirt Thursday

Strategy 1 Details	Reviews			
Strategy 1: Provide academic support, enrichment, and college and career readiness through classes and clubs in our after-school program. Strategy's Expected Result/Impact: Implementation: Create opportunities for students to increase math, reading, writing, and science readiness through after school activities Impact: Improvement in math, reading, and science Staff Responsible for Monitoring: Principal Assistant Principal Counselor ASP Coordinator	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: 100% of students from PreKinder to Fifth grade will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach fifth grade.

- Evaluation Data Sources:** Career day activities
College day activities
College Field Trips
College and Career Spirit Week
College shirt Thursday- second semester

Strategy 1 Details	Reviews			
Strategy 1: Provide academic support, enrichment and college and career readiness by promoting colleges and universities. Strategy's Expected Result/Impact: Implementation: Encourage college participation by researching and visiting colleges and universities. Impact: Encourage college and career goals Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Librarian	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Judge Oscar De La Fuente Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Sources: Staff development attendance, absence reports, Frontline reports, lesson plans, walk throughs, surveys, and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Develop a comprehensive professional development plan based on needs assessment data using multiple data sources to strengthen the capacity of staff in the instruction of students at the depth and rigor required for student achievement on state and local assessments. Strategy's Expected Result/Impact: Implementation: Walkthroughs Professional development STAAR data MAP Data iReady Data Benchmark & CFA Data Impact: Improve student performance Staff Responsible for Monitoring: Campus Administrator Professional Development Director				

Strategy 2 Details	Reviews			
Strategy 2: Conduct a Comprehensive Needs Assessment, taking into account, state achievement standards to identify areas where teachers need support. Strategy's Expected Result/Impact: Implementation: Teacher walkthroughs Amplify Data Instructional Learning Walks TTESS Formal Observation MAP Growth Data STAAR Data TELPAS Impact: Improve student performance Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide scheduling to permit more time for teachers to collaborate with one another on curriculum and instruction issues. Strategy's Expected Result/Impact: Implementation: PLCs meeting with purpose Assessment Data PLCs agendas Impact: Improve student performance Staff Responsible for Monitoring: Principal Assistant Principal RtI teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct regular staff meetings that provide: A. Updated information on changes, and/or new guidelines for curriculum, assessments, and programs. B. Time for discussions and decisions by teachers concerning instruction and assessments. C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Teaching Strategies D. Time for content teachers to vertically align Strategy's Expected Result/Impact: Implementation: Walkthroughs Instructional Learning Walks Professional Learning Communities (PLC's) Classroom observations Staff meeting agendas Impact: Improve student performance Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Judge Oscar De La Fuente Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: 100% of all teachers will meet state requirements for certification in content area(s)

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: Implementation: Interview and hire qualified teacher assistants Impact: Reduced pupil -teacher ratio supports academic instruction Strategy's Expected Result/Impact: Implementation: Interview and hire qualified teacher assistants Impact: Reduced pupil -teacher ratio supports academic instruction Staff Responsible for Monitoring: Principal Assistant Principal Campus staff committee Human Resources	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide all parents information on the parents' right to request the professional qualifications of his/her child's classroom teacher. (Parents "Right to Know") Strategy's Expected Result/Impact: Implementation: Documentation of letters Title One Meetings Impact: Highly Qualified Teachers and staff Staff Responsible for Monitoring: Principal Human Resources	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1: Judge Oscar De La Fuente Elementary will have 80% of parents/guardians/families participate in family-based activities for students in PreKinder through Fifth grade.

Evaluation Data Sources: Academic Night sign-in sheets, PTO meeting sign-in sheets, principal-parent meeting, and grade level luncheons

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for parents to participate in family activities with their child. Strategy's Expected Result/Impact: Implementation: Meet the Teacher Open House Texas Public School Week Pan Dulce with Principal Family Picnic Academic Night Parental Awareness Nights Meet the Counselor Core Values service projects GT Informational meetings Impact: Increased parental participation creates a collaborative team to improve student success. Staff Responsible for Monitoring: Principal Assistant Principal Counselor FACE Specialist	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 2: Contact parents by 8:30 am when students are absent to encourage daily attendance

Evaluation Data Sources: Increased attendance
Parental specialist log
Classroom teacher logs
Home visits

Strategy 1 Details	Reviews			
Strategy 1: Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives. Strategy's Expected Result/Impact: Implementation: Parent Specialist will contact parents whose children are not in attendance. Impact: Encourage parents to bring in their children to school even if they will be considered tardy. Increase the daily attendance of students. Staff Responsible for Monitoring: Principal Assistant Principal Teachers PEIMS Parent Specialist	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 3: Weekly, monthly, and 6 weeks awards/incentives to students who have perfect attendance

Evaluation Data Sources: Weekly attendance logs and incentives

Strategy 1 Details	Reviews			
Strategy 1: Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives. Strategy's Expected Result/Impact: Increase student's attendance rate Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Parent Specialist, PEIMS Clerk, Counselor, Campus Administrators	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 4: Strengthen communication between the campus and families to ensure all stakeholders are informed and engaged.

Evaluation Data Sources: Classdojo
Facebook

Strategy 1 Details	Reviews			
Strategy 1: Implement a consistent system for weekly updates through newsletters, social media, and the school website. Strategy's Expected Result/Impact: Families stay informed of events, deadlines, and student learning opportunities; reduced miscommunication. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster/Technology Aide	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide bilingual communication to ensure accessibility for all families. Strategy's Expected Result/Impact: Greater participation from non-English-speaking families; stronger inclusivity. Staff Responsible for Monitoring: Parent Liaison, Bilingual/ESL Lead Teacher, Secretary.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use surveys to gather feedback from parents and adjust communication methods accordingly. Strategy's Expected Result/Impact: Communication methods become more effective; parents feel their voices are valued. Staff Responsible for Monitoring: Principal, Campus Improvement Team, Parent Liaison.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Ensure that 100% of budget allocations are aligned to instructional priorities and student needs.

Evaluation Data Sources: Conduct Budget reviews
Use Data
Prioritize instructional needs and student achievement

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly budget reviews with campus leadership to monitor spending. Strategy's Expected Result/Impact: Spending remains aligned to campus priorities; corrective actions are taken early. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use data (assessment results, program evaluations) to guide resource allocation decisions. Strategy's Expected Result/Impact: Resources are directed where student needs are highest, improving equity and outcomes. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Prioritize funding for instructional materials, technology, and interventions that directly impact student achievement. Strategy's Expected Result/Impact: Increased student performance and engagement due to improved access to instructional tools. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Increase financial transparency by providing regular updates on budget use and resource allocations to all stakeholders.

Evaluation Data Sources: Share quarterly reports with staff
Host meetings to explain funds

Strategy 1 Details	Reviews			
Strategy 1: Share quarterly financial reports with staff and the Campus Improvement Team. Strategy's Expected Result/Impact: Staff understand how funds are used; increased trust and accountability. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host at least two family/community meetings to explain how funds support student learning. Strategy's Expected Result/Impact: Families and community feel engaged and informed, improving campus-home partnerships. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary FACE Specialist	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Publish a simplified annual budget summary on the campus website. Strategy's Expected Result/Impact: Greater public transparency; stakeholders can easily access information. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary FACE Specialist	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Improve operational efficiency by reducing waste and maximizing use of campus resources.

Evaluation Data Sources: Implement an inventory tracking system

Strategy 1 Details	Reviews			
Strategy 1: Implement an inventory tracking system for technology, instructional resources, and supplies. Strategy's Expected Result/Impact: Reduced loss and better accountability for resources. Staff Responsible for Monitoring: Technology Aide Librarian Principal Principal's Secretary Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor utility usage (energy, water, paper) and launch conservation initiatives. Strategy's Expected Result/Impact: Lower operational costs; student involvement in conservation builds responsibility. Staff Responsible for Monitoring: Principal Principal's Secretary Assistant Principal Custodial Staff	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Streamline procurement processes to reduce costs and ensure timely delivery of resources. Strategy's Expected Result/Impact: Faster access to instructional materials; cost savings for the campus. Staff Responsible for Monitoring: Principal Secretary Campus Improvement Team Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 4: Promote equity by ensuring all students have access to high-quality resources, programs, and learning environments.

Evaluation Data Sources: Student data

Demographic data

Use Special Programs funding to best serve those populations

Strategy 1 Details	Reviews			
Strategy 1: Use student performance and demographic data to identify and address gaps in resource distribution. Strategy's Expected Result/Impact: Students in need receive additional support; closing achievement gaps. Staff Responsible for Monitoring: Principal Principal's Secretary Assistant Principal Teachers RTI Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Allocate funds to support intervention programs, bilingual/ESL services, and special populations. Strategy's Expected Result/Impact: Improved achievement and engagement among at-risk and special population students. Staff Responsible for Monitoring: Principal Principal's Secretary Assistant Principal Teachers RTI Teacher SPED Teacher Bilingual Lead Teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Engage parent and teacher committees in decision-making around equitable resource allocation. Strategy's Expected Result/Impact: Shared ownership and buy-in from staff and families; equitable practices are more transparent. Staff Responsible for Monitoring: Principal Principal's Secretary Assistant Principal Teachers RTI Teacher SPED Teacher Bilingual Lead Teacher	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

San Benito Consolidated Independent School District

La Encantada Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of La Encantada Elementary is to provide a positive, safe, and challenging learning environment for all students.

Vision

The vision of La Encantada Elementary is to challenge all students to go for the gold and succeed in life.

Value Statement

1. All students can and will learn. All teachers can teach.
2. High expectations for all encourage excellence.
3. Resources to support students' needs must be provided.
4. Excellence in teaching and learning is vital.
5. All students will be supported to pursue their passion upon graduation.
6. A community with shared ownership, purpose, and commitment work well together.

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Goals

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 1: For the 2025-2026 school year, students in Pk- 5th will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach 5th grade.

Evaluation Data Sources: Career Day Activities
College Day Activities
College and Career Spirit Week
College Shirt Thursday

Strategy 1 Details	Reviews			
Strategy 1: School counselor will coordinate field lessons to institutions of higher education. Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements. Staff Responsible for Monitoring: Campus Principal District counselor Counselor Classroom Teachers Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week. Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 2: ESSA: By June 2026, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details		Reviews			
Strategy 1: All Special Education students will pass RLA, Math, and Science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or master district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities, including hands-on, print-rich environments and daily lessons. Strategy's Expected Result/Impact: STAAR Assessments, I-READY, STAAR SCIENCE Release/Benchmarks Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, RtI Teachers		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 min of uninterrupted Reading Instruction per day. Students not experiencing success in reading will receive an additional 30 mins of reading intervention. Supplies will be purchased to support instruction in Tier 1 and Tier 2 Instruction. Strategy's Expected Result/Impact: Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, RtI Teacher, Teachers		Formative			Summative
		Dec	Mar	May	June
Strategy 3 Details		Reviews			
Strategy 3: PRE-K 3- 5th Grade will utilize small group differentiated instruction, through the use of technology, hardware, and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas. Strategy's Expected Result/Impact: Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments. Increase on Unique Learning System Assessment. Increase academic strategies for struggling students - Data Walls, student lap tops, Teacher walkthroughs and Report card grades Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, RtI Teacher		Formative			Summative
		Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will plan as a grade level during PLCs and create, share, review pertinent data and implement resources such as educational handouts, graphic organizers, notes, samples of work, track data, assessments, and activities used with the lesson plan for the nine weeks period. Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions. Strategy's Expected Result/Impact: Increase in STAAR, NWEA, I-READY, Benchmark Assessments, CLI, AMPLIFY and improved instruction Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: All students will participate in meaningful lessons that include hands on activities in all core subjects to encapsulate the learning. Campus will purchase supplemental scientific research -based supplies and materials that includes, but not limited to manipulatives, science supplies, as well as hands on materials for instruction in the classroom that are tied to TEKS. Strategy's Expected Result/Impact: Increase cores on Benchmarks, STAAR Release tests, AMPLIFY, CLI, I-READY, STAAR, ULS, and NWEA MAP Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: The campus will hire certified teacher interventionist to provide small group instruction to identified, targeted students who struggle academically. Strategy's Expected Result/Impact: Improve STAAR , AMPLIFY scores Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers in PREK3- 5th grade will create DATA binders/folders which will include a collection of student work samples, teacher notes, data trackers, to be reviewed by students, parents and teachers. Strategy's Expected Result/Impact: Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, Weekly Tests and Formative Assessments. DATA binders/folders to depict STAAR data, CLI Data, and other pertinent data on student progress and reaching their student goals. Staff Responsible for Monitoring: Principal Assistant Principal Teachers RTI teacher Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 8 Details	Reviews			
Strategy 8: All classroom environments including but not limited to furniture ,signs, visual aides, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but not limited to the following: Data walls for core subjects, Vocabulary Word Walls- graphic organizers, Lesson Framing Objectives, Additional Instructional resources, social contracts, Capturing Kids Hearts Curriculum and Math walls. Strategy's Expected Result/Impact: Data walls, grade level consistency, classroom walk throughs, clearly defined areas- Grade Level Meetings, Teacher Observation, Teacher Schedules Staff Responsible for Monitoring: Principal, Assistant Principal, SPED Teachers, Classroom Teachers and Rtl TEACHER Funding Sources: - 211 - Title I, Part A, - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 3: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-5

Strategy 1 Details	Reviews			
Strategy 1: Tutorials will be offered once a week to all EB students to ensure progress on TELPAS and STAAR is made. Strategy's Expected Result/Impact: Student TELPAS score will increase one performance level. Staff Responsible for Monitoring: Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - State Bilingual/ESL, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Saturday TELPAS camp will be offered to EB students. Strategy's Expected Result/Impact: Students TELPAS proficiency rating will increase by at least one level. Staff Responsible for Monitoring: Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - State Bilingual/ESL, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Students in the Bilingual Program will be instructed by Bilingual Certified staff members. Strategy's Expected Result/Impact: Improve outcomes on TELPAS and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - State Bilingual/ESL, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details		Reviews			
Strategy 4: Implement a comprehensive ENGLISH Language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for focus on academic language and vocabulary development, thematic, content-based instruction; differentiated instruction for language and literacy and a daily instructional routine in oral language , reading and writing. Strategy's Expected Result/Impact: Summit k-12 STAAR TELPAS EOY LPAC Student Summary Reports STATE test results Amplify Reading IMPACT: Student Effective English Learning Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Teacher TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - State Bilingual/ESL, - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
Strategy 5 Details		Reviews			
Strategy 5: Implement a bilingual reading program that follows the guidelines for Early exit program which includes reading instruction based on students' English Proficiency levels. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Implementation : Amplify Reading MAP Growth data TELPAS LPAC Recommendations for EBs SUMMIT K-12 PRPs Staff Responsible for Monitoring: Campus Administration, Classroom Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - State Bilingual/ESL, - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental scientific research -based supplies and materials that includes technology hardware and supplies as well as hands on materials for instruction in the classroom Strategy's Expected Result/Impact: Increased scores on STAAR, TELPAS and district assessments through the use of these materials. Staff Responsible for Monitoring: RTI Teacher Campus Administration Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 4: For the 2025-2026 school year, Develop College, Career and Military readiness skills through learning activities for 100% students in grades PK-5.

Evaluation Data Sources: Lesson Plans, Post-secondary Readiness assessments

Strategy 1 Details	Reviews			
Strategy 1: In order to provide a multitude of opportunities to the students of La Encantada Elementary, the campus will host Career Days where community members, parents, and alumni are invited to share their careers with students through presentations and interactive activities. Strategy's Expected Result/Impact: Student participation in Career Day and related activities will develop social-emotional skills such as communication, goal setting, and self-awareness. Students will increase awareness of different careers and the education/training required to pursue them as measured by student reflections. Staff Responsible for Monitoring: Counselor, Administration, Teachers, CIS	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide College, Career, and Military Readiness (CCMR) parent awareness presentations to increase family understanding of college and career pathways, academic expectations, and long-term planning beginning in PK-5. Strategy's Expected Result/Impact: Increased parent knowledge and engagement in College, Career, and Military Readiness (CCMR) expectations and opportunities.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 5: During the 2025-2026 school year, counselors will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse."

Evaluation Data Sources: Ripple Effects Reports
Counselor's Scope and Sequence
Campus Counseling Plan

Strategy 1 Details	Reviews			
Strategy 1: Facilitate annual classroom guidance lessons on child abuse prevention for all PK-5th grade students. Strategy's Expected Result/Impact: Students will receive developmentally appropriate education on recognizing, preventing, and reporting child abuse. Students will demonstrate increased awareness of safe and unsafe situations and understand how to seek help from trusted adults. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students. Strategy's Expected Result/Impact: Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations. Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety. Strategy's Expected Result/Impact: Students who disclose concerns will receive immediate support and guidance, ensuring their safety and emotional well-being. Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 6: Throughout the 2025-2026 school year, the counselor will provide developmentally appropriate education to all 3rd-5th grade students on the effects of vaping, tobacco, drug, and alcohol use--including definitions, legal and school policies, statistics, and consequences--and will provide responsive support to any student who discloses concerns or is subject to disciplinary action related to these substances.

Evaluation Data Sources: Ripple Effects Reports
Counselor's Scope and Sequence
Campus Counseling Curriculum Plan

Strategy 1 Details	Reviews			
Strategy 1: Implement structured, age-appropriate lessons for 3rd-5th graders on substance use, including definitions, health effects, and school and legal consequences. Strategy's Expected Result/Impact: Students in 3rd-5th grade will gain knowledge about the risks and consequences of substance use, demonstrating an understanding of healthy choices and school expectations. Students will be better prepared to resist peer pressure, make safe decisions, and contribute to a healthier, drug-free school environment. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Facilitate referrals for students and families to community-based treatment programs, mental health services, or support network Strategy's Expected Result/Impact: Students and families will have access to appropriate community resources to address substance use and related mental health concerns. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 7: During September and October of the 2025-2026 school year, the counselor will provide guidance activities to all students addressing bullying, harassment, and other concerning behaviors--including definitions, legal frameworks, David's Law, SBCISD policies, statistics, consequences, and the STOPit anonymous reporting system--and will provide responsive support to any student who discloses being a victim or is subject to disciplinary action related to these behaviors.

Evaluation Data Sources: STOPit Reports
Ripple Effects Reports
Counselor's Scope and Sequence
Campus Counseling Plan

Strategy 1 Details	Reviews			
Strategy 1: Deliver age-appropriate guidance lessons to all PK-5 students on bullying, harassment, cyberbullying, and David's Law. Strategy's Expected Result/Impact: Students will understand David's Law and SBCISD policies, empowering them to recognize, prevent, and report concerning behaviors. Increased student awareness will promote a safer, more respectful school climate with reduced incidents of bullying. Staff Responsible for Monitoring: Counselor Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teach students how to access and use the STOPit anonymous reporting system to report bullying or safety concerns. Strategy's Expected Result/Impact: Students will develop awareness of safe and appropriate ways to report bullying, harassment, or safety concerns. Increased student confidence in using the STOPit system will lead to earlier reporting and quicker interventions. Decrease in incidents involving bullying, harassment, and concerning behaviors. Staff Responsible for Monitoring: Counselor Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 8: During the 2025-2026 school year, the counselor will provide and/or facilitate guidance activities addressing mental health to all students and offer responsive support to any student exhibiting mental health concerns, including self-harm or threatening behaviors with respect to other students, the school and school staff.

Evaluation Data Sources: Ripple Effects Reports
Behavior Threat Assessment Documentation
Campus Counseling Plan

Strategy 1 Details	Reviews			
Strategy 1: Incorporate SEL (social-emotional learning) programs and mindfulness activities into classroom guidance lessons. Strategy's Expected Result/Impact: Students will demonstrate improved self-awareness, emotional regulation, and overall mental well-being. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement immediate response protocols for students showing self-harm or threatening behaviors. Strategy's Expected Result/Impact: Reduced risk of harm, increased student safety, and timely support for students in crisis. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Connect students and families with local mental health services, treatment programs, or support groups. Strategy's Expected Result/Impact: Improved access to professional support, enhanced student well-being, and strengthened family involvement in mental health care. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 9: By May 2026, students in Pre-K 3- 5th grade will develop college and career readiness skills through relevant research-based presentations, speakers, and educational, cultural, and college campus visits field trips to encapsulate the learning of all TEKS to prepare for post-secondary readiness.

Evaluation Data Sources: Improvement in Math, RLA and Science scores
 Scheudled Career Day
 College and Career Spirit Week
 College Field Trip
 College Day Thursdays

Strategy 1 Details	Reviews			
Strategy 1: Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills. Strategy's Expected Result/Impact: Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills. Staff Responsible for Monitoring: Principal,Assistant Principal, Counselor and Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase student knowledge of different career and technical paths available to them at the Secondary level. This will include various speakers to discuss different career clusters offered at San Benito High School through CTE (Career and Technical Education). Strategy's Expected Result/Impact: Increased exposure to to different career and technical pathways available to students at the Secondary Level. Staff Responsible for Monitoring: Counselor Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 10: During the 2025-2026 school year, students will be given Perfect Attendance Incentive Awards to increase student attendance.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Purchase items to provide incentives to students who have monthly Perfect Attendance. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Principal Assistant Principal Counselor Funding Sources: - 199 - General Fund - \$3,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide activities for students who have Perfect Attendance Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 11: During the 2025-2026 school year, we will increase staff attendance by promoting the district Attendance Incentive and rewarding teachers with good attendance.

Evaluation Data Sources: Teacher Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Reward teachers with good attendance Strategy's Expected Result/Impact: Increase Teacher Attendance Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 12: During the 2025-2026 school year, the campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards in RLA, Math, and Science

Evaluation Data Sources: Accelerated Reading Goals, after school tutorials, campus interventionist , District Formative Assessments, scheduled interventions

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 13: During the 2025-2026 school year, all discipline needs at La Encantada Elementary will be fully addressed through the components of the Positive Behavior Intervention System (PBIS) in alignment with our campus core values.

Evaluation Data Sources: Discipline Referrals
Teacher reports

Strategy 1 Details	Reviews			
Strategy 1: Reinforce the campus-wide PBIS plan to decrease disciplinary referrals, which includes Fun Friday and Nine Week Red Bucks Incentive. Strategy's Expected Result/Impact: Decrease in disciplinary referrals Increase in instructional time Staff Responsible for Monitoring: Principal Assistant Principal Counselor Librarian Classroom Teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

Performance Objective 14: For the 2025-2026 school year, La Encantada will achieve 100% compliance with key safety protocols--including but not limited to-keeping all classroom doors closed and locked during instruction, conducting all required emergency drills, and ensuring staff and students do not open exterior doors to unauthorized individuals--as measured by monthly safety audits, drill logs, and staff/student surveys.

Evaluation Data Sources: Drill Logs,
Safety Audits
Student and Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Reinforce Door Safety Protocols as follows: Require all classroom doors to remain closed and locked during instructional time. Conduct random checks twice monthly to ensure compliance. Post visual reminders on doors and hallways. Conduct Emergency Drills Consistently Execute all required drills (fire, lockdown, evacuation, shelter-in-place) according to district/state guidelines. Debrief with staff after each drill to review effectiveness and address issues. Educate Staff and Students on Secure Access Protocols Train all students and staff on the importance of not opening exterior doors to visitors or unknown individuals. Implement regular safety announcements and include training during student orientation. Engage Families and Community in Safety Practices Communicate safety policies clearly to parents, including visitor check-in procedures. Encourage parent partnership in reinforcing student awareness of safety expectations Strategy's Expected Result/Impact: Drill Logs and Audit results, surveys Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, all staff and Campus Resource Officer.	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

Performance Objective 1: ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

Evaluation Data Sources: Professional development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs. Strategy's Expected Result/Impact: Teacher professional growth, thus student performance will increase. Staff Responsible for Monitoring: Administrative Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Strategy's Expected Result/Impact: Improve teacher performance Staff Responsible for Monitoring: Administrative Staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes: *Teacher Clarity *Strategies for teaching bilingual students *Transitioning students to English *School safety/welfare * NEW SCIENCE TEKS *Differentiated Instruction *Behavior Strategies *Revising and Editing-RLA * Assistive Technology *TEKS *Region One Trainings Strategy's Expected Result/Impact: Increase results on: STAAR, Amplify, PBMAS, STAAR, NWEA, CLI, TELPAS Decrease on student referrals Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct a comprehensive needs assessment, taking into account, state achievement and other important data, to identify areas where teachers need support for students. Strategy's Expected Result/Impact: Teacher Walthroughs Amplify Data NWEA DATA TESS FORMAL Observations STAAR DATA TELPAS CLI DATA Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success. Strategy's Expected Result/Impact: Improve teacher performance Improved scores on NWEA, AMPLIFY. CLI, STAAR, TTESS Walkthroughs Staff Responsible for Monitoring: Principal Assistant Principal RTI	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

Performance Objective 2: Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

Strategy's Expected Result/Impact

Improve teacher performance

Improved scores on NWEA, AMPLIFY. CLI, STAAR,

TTESS

Walkthroughs

Staff Responsible for Monitoring

Principal

Assistant Principal

RTI

Goal 2: SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

Performance Objective 3: The campus will keep streamlined communication with all staff and incentivize when deemed to increase staff retention and value.

Strategy 1 Details	Reviews			
Strategy 1: Faculty meetings will be held along with PLC meetings/Grade Level meetings will be held weekly/bi-weekly/monthly as needed and strategies from Capturing Kids Hearts will be utilized such as Good Things. Regular staff meetings will provide: A. Updated information on changes, and/or new guidelines for curriculum, assessments and programs. B. Time for discussions and decisions by teachers concerning instruction and assessments. C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Strategies, to name a few. Improve campus climate through shared information and incentives. Strategy's Expected Result/Impact: Faculty and staff will be kept abreast of upcoming events and activities. Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly bulletins will be created and sent to staff via Google Classroom/Email to use as a communication tool. Strategy's Expected Result/Impact: Faculty and staff will be kept abreast of upcoming events and activities Staff Responsible for Monitoring: ADMINISTRATION	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Improve campus unity by uniting staff as a cohesive group including the use of a staff shirt and other incentives. Strategy's Expected Result/Impact: Build campus unity and cohesiveness. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

Performance Objective 1: By May 2026, 90% of all students' parents/guardians/families and other stakeholders will participate in at least one school-sponsored academic/community/district activity to increase parent involvement participation and be given the opportunity for parent input.

Evaluation Data Sources: Parent Surveys
Sign In sheets for School Event
Phone Logs
DOJO Communication

Strategy 1 Details	Reviews			
Strategy 1: Red "Friday" Folders will be sent home on a weekly basis to keep parents informed about school functions, and Green "Homework" folders will be provided for all students to ensure parents have the opportunity to help students at home. Parents will be sent messages from Teachers, Counselor, and Administration via Class DOJO. Strategy's Expected Result/Impact: Increase parent involvement for parents by keeping them informed of campus activities. Staff Responsible for Monitoring: Teachers Funding Sources: - 199 - General Fund - \$1,200	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events. Strategy's Expected Result/Impact: Increase parental involvement for parents by increased participation in school activities. Staff Responsible for Monitoring: Principal Teachers Funding Sources: - 199 - General Fund - \$3,200	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

Performance Objective 2: By May 2026, School Counselor, Campus Officer, RtI Teacher, Nurse, FACE, and Librarian will provide Parent Education Sessions, to increase parental awareness and knowledge on topics that impact school-age children including appropriate discipline/consequences, effective communication skills, responsible use of social media and technology, bullying, drug awareness, suicide awareness, School Safety, Response to Intervention, Library topics such as Accelerated Reader and college and career readiness.

Evaluation Data Sources: Parent Education Session sign in sheets from each campus.
Parent Education Session evaluation forms.
Pre and Post-Assessments by branching minds Mini-Dessa

Strategy 1 Details	Reviews			
Strategy 1: Campus staff such as school counselor, campus officer, librarian, RtI Teacher will provide a parent education session twice per semester along with Parent Specialist. Strategy's Expected Result/Impact: Parents will gain knowledge and skills to help them with their child's social-emotional needs as evidenced by pre and post assessments. Increase parental involvement. Staff Responsible for Monitoring: Parent Specialist School Counselor Administration	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

Performance Objective 3: By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events. Campus will utilize Facebook, DOJO and will incorporate School Messenger to communicate with parents.

Evaluation Data Sources: Reports from platforms.

Strategy 1 Details	Reviews			
Strategy 1: Recieve training on School Messenger to use this platform for this 24-25 school year. Strategy's Expected Result/Impact: Increase parent communication. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/La Encantada will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of the 2026 school year.

Performance Objective 1: Federal Funds: To ensure compliance and fiscal responsibility and that Federal Funds are being used to target improvement in student achievement, La Encantada will ensure compliance of federal funds and federal and state requirements to stay current with federal, state and local and procedures.

Evaluation Data Sources: CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

Strategy 1 Details		Reviews			
Strategy 1: To ensure all the needs of La Encantada students are being met for student achievement, La Encantada will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning. Strategy's Expected Result/Impact: Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores. Staff Responsible for Monitoring: Principal, Assisant Principal, Teachers, RtI Teachers Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue					

San Benito Consolidated Independent School District

La Paloma Elementary School

2025-2026 Goals/Performance Objectives/Strategies

Mission Statement

Mission

The mission of La Paloma Elementary is to provide a premier education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Vision

Vision

The vision of La Paloma Elementary School is that every student will acquire the academic skills, confidence and desire to become graduates and life long learners.

Value Statement

• All students can and will learn • All teachers can teach • High expectations for all encourage excellence • Resources to support students' needs must be provided • Excellence in teaching and learning is vital • All students will be supported to pursue their passion upon graduation • Respect for all individuals is essential • A community with shared ownership, purpose, and commitment work well together

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Goals

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By June 2026, 90% of all students at La Paloma Elementary will meet approaching standards on state assessments, 60% obtaining "meets", and 30% obtaining mastery. To attain this goal we will have a concentrated effort on special populations (EL, EB, SPED, GT, 504).

HB3 Goal

Evaluation Data Sources: STAAR Assessments 3-5; NWEA MAP; iReady

Strategy 1 Details	Reviews			
Strategy 1: Monitor, evaluate, and analyze student performance data in order to identify strengths and weaknesses in curriculum implementation, program effectiveness and student success. Strategy's Expected Result/Impact: Improved student performance through increased use of effective strategies. Follow the TEKS Resource system. Walkthroughs. Peer to peer interactions through vertical PLCs Staff Responsible for Monitoring: Principal, Assistant Principal, RTI teacher and teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Identify students' areas of concerns; provide interventions; monitor progress and concerns Strategy's Expected Result/Impact: Increase academic strategies for struggling students. Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Teacher and Classroom Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Analyze student data in order to identify strengths and weaknesses through the use of Eduphoria, Data ONsuite, and State assessment data Strategy's Expected Result/Impact: Target the needs of each student based on the objectives needed for improvement. Staff Responsible for Monitoring: Principal, Assistant Principal, teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Offer tutorials that will allow all students the opportunity to succeed on local and state assessments Strategy's Expected Result/Impact: Improvement on local and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase and update technology equipment such as but not limed iPads, laptops, desktops, T.Vs , apple TVs, etc.. in order to enhance daily classroom instruction. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Laptops; iPads, Desktops, TVs - 199 - State Compensatory Education (SCE), Computer on Wheels Carts Updates and Repairs - 199 - General Fund, Chromebooks, ipads, desktops - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Order instructional materials, technology software, and any other supplies needed to address all student needs to include special populations' needs such as at-risk, migrant, bilingual, LEP, Special Education, Dyslexia and Gifted and Talented, for the completion of special projects, interventions, and differentiated assignments. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June

Strategy 7 Details	Reviews			
Strategy 7: Order and provide equipment and supplies needed to enhance classroom teaching, such as Epson projectors and smart boards, center activities, and student learning for daily functions within the instructional day. Strategy's Expected Result/Impact: Align activities to student objectives and increase student performance Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Provide incentives for students to promote positive and productive environment, such as but not limited to trophies, certificates, etc Strategy's Expected Result/Impact: Promote student academic achievement and attendance. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Provide teachers and students with homework planners and folders to teach and model organizational skills and maintain parental communication. Strategy's Expected Result/Impact: Increase responsibility and establish communication with parents Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: Students in 3rd, 4th and 5th Grade will increase performance on Reading by 12% on state assessments for grades 3-5 and NWEA for grades K - 2.

HB3 Goal
Evaluation Data Sources: Spring 2026 STAAR Scores, EOY NWEA MAP results and iReady results.

Strategy 1 Details	Reviews			
Strategy 1: The campus will order supplemental materials addressed to deficits in STAAR mastery such as Forde Ferrier Strategy's Expected Result/Impact: Increased Student performance on STAAR Reading/Writing Staff Responsible for Monitoring: Principals, Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 11% in Mathematics. Students in grades K - 2 will increase performance on NWEA MAP by 10% in Mathematics.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Results, EOY NWEA MAP results, and iReady results.

Strategy 1 Details	Reviews			
Strategy 1: Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 5% in Mathematics Strategy's Expected Result/Impact: Increase Student Performance on STAAR Math. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge. Strategy's Expected Result/Impact: Increased number of students reaching approaches status in Math. Staff Responsible for Monitoring: K-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will order up to date materials to ensure that Bluebonnet math is delivered with fidelity Strategy's Expected Result/Impact: Increased number of students reaching approaches status in Math. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: The campus will order supplemental materials addressed to deficits in STAAR mastery such as Lone STAAR and Forde Ferrier TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: Students in 5th grade will increase performance in Science by 30% in the state assessment. Students in K - 4 will increase performance in Science by 10% on the NWEA MAP exam.

Evaluation Data Sources: Spring 2026 STAAR Scores, EOY NWEA MAP, and iReady results.

Strategy 1 Details	Reviews			
Strategy 1: Purchase computer or online based programs such as, STEM Scopes to ensure Science improvement. Strategy's Expected Result/Impact: Increase student performance on STAAR science Staff Responsible for Monitoring: Principal, Assistant Principal; Teachers, RTI Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase TEKS Objective and STAAR related supplemental matters for Science such as Lone STAAR, generation genius, and Forde Ferrier Strategy's Expected Result/Impact: Increased Student Performance on STAAR Science Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: Students in PK-5th Grade (including 3year old Program, Special Education ECSE; ACU, Migrant and Gifted and Talented) will increase one grade level in all the content areas: Reading, Math, Science and Social Studies

Evaluation Data Sources: Report cards; Amplify Reports; MAP Reports; iReady Reports; Campus and District Benchmarks; CLI scores and ULS scores

Strategy 1 Details	Reviews			
Strategy 1: Purchase software including online based programs & APPs to use in the classroom through laptops, iPads to enrich student learning. Such as but not limited to; Reading, Math, AR programs, etc.. Strategy's Expected Result/Impact: Increase student performance in all content areas. Staff Responsible for Monitoring: Principal, Assistant Principal; Teachers, RTI Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase materials supplies such as but not limited to paper; colored paper, tagboard; chart tablets, pencils, composition notebooks, journals, modeling clay, glue, etc...) Strategy's Expected Result/Impact: Increase Student Performance in all content areas. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase laptops, iPads, hardware, keyboards and desk top computers for classroom and computer lab to enhance student learning and exposure. Strategy's Expected Result/Impact: Increase Student Performance in all content areas. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Hire interventionists to assist in closing the gaps for struggling ELL students in all grade levels in the areas of ELAR and math Strategy's Expected Result/Impact: Close academic gaps. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Expose students to real world situations and help them build on their background knowledge through instructional field trips. Strategy's Expected Result/Impact: Build on background knowledge and improve student performance. Staff Responsible for Monitoring: Teachers, Principal and Assistant Principal.	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Pre-Kindergarten students will be provided with a daily snack to ensure that they have the energy to focus on academics for the second half of the day.	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: La Paloma will purchase functional items and furniture for the ECSE and the ACU geared toward life-skills. Strategy's Expected Result/Impact: Safe and supportive learning environment to suit needs of SPED students. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: La Paloma Elementary will purchase smart tv's to display to the classroom and replace malfunctioning smart boards Strategy's Expected Result/Impact: 100% student engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: 85% of students will make significant progress towards meeting college readiness requirements by June 2025.

Evaluation Data Sources: STAAR Scores; TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Purchase headsets, mouse (mice), and keyboards for computer use during TELPAS testing, Station, Imagine Learning and other district provided online platforms. Strategy's Expected Result/Impact: Improvement in state and local assessments and district initiatives. Staff Responsible for Monitoring: Principals and Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase dictionaries for students for all 3rd, 4th and 5th grade students for classroom use during instruction and testing. Strategy's Expected Result/Impact: Improvement in state and local assessments and district initiatives. Staff Responsible for Monitoring: Principals and Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material. TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Students will attend fine arts field trips and conduct presentations in the following items but not limited to sounds of the season, and veterans day activities. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Organize a Career Day and/or College Field trip each year where professionals from diverse fields come to share their experiences and insights. Invite these professionals to also participate in classroom discussions, allowing students to ask questions related to their subjects and potential career paths. 3-5th grade students will attend a college field trip. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: The yearly induction of new students into the National Elementary Honor Society, promoting college preparedness. Strategy's Expected Result/Impact: Principal, Assistant Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: SBCISD/ La Paloma Elementary School's commitment is to introduce comprehensive safety initiatives and anti-drug programs for our students and staff.

Evaluation Data Sources: Fitness Gram and number of discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Students will learn the difference between right and wrong through counseling, Capturing Kids' Hearts activities and guest speakers presentation on character lessons, PBIS refreshers, drug awareness activities. Weekly counseling. Strategy's Expected Result/Impact: Weekly Counseling lessons Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with school nurse to ensure that students receive vision and hearing screenings yearly. Health lesson on a weekly basis with all students, with an emphasis on social-emotional student status. Strategy's Expected Result/Impact: Healthy students. Higher Attendance; Proper Hygiene. Higher increase in academics. Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Students and staff will participate in a Bully Free environment. Strategy's Expected Result/Impact: Creation and maintenance of a Safe Environment at La Paloma Elementary Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Custodians will be provided with essential items, including uniforms, which are necessary to keep the campus safe and clean. Strategy's Expected Result/Impact: Safe and clean campus Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: 100% of the school staff will utilize Positive Behavior Intervention Support (PBIS) campus model to enhance academic and social behavior outcomes for all students. Campus Leadership Team will review and make adjustments to campus PBIS manual. Three PBIS incentives will be held throughout the year to reward model behavior. Strategy's Expected Result/Impact: Maintain a safe and positive learning environment. Staff Responsible for Monitoring: Principal; Assistant Principal, Counselor, RTI Teacher and Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: 100% of the students will participate in physical activity through the campus' Physical Education Program.

Evaluation Data Sources: Percent of students considered fit through the Fitness Gram.

Strategy 1 Details	Reviews			
Strategy 1: Students will learn the benefits of staying healthy through a well balance diet and proper exercise through the instruction of the school nurse and through the physical education teacher. Strategy's Expected Result/Impact: Healthy students. Staff Responsible for Monitoring: Principal, P.E Teacher, Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a safe and healthy environment for students to participate in required physical activity and increase parental involvement in students' physical education. Strategy's Expected Result/Impact: Healthy Students Staff Responsible for Monitoring: Principal, P.E Teacher, Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: The campus will maintain a safe and secure environment at all times through constant communication through the use of communication devices.

Evaluation Data Sources: Principal and Assistant Principal

Strategy 1 Details	Reviews			
Strategy 1: The school will use radios to communicate and ensure student safety all times. Strategy's Expected Result/Impact: An added layer of student safety through enhanced communication Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The school will use Raptor system, or other software needed to ensure students are checked in/out as they arrive/depart from campus. Strategy's Expected Result/Impact: Student Safety Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 10: La Paloma Elementary will maintain a sanitary learning environment for staff and students during the school day by providing a clean and safe environment.

Strategy 1 Details	Reviews			
Strategy 1: Daily Cleaning Checklists: Implement detailed cleaning checklists for custodial staff to ensure all areas are cleaned thoroughly every day, with accountability measures in place. Staff Responsible for Monitoring: Principal/ Assistant Principal/Custodians	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Student and Staff Involvement: Encourage students and staff to participate in cleanliness initiatives, such as "Clean-Up Days," to foster a sense of ownership and responsibility for their environment. Staff Responsible for Monitoring: Principal/Assistant Principal/ Custodians ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 11: Enhance Safety Protocols: Implement and regularly update safety procedures and protocols for emergencies, ensuring that all staff and students receive training and drills to prepare for various scenarios.

Strategy 1 Details	Reviews			
Strategy 1: Regular Drills: Schedule quarterly drills simulating different emergency scenarios (fire, lockdown, evacuation) to ensure everyone is familiar with the procedures. Staff Responsible for Monitoring: Principal/Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Training Workshops**: Conduct biannual training sessions for staff to keep them updated on safety protocols and emergency response techniques. Staff Responsible for Monitoring: Principal/Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 12: Enhance Communication and Reporting Systems: Create accessible channels for reporting safety concerns and establish a feedback mechanism for students, staff, and parents to actively contribute to ongoing improvement of the school environment

Strategy 1 Details	Reviews			
Strategy 1: Regular Feedback Surveys: Conduct biannual surveys to gather feedback from students, staff, and parents about safety measures and areas for improvement, with results shared transparently. Staff Responsible for Monitoring: Principal/Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Communication Workshops: Offer workshops for staff, parents and students on effective communication strategies, emphasizing the importance of reporting concerns and participating in the dialogue about safety. Staff Responsible for Monitoring: Principal/Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 13: La Paloma Elementary will provide attendance incentives every six weeks for students and classes who have perfect attendance.

Strategy 1 Details	Reviews			
Strategy 1: La Paloma will purchase incentives and small items for students and classes who have perfect attendance. Strategy's Expected Result/Impact: Improved ADA Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

Performance Objective 1: All teachers will participate in high quality professional development.

Strategy 1 Details	Reviews			
Strategy 1: All teacher will receive high quality professional developments and or conferences in areas identified as needs for improvement and any relevant training that includes but is not limited to, content core subject areas Strategy's Expected Result/Impact: Effective delivery of instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, District Staff development	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and Administrators will participate in PLC grade level meeting in all subject areas weekly. PLC: Vertical Teaming Data Analysis Strategy's Expected Result/Impact: Teacher input on data and program usage Staff Responsible for Monitoring: Principal, Assistant Principal, teachers, RTI teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: PLC Vertical Team Meeting four times yearly. All Teachers come together to share ideas and accomplishments. Strategy's Expected Result/Impact: Teacher input on data and accomplishments. Staff Responsible for Monitoring: Principal, Assistant Principal, All teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: PLC data meeting. Team meets once a month to review data from benchmarks, Amplify, NWEA MAP, CFA, etc. Strategy's Expected Result/Impact: Close academic gaps. Staff Responsible for Monitoring: Principal, Assistant Principal, RTI teacher, teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Administrators will attend professional development and leadership trainings conferences, etc..c on topics related to student performance, data analysis, etc. such as but not limited to, TEPSA , Lead4Ward, Bilingual Conferences. Strategy's Expected Result/Impact: Impact campus performance through ongoing adult learning. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: All campus personnel including professionals, para-professionals, custodial and cafeteria staff will receive training on Bullying prevention; Suicide Prevention, and FERPA. Strategy's Expected Result/Impact: Safe environment for all of the campus' stakeholders. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

Performance Objective 2: 100% of all teachers will meet the state requirements for certification in area teaching.

Evaluation Data Sources: SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Follow and collaborate with district guidelines for hiring to ensure all teachers meet state requirements for certification in area teaching. Strategy's Expected Result/Impact: High Quality Teachers Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers with current GT students in their classroom will meet the 30 hour GT professional development requirement and/or the 6 hour GT update requirements. Strategy's Expected Result/Impact: GT students receiving a instruction by a highly qualified teacher. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers teaching bilingual students will attend training required as per district initiatives. Strategy's Expected Result/Impact: Meet the needs of the bilingual students by a highly qualified teacher. Staff Responsible for Monitoring: Principal LPAC Coordinator; LPAC Lead Teacher,	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

Performance Objective 3: Develop and communicate clear pathways for teachers to qualify for the Teacher Incentive Allotment, ensuring that all eligible teachers are informed and receive support in applying for these incentives, with a target of increasing applications by 20% by the end of the school year.

Evaluation Data Sources: TIA incentive allotment recipient list

Strategy 1 Details	Reviews			
Strategy 1: Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process. Strategy's Expected Result/Impact: Increased motivation to attain TIA designation amongst teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, RTI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process. Strategy's Expected Result/Impact: Increased motivation to attain TIA designation amongst teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, RTI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: La Paloma Elementary will improve public public relations, communications, and community engagement skills.

Performance Objective 1: Weekly parental involvement participants will increase by 20% by June, 2026

Evaluation Data Sources: Parent Center Logs, Sign in Sheets, School Messenger Logs, etc

Strategy 1 Details	Reviews			
Strategy 1: Maintain Parental Involvement center open every Wednesday weekly. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Principal; Parental Involvement Liaison	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host an Annual Volunteer Fair: Organize an event at the school where parents can meet teachers, see the programs available, and learn how they can contribute to school activities. Strategy's Expected Result/Impact: Increase Parent Involvement Staff Responsible for Monitoring: Principal; Parental Involvement Liaison	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: La Paloma Elementary will improve public public relations, communications, and community engagement skills.

Performance Objective 2: Daily contact with students that are absent. Phone calls will be made before 10:00 a.m. to encourage parents to bring their children to school.

Evaluation Data Sources: Parental Involvement Liaison, Communities In School Case Worker, PEIMS Clerk

Strategy 1 Details	Reviews			
Strategy 1: Increase student attendance and target the habitual absentees. Strategy's Expected Result/Impact: Increase attendance. Staff Responsible for Monitoring: Parental Involvement Liaison, Communities in School Caseworker, PEIMS clerk.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Activities will be planned to encourage parents to visit the school and interact with their child and teachers. Activities will include Meet the Teacher Night, Luncheons, pick nicks, parent/teacher conferences, PTO, student programs and displays. Open House- Texas Public Schools Week. Strategy's Expected Result/Impact: Increase parental involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, all teachers, Fine Arts Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure homeless families bring their children to school on a daily basis. Assist in getting them needs, such as clothing and assistance with shelter and utilities. Strategy's Expected Result/Impact: Student performance and attendance. Staff Responsible for Monitoring: Parental Involvement Liaison, Communities In School Caseworker.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: La Paloma Elementary will improve public public relations, communications, and community engagement skills.

Performance Objective 3: Establish Regular Communication Channels: Develop social media updates and websites to keep families informed about school events, resources, and opportunities for involvement, aiming for a 20% increase in response rates from parents.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Social Media Platforms: Set up dedicated school pages on platforms like Facebook and Instagram to share real-time updates and engage with families through polls or Q&A sessions Staff Responsible for Monitoring: Principal, Campus Web Liaison	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a Parent Portal: Implement an easy-to-navigate section on the school's website where parents can access important information, event calendars, and communication from teachers. Staff Responsible for Monitoring: Principal, Campus Web Liaison	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: La Paloma Elementary will purchase speaker equipment, microphones, tv's and communication tools to enhance the cafeteria during Title 1 meetings, Parent data meetings, School Luncheons, Open House, and Meet the Teacher. Strategy's Expected Result/Impact: An increase in parental engagement during meetings. Staff Responsible for Monitoring: Principal, Assistant principal, secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: La Paloma Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, La Paloma Elementary will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all teachers and staff members and stay current with federal, state and local law and procedures.

Evaluation Data Sources: End of year financial audit and meeting with director of finance.

Strategy 1 Details	Reviews			
Strategy 1: La Paloma Elementary will purchase computers, hardware, monitors to ensure that all financial operations are up to date. Strategy's Expected Result/Impact: An increase of 10% of federal and local funds spent in the upcoming year. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: La Paloma Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: To ensure that the needs of all students are being met, La Paloma Elementary will allocate and distribute federal funds to eligible departments, classes, and grade levels systematically.

Evaluation Data Sources: An increase of 10% will be made in spending for student needs for individual classes and grades.

Strategy 1 Details	Reviews			
Strategy 1: PLC's and digital wish lists will be sent out to gather information from teachers and staff concerning items of need which would benefit student needs. Strategy's Expected Result/Impact: An increase of 10% will be made in spending for student needs for individual classes and grades. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District

Miller Jordan Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The Mission of Miller Jordan Middle School is to provide a nurturing and safe learning environment that supports the educational achievements and development of all students.

Vision

The vision of Miller Jordan Middle School is to be a gold standard campus through the commitment of integrity, loyalty and excellence. Achieved by the dedication to the belief that all students can meet and excel in their educational endeavors. Our team will continuously work collaboratively to improve our school, teachers, and community culture to mold our students in becoming their best.

“A Miller Jordan Cougar will be Respectful, Responsible, Ready and Righteous.”

Value Statement

Miller Jordan Focuses on these Core Values: Trust, Excellence, Accountability, and Mutual Respect

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Goals

Goal 1: Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

Performance Objective 1: By June 2026, 80% of students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Sources: Lesson plans
Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

Strategy 1 Details		Reviews			
Strategy 1: Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students. Strategy's Expected Result/Impact: Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs Instructional Rounds Increased student engagement Increased Student Differentiated Instruction Increased student learning as measured on interim assessments, unit assessments, and STAAR. Staff Responsible for Monitoring: Principal Assistant Principal(s) Mentor Teachers Teachers Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutorials, online programs, - 211 - Title I, Part A - \$50,000		Formative			Summative
		Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Daily Exit Tickets to check for student understanding 4. Student-centered desk configurations that facilitate cooperative learning and traffic flow 5. Integration of Technology Strategy's Expected Result/Impact: Improved student learning as measured on mini-marks, unit assessments, District CFA's and STAAR Staff Responsible for Monitoring: Walk-throughs by 1. Admin. 2. Master Teachers 3. Dean of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Unit Assessments and Interim assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction to determine weaknesses and strengths. Strategy's Expected Result/Impact: Improved classroom instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds Increased student engagement Increased student learning as measured on CFAs, Benchmarks and STAAR. Staff Responsible for Monitoring: Dean of Instruction Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: After School tutorials will be provided for ALL student populations. Strategy's Expected Result/Impact: Effectively utilize learning time, increase student learning, increase student achievement; and increase teacher knowledge thereby improving student learning and achievement. Staff Responsible for Monitoring: Principal, Asst Principals, Dean Teachers, Master Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: During PLC time, administration will lead teachers through Data Driven and Data Conversations to extract student data from Eduphoria or their assessments and identify areas of need. Strategy's Expected Result/Impact: Increase teacher content knowledge thereby improved student learning and achievement Staff Responsible for Monitoring: Principal, Asst Principals, Dean of instruction, Master Teachers, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will be trained in unpacking the standard into the knowledge and the skill. Staff Responsible for Monitoring: Dean Administrators Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

Performance Objective 2: By June 2026, Special Populations (EBs, SpEd, At-Risk) will achieve academic success increasing one performance level at minimum on NWEA MAP diagnostic assessments and growth from the previous school year in STAAR and TELPAS.

Evaluation Data Sources: Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

Strategy 1 Details	Reviews			
Strategy 1: Increase effective Math instruction by ensuring teachers use the district developed pacing guide to teach the TEKS, as well as to incorporate TEKS Resource System and Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement. Strategy's Expected Result/Impact: Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds Increased student engagement Increased student learning as measured on minimarts, Benchmarks and STAAR. Staff Responsible for Monitoring: Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Math Department Chair, Principal, Teachers Funding Sources: Math Workbooks - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Daily Exit Tickets to check for student understanding 4. Student-centered desk configurations that facilitate cooperative learning and traffic flow 5. Integration of Technology Strategy's Expected Result/Impact: Improved student learning as measured on CFA, Benchmarks, and STAAR Staff Responsible for Monitoring: Walk-throughs by: 1. Administrators 2. Master Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Unit Assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. Strategy's Expected Result/Impact: Improve data-decision making to focus instruction in order to improve student learning. Staff Responsible for Monitoring: Dean of Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: After School and Saturday morning tutorials will be provided for ALL student populations. Strategy's Expected Result/Impact: Increase student learning Increase student achievement Staff Responsible for Monitoring: Principal Assistant Principal(s) Teachers Dean of Instruction Secretary Custodian Transportation Funding Sources: Tutorials - 199 - General Fund - \$50,000	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: MJMS Math teachers will attend staff development targeting Math concepts. Strategy's Expected Result/Impact: Improved teacher knowledge thereby increasing student learning and achievement Staff Responsible for Monitoring: Principal Asst. Principals Dean of Instruction Master Teachers Mentor Teachers Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: During PLCs, Administration will conduct Data Conversations with Teachers as teachers learn to extract student data from Eduphoria Strategy's Expected Result/Impact: teacher growth in interpreting data and using it to guide instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

Performance Objective 3: TECHNOLOGY INTEGRATION : All MJMS students will use technology devices and programs that will enhance student learning outcomes.

Re-establishing a culture of high expectations will need to be key priority so that the majority of time is spent on high quality instruction, 100% of MJMS 6th, 7th and 8th grade students will have opportunities to master grade level content with meaningful and relevant lessons.

Evaluation Data Sources: Technology Software Usage Reports (Progress Learning, Sirius, Summit K12, Edgenuity)
Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

Strategy 1 Details	Reviews			
Strategy 1: 1) Integrate and utilize technology hardware and software programs, updates, and licenses including but not limited to: Progress Learning, IXL, Nearpod, Summit K12, Edgenuity, and Eduphoria to implement mastery of the TEKS objectives (Title 1 SW: 2, 3) (Target Group: All) (NCLB: 1, 2, 3, 4, 5) Strategy's Expected Result/Impact: Summative - Benchmarks and assessments will be reviewed to monitor student improvement. Usage Reports of electronic programs. Staff Responsible for Monitoring: Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Dean of Instruction, Librarian, Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Quality professional development will be provided to 100% instructional staff thus ensuring student success in Reading, Writing, and Vocabulary.

Evaluation Data Sources: Staff development attendance, surveys, and feedback.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development in areas relevant to subject area, content areas, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & ELL. Strategy's Expected Result/Impact: Increased teacher knowledge and skills Improved teaching and learning Increased student achievement as noted on mini marks, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, Assistant Principal(s), Dean of Instruction, Teacher(s) Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Attend Gifted and Talented Update Training (GT Teachers) and the Texas Performance Standards Project (TPSP) Scoring training to improve rigor and relevance of academic instruction. Strategy's Expected Result/Impact: Teachers' certificate of participation. Staff Responsible for Monitoring: Campus GT Coordinator Teacher(s) Funding Sources: GT Training, Pre AP Training - 199 - General Fund - \$20,000	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Administrator, dean and counselors at Miller Jordan Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes nature and needs of gifted/talented students and program options. Strategy's Expected Result/Impact: Expense reports for fees&travel. Certificate(s) of participation. Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Attend/provide training in areas of : Eduphoria and Excel to analyze data and identify student/campus needs, Skyward Gradebook and Google Classroom as well as communication apps, such as Remind and School Messenger. Strategy's Expected Result/Impact: Agenda, Eduphoria Strive Registrations, Sign in Sheets Staff Responsible for Monitoring: Principal, Assistant Principal(s), Counselor(s), Dean of Instruction, Teacher(s) Funding Sources: District Trainings. Campus Trainings - 199 - General Fund - \$2,500	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Staff will attend the Texas Teachers Evaluation Support System (TTESS) professional development which will review the TEA appraisal process. Strategy's Expected Result/Impact: Agenda, Eduphoria Strive Registration, Sign In Staff Responsible for Monitoring: Principal, Assistant Principal(s), Counselor(s), Dean of Instruction, Teacher(s) Funding Sources: Trainings - 199 - General Fund - \$5,000	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Support new teachers for growth and development through mentors, workshops, and PLC. Strategy's Expected Result/Impact: Increased Rigor and Relevance throughout classroom instruction; Increase student learning; Increase student achievement as noted on CFAs, benchmarks, and STAAR Staff Responsible for Monitoring: Principal, Asst. Principals, Dean of Instruction, Master Teachers, Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: 100% of all teachers will meet state requirements for certification in their content area of instruction.

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: In accordance with ESSA, Miller Jordan MS employs only teachers who meet the criteria of being "highly qualified" as fully defined in Section 200.55 34 of CFR Part 200. Strategy's Expected Result/Impact: Summative- personnel Records showing 100% HQ Personnel. Staff Responsible for Monitoring: District Directors, Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Miller Jordan MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the highly qualified teacher and para professional guidelines set down in Section 1119 of P.L. 107-110, NCLB. Strategy's Expected Result/Impact: Summative- District personnel records showing 100% HQ Personnel. Staff Responsible for Monitoring: District Directors, Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Cooperate with university to support student teachers. Strategy's Expected Result/Impact: Number of student teachers requesting to do internship on campus. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s)	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Miller Jordan MS will assign a mentor to new and struggling teachers Strategy's Expected Result/Impact: Teachers will build high level of teaching skills, curriculum knowledge, highly effective communication skills, and positive working relationships. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Mentors	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Teachers will participate in peer observations (instructional rounds) and feedback session.

Evaluation Data Sources: Teachers will provide feedback on best teaching practices and collaborate to plan with their respective teams.

Goal 3: Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

Performance Objective 1: By May 2026, increase family engagement through school communications by 30%, as measured by responses to school announcements, newsletters, and surveys.

Evaluation Data Sources: Meeting sign in sheets
Parent contact logs
Agendas
Invitations to parent events

Strategy 1 Details	Reviews			
Strategy 1: Launch a monthly bilingual e-newsletter that includes school events, student highlights, and academic updates.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use Remind, ClassDojo, and school social media platforms to share important announcements in real-time. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct quarterly family communication feedback surveys to identify preferred communication methods and improve clarity. Staff Responsible for Monitoring: Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

Performance Objective 2: By the end of the school year, increase participation of community members and local organizations in school events by 25%.

Evaluation Data Sources: Event sign in sheets
Photos/videos of participation

Strategy 1 Details	Reviews			
Strategy 1: Create a Community Partnership Program to invite local businesses and leaders to mentor students or sponsor events.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host monthly community events such as literacy nights, student showcases, or open houses that encourage public participation.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a volunteer registry and train community members to support school activities and classroom needs.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

Performance Objective 3: By the end of the school year, improve public perception of the school as measured by a 20% increase in positive responses on a community perception survey.

Strategy 1 Details	Reviews			
Strategy 1: Highlight student and staff achievements through press releases, school website updates, and local news partnerships.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create a "Miller Jordan in the Community" outreach team to represent the school at district and city events.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a student media team to produce positive digital content such as videos, blogs, and podcasts about campus life.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: By May 2026, Miller Jordan Middle School will increase transparency in campus budget and finance processes by allowing for accessibility to financial reports.

Evaluation Data Sources: Campus Principal

Strategy 1 Details	Reviews			
Strategy 1: Develop financial summaries to be accessible as needed during parent/community meetings. Strategy's Expected Result/Impact: Expected results are open communication and transparency for parents and community stakeholders Staff Responsible for Monitoring: School Leadership Team	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hold biannual budget forums for parents, staff, and community members to review budget allocations and offer input (i.e. Open House) Strategy's Expected Result/Impact: The expected result is that our parents will be better informed. Staff Responsible for Monitoring: School Leadership Team, campus committes and principal secretary	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Create a budget transparency section on school website and stakeholder meetings to communicate key spending decisions. Strategy's Expected Result/Impact: Stakeholders will have up-to-date budget allocations and expenditures via campus website. Staff Responsible for Monitoring: Social Media Specialist	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Conduct a resource equity audit and ensure at least 90% of identified high-priority student needs are addressed.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a needs-based assessment involving staff and student data (e.g., academic support, special populations, technology gaps).	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a Campus Resource Equity Committee that includes teachers, parents, and administrators to review and prioritize budget recommendations.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Align resource allocation decisions with student performance and engagement data to ensure equity-focused planning.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

Strategy 1 Details	Reviews			
Strategy 1: Implement energy efficiency measures (e.g., turning off unused electronics, efficient HVAC scheduling).	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Digitize administrative processes such as field trip forms, supply orders, and leave requests to reduce paper and printing costs.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District

Positive Redirection Center

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Mission

The mission of the SBCISD Postive Redirection Center and the SCAN Program is to provide Academic Instruction within a structured environment to help students increase positive behaviors and to develop the academic and social skills necessary for success in their families, school and community.

Vision

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to prepare all our students for success in their schools, families and communities. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

Value Statement

At the San Benito CISD Positive Redirection Center we value the unique differences and capabilities that each of our students possess. We value the opportunity to have a positive impact on the daily lives of our students and to contribute to their success in all areas.

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Goals 4

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Goal 2: SBCISD/Positive Redirection Center will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2025- 2026 school year. 12

Goal 3: SBCISD/Positive Redirection Center will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready. 14

Goal 4: SBCISD/Positive Redirection Center will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed. 17

Goals

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 1: ESSA:By May 2026 80% of all students, will show progress through the use modules, Edgenuity, TEKS/CCRS based lessons. .

Evaluation Data Sources: STAAR Reports for grades 6-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN students to determine grade level as well as improvement.

Strategy 1 Details	Reviews			
Strategy 1: We will be determining progress by analyzing benchmark/BOY/CFA student results and STAAR assessment results. Strategy's Expected Result/Impact: The results should reflect student achievement growth. Staff Responsible for Monitoring: Administrators, Counselor, and Teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: benchmarks, release tests - 199 - General Fund - \$0	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 2: Math: By June 2026 PRC/SCAN Program Students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, TEKS and CCRS based lessons.

Evaluation Data Sources: PRC will monitor Edgenuity assignments as well as pre and post assessments. Benchmark data will be analyzed to target those TEKS in need of remediation..

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies. Strategy's Expected Result/Impact: Increase passing rate on benchmarks and STAAR and overall improved grades. Staff Responsible for Monitoring: Principal Funding Sources: TEKS based curriculums - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games. Strategy's Expected Result/Impact: Observation by teachers and principal. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: workbooks, software, textbooks, games - 199 - General Fund - \$500	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 3: Social Studies: By June 2026 PRC/SCAN Program students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, as well as using TEKS and CCRS based lessons.

Evaluation Data Sources: PRC will monitor Edgenuity assignments and completion rates..

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use and develop units of study to integrate social studies curriculum with TEKS objectives and STAAR strategies Strategy's Expected Result/Impact: Improved grades. Improved benchmarks. Staff Responsible for Monitoring: Principal Funding Sources: professional PD - 199 - General Fund - \$0	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games Strategy's Expected Result/Impact: Improved grades. Improved benchmarks Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund - \$1,500	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Field trips to local historical sites/museums/national landmarks. Strategy's Expected Result/Impact: summarization of outing projects/essays/oral presentations appreciation of learning Staff Responsible for Monitoring: Principal Funding Sources: gasoline, bus - 199 - General Fund - \$500	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 4: ELA: By June 2026 PRC/SCANS Program students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, as well as using TEKS and CCRS based lessons.

Evaluation Data Sources: PRC will monitor completed Edgenuity assignments as well as teacher created pre and post assessments. Edgenuity usage will also be monitored as well as the amount of credits received through Edgenuity and modules.

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use and develop units of study to integrate ELA curriculum with TEKS objectives and STAAR strategies Strategy's Expected Result/Impact: Improved grades. Improved benchmarks Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games. Strategy's Expected Result/Impact: Improved grades. Improved benchmarks Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund - \$1,500	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize hands on activities and projects in order to engage students learning using higher order thinking skills. Strategy's Expected Result/Impact: completed projects presentations assessments Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 5: SPED/Migrant/ESL/Bilingual: Students at PRC/SCAN with special needs and talents will demonstrate increased academic performance of assessed curriculum through the use of strategies determined by best practices. SPED student's grades and and progress will be monitored in relation to IEP implementation. To increase effective use of time and demonstrate academic performance Migrant, ESL/Bilingual, and SPED students will use computer programs including PLATO and Edgenuity.

Evaluation Data Sources: Additional instruction, tutorials, consultant services, additional support services, and supplemental materials to assist all special populations in all subject areas to increase student performance. Based on Pre Tests and Post Test Bechchmark scores, teachers will desegregate and analyze all special population student scores to ensure prescriptive instruction.

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use and develop units of study to integrate Core curriculum with TEKS objectives and STAAR strategies Strategy's Expected Result/Impact: Improved grades. Improved benchmarks and STAAR/EOC scores. Staff Responsible for Monitoring: Teachers Principal Funding Sources: TEKS workbooks, released tests - 199 - General Fund - \$500	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: sped and 504 students - Special education and general education teachers will collaborate in order to implement IEPs Strategy's Expected Result/Impact: Progress monitoring for their goals and objectives in their IEPs Improved grades Passing classes Staff Responsible for Monitoring: Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: ELL students - Bilingual strategies will be implemented for students that are identified as ELLS. Strategy's Expected Result/Impact: Improved vocabulary, reading level, and fluency. Staff Responsible for Monitoring: Teachers Principal TEA Priorities: Improve low-performing schools Funding Sources: Write2Learn/Professional Development - 211 - Title I, Part A - \$1,300	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 6: Science: By June 2026 PRC/SCAN Program Students will demonstrate increased academic performance of assessed curriculum through the use of modules, Edgenuity, as well as using TEKS and CCRS based lessons.

Evaluation Data Sources: STAAR Reports for grades 6-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN and PRC L3 students to determine grade level as well as improvement

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies. Strategy's Expected Result/Impact: Increase passing rate on benchmarks and STAAR and overall improved grades. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games Strategy's Expected Result/Impact: Observation by teachers and principal Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

Performance Objective 7: All students: By June 2026 PRC will maintain adequate technology inventories to ensure all students have access to iPads, and laptops on a one to one basis.

Evaluation Data Sources: Technology inventories

Strategy 1 Details	Reviews			
Strategy 1: PRC will make annual technology purchases to ensure all students have access to the curriculum.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/Positive Redirection Center will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2025- 2026 school year.

Performance Objective 1: ESSA: By May 2026 Quality professional development including CCRS, TEKS, TRS will be provided to all instructional staff thus ensuring student success. During PLC meetings teachers will present to peers utilizing the mini training concept.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: By May 2026, 100% of PRC teachers will participate in professional development to ensure direct impact on student success. Strategy's Expected Result/Impact: Increasing teacher proficiency will have a direct correlation to increased student performance in all areas. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 - Title I, Part A - \$4,000	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/Positive Redirection Center will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2025- 2026 school year.

Performance Objective 2: By June 2026 teachers will receive professional development on effective teaching strategies including web based programs, TRS, TEKS/CCRS, bully prevention, suicide awareness and drug/gang awareness in order to increase academic performance.

Evaluation Data Sources: Teachers will attend professional development workshops and trainings based on campus and teacher needs. Teachers will be sent to district trainings i.e. Thinking Maps, LPAC Trainings, CPI updates and monthly Special Education Cluster meetings in order to be able to incorporate the training into the daily lessons in the classrooms.

Strategy 1 Details	Reviews			
Strategy 1: By June 2026 100% of PRC instructional staff will participate in professional development directly impacting student academic performance and/or behavior. Strategy's Expected Result/Impact: Students will be actively engaged in the learning process. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Professional Development - 211 - Title I, Part A - \$3,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Positive Redirection Center will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 1: By May 2026 PRC will see a 50% decrease in behavior concerns including bullying, fights and 25% decrease in referrals through a structured environment in which students will also learn soft skills including communication, leadership, teamwork, problem-solving as well as manners and respect.

Evaluation Data Sources: Number of referrals being decreased as well as surveys and assessments.

Strategy 1 Details		Reviews			
Strategy 1: Preventive counseling guidance lessons will be in place including: 1. Values curriculum 2. anti-bullying campaign and signing pledge 3. Guidance lesson educating students on bullying policies and procedures. 4. Law enforcement presentations. 5. Team work building activities. Strategy's Expected Result/Impact: Impact will be positive school climate as demonstrated by decrease referrals. Staff Responsible for Monitoring: Counselor Funding Sources: parental room, newsletters, copies, pamphlets, computer, eiki - 199 - General Fund		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: SBCISD/Positive Redirection Center will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 2: By June 2026 PRC will partner with various organizations to help improve academic success and student performance and attendance. PRC will also partner with RGV SCAN and the Mesquite Treatment Center.

Evaluation Data Sources: PRC students will participate in community projects and the increase in participation will be measured. Various organizations will present to students. Evidenced by sign in sheets from counselors, presenters and Mesquite.

Strategy 1 Details	Reviews			
Strategy 1: PRC will seek out and establish contact/alliances with community based organizations which facilitate student success in all areas. Strategy's Expected Result/Impact: Students will develop life and coping skills leading to successful outcomes. Staff Responsible for Monitoring: CLT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Positive Redirection Center will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 3: By the end of June 2026 PRC will support academic success by providing a safe environment and equal opportunity for learning.

Evaluation Data Sources: Testing and benchmark data as well as disciplinary incidents combined will be used to measure progress.

Strategy 1 Details	Reviews			
Strategy 1: Have communication devices readily available including radios, alarm system, surveillance cameras, fire extinguishers. Strategy's Expected Result/Impact: Expected result is the overall sense of safety. Staff Responsible for Monitoring: Principal Funding Sources: cameras, 2way radios, - 199 - General Fund - 6399 - \$4,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Routine searches by Behavioral Aides and/or security officers daily upon campus arrival. All visitors and personnel will sign in and out at front office. K9 presentations and random searches. Strategy's Expected Result/Impact: Increase sense of safety Decrease behavioral concerns including bullying and fighting. Staff Responsible for Monitoring: Behavioral Aides Security SBCISD PD Principal TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/Positive Redirection Center will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 1: By May 2026, 50% of all students' parents/guardians/families will participate in at least one school sponsored academic activity. Academic activities include graduation requirements done during parental meetings and/or a locked-in evening of rotating centers including introduction to web, setting up email on web and phone, Historical movie, ESL Rosetta Stone, and reading/Writing Critique on short story.

Evaluation Data Sources: Evidenced by sign in sheets

Strategy 1 Details		Reviews			
Strategy 1: PRC will sponsor or host a parent night to expose parents to academic instruction and campus climate. Veteran's Day Law Enforcement Woodworks Kites Texas Public School Week Wellness Walk Career Fair Christmas Angels Autism Walk Professional Empowerment Training Strategy's Expected Result/Impact: Parents will increase involvement in their children's school success. Staff Responsible for Monitoring: Principal Parental Involvement TEA Priorities: Improve low-performing schools		Formative			Summative
		Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue					

San Benito Consolidated Independent School District

Rangerville Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Mission

Rangerville Elementary seeks to provide a comprehensive educational experience for each student in a nurturing, intimate, academic environment.

Vision

The Vision of Rangerville Elementary is to be the GOLD Standard in all areas of public education.

Value Statement

All students can and will learn • All teachers can teach • High expectations for all encourage excellence • Resources to support students' needs must be provided • Excellence in teaching and learning is vital • All students will be supported to pursue their passion upon graduation • Respect for all individuals is essential

- A community with shared ownership, purpose, and commitment work well together

In this school....
We do second chances
We apologize
We forgive
We respect each other
We keep our promises
We never give up
We encourage one another
We laugh often
We belong
We Are A Family

WE ARE RANGERVILLE!!

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Goal 3: SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills. 17

Goal 4: SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability. 20

Goals

Goal 1: SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: Monitor and evaluate academic progress in all content areas and meet established standards on the state assessments.

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments

CFA Assessments

HMH Modules

NWEA MAP Assessments,

Formative and summative assessments

Data Analysis

Student trackers

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the Fundamental Five in their daily instruction to build and maintain a strong academic foundation. Supplies will be purchased to enhance classroom lessons, increase student engagement, and incorporate small group instruction. Strategy's Expected Result/Impact: Formative assessments Report Card grades COVID-19 Gap Teacher Observations Teacher Schedules Staff Responsible for Monitoring: Teachers Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title I, Part A - \$8,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Purchase classroom furniture for an enhanced learning environment and flexible learning spaces. Strategy's Expected Result/Impact: An inviting classroom environment will help facilitate student learning. Staff Responsible for Monitoring: Teacher Principal Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Tailor teaching method such as tutoring to meet the varied needs of students, allowing for different learning styles. Strategy's Expected Result/Impact: Targeted instruction will be aimed towards STAAR success for all. Staff Responsible for Monitoring: RTI Teacher Teachers Resource Teacher Principal Funding Sources: - 199 - State Compensatory Education (SCE) - 15,000.00	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Scholastic Book Fair will be offered at least twice a year to promote and encourage reading. Strategy's Expected Result/Impact: Build reading fluency. Staff Responsible for Monitoring: Librarian Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: 100% of students from PK to 5th grade will develop College and Career readiness skills through relevant research based presentations, speakers, and activities.

HB3 Goal

Evaluation Data Sources: Career Day
Speakers
Career Exporation

Strategy 1 Details	Reviews			
Strategy 1: Provide academic support, enrichment and college and career readiness through classes and clubs during counseling sessions. Strategy's Expected Result/Impact: Implementation: Create opportunities for students during and after school activities. Staff Responsible for Monitoring: Teachers Counselor Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Special Education, 504 students, Emergent Bilinguals, and GT students will improve academic performance on state assessments using a variety of resources that meet students' needs and IEP goals by utilizing updated research-based instruction through varied activities including hands-on, print rich environment, resources, and manipulatives.

HB3 Goal

Evaluation Data Sources: STAAR Assessment
Standardized Assessments
IEP and Progress Reports.
Report cards

Strategy 1 Details	Reviews			
Strategy 1: Materials and resources needed will be purchased to support learning and facilitate students individual education plans. Staff Responsible for Monitoring: Classroom Teacher Special Education Teachers Assistant Principal Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: The Fine Arts programs will support the academics in the core subject areas by putting in place special event programs to enhance the learning and participation of students in order to gain confidence and explore their personal artistic talents.

Evaluation Data Sources: Community event participation
special programs
Student counts and participation

Strategy 1 Details	Reviews			
Strategy 1: Recruitment of students, resources and supplies will be purchased to grow the Performance Arts Club. Strategy's Expected Result/Impact: Positive appearance which leads to a positive self esteem Staff Responsible for Monitoring: Fine Arts Teacher Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: 100% of students at Rangerville will have visited at least one college or university by the end of their 5th grade year.

HB3 Goal
Evaluation Data Sources: Agenda, Field Trip flyer and packet, and student rosters

Strategy 1 Details		Reviews			
Strategy 1: Presenters will be invited to conduct presentation to educate students on college readiness, college bound and career paths. Strategy's Expected Result/Impact: Students will be aware of college opportunities. Staff Responsible for Monitoring: Counselor Teachers Principal TEA Priorities: Connect high school to career and college		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Campus teachers will attend professional development trainings such as Reading Academies, Dr. ET sessions, CKH, and district and campus trainings.

Evaluation Data Sources: Professional Development certificates
Vertical alignment trainings
Instructional Coaches training

Strategy 1 Details	Reviews			
Strategy 1: Actively participate in Professional Learning Communities, faculty and Vertical alignment meetings to target specific grade level needs and enhance delivery of instruction. Strategy's Expected Result/Impact: meet campus instructional goals, academic achievement and develop staff capacity. Staff Responsible for Monitoring: RTI Teachers Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will complete online GT Modules for updated certification. Strategy's Expected Result/Impact: Improve the academic rigor and relevance of instruction. Staff Responsible for Monitoring: GT Coordinators Counselor Teachers Assistant Principal Principal TEA Priorities: Build a foundation of reading and math Funding Sources: GT Training - 199 - State Gifted and Talented (G/T)	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional Coaches will be utilized for additional support in the implementation of instruction, and teachers will participate in school Instructional Learning Walks to gain ideas to improve daily instruction. Strategy's Expected Result/Impact: Lesson Plans, delivery of instruction Staff Responsible for Monitoring: Teachers Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: Recruitment & Retention-
Maintain a 90% or higher teacher retention rate annually by fostering a supportive work environment and providing recognition programs.

Strategy 1 Details	Reviews			
Strategy 1: Implement recognition programs for students and staff with high attendance rates, such as awards or privileges. Strategy's Expected Result/Impact: This will increase campus morale and motivation. for both students and stafgf Staff Responsible for Monitoring: Principal Counselor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Teachers academic progress acknowledgment, recognition, and celebrations for positive campus morale.

Evaluation Data Sources: Teacher of the Month
Teacher Recognitions

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be recognized for their efforts throughout the year. Strategy's Expected Result/Impact: Teacher retention teacher motivation Staff Responsible for Monitoring: RTI Principal	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: Class Challenges: and Community Partnerships

Evaluation Data Sources: Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for families in need.

Strategy 1 Details	Reviews			
Strategy 1: Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for students who reached their goals. Strategy's Expected Result/Impact: Students will be motivated to go to school daily due to rewards. Staff Responsible for Monitoring: Counselor Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

Performance Objective 5: Capturing Kids Hearts implementation.

Evaluation Data Sources: Capturing Kids Heart

Student Surveys

Teacher Surveys

Capturing Kids Heart Trainings

Strategy 1 Details	Reviews			
Strategy 1: The Leadership/ Discipline Team will meet to discuss progress and make adjustments as needed. Staff Responsible for Monitoring: Classroom Teachers Discipline Committee Leadership Team	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Rattler Roundup will be used to reward all students practicing appropriate, expected behaviors. Strategy's Expected Result/Impact: Various activities will be available for true blue students. Celebrations Staff Responsible for Monitoring: Teachers Principal Funding Sources: Material for activity stations - 461 - Campus Activity Fund - Student Activity - \$1,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

Performance Objective 1: Parent educational/training sessions on relevant topics regarding student expectations and academic success.

Evaluation Data Sources: Agendas
Sign in sheets for attendance of sessions
Trainings
Speakers

Strategy 1 Details	Reviews			
Strategy 1: Sessions on how to assist students with homework, study strategies that are beneficial and relevant to student's/ community's needs. Strategy's Expected Result/Impact: Increase in student HW completion and study skills through Parent Student Compact and montly parental volunteer campus visits. Staff Responsible for Monitoring: Parent Liaison Campus/district staff Funding Sources: - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

Performance Objective 2: Increase family participation and parent involvement with campus activities.

Evaluation Data Sources: Weekly meeting agendas
Sign up sheets for Activities

Strategy 1 Details	Reviews			
Strategy 1: Increase membership and attendance at PTO meetings. Make meeting times accessible to all parents. Initiate Parent/Family Nights such as: (1 per semester) Veterans Day -Track Meet -Meet the Parent -Parent Luncheons -Graduation Ceremonies Community Events such as: Parades, Wellness Walk, Lighting of the Christmas Tree, etc. Strategy's Expected Result/Impact: Increase in parent/community participation in meetings and activities Staff Responsible for Monitoring: PTO Officers Teachers Assistant Principal Principal Funding Sources: - 199 - General Fund - \$1,500	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

Performance Objective 3: Intentional Parent and Community Communication Efforts

Evaluation Data Sources: Newsletters, Social Media, FaceBook, ClassDojo, Flyers, Phone Calls

Strategy 1 Details	Reviews			
Strategy 1: Implement a Multi-Channel Communication Plan by using newsletters, social media, and Class Dojo to keep parents informed about school activities, academic resources, and opportunities for involvement.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Ensure 100% compliance with all district, state, and federal financial policies and reporting requirements.

Evaluation Data Sources: Skyward Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: Conduct annual budget review meetings with the Campus Improvement Team (CIT) to align spending with campus priorities. Staff Responsible for Monitoring: Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Allocate campus resources equitably so that 100% of instructional programs and student groups have access to the materials, technology, and support needed for academic success. Review and adjust budget priorities quarterly to align with student performance data and campus needs.

Evaluation Data Sources: Skyward Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: Track inventory and procurement to ensure timely delivery of instructional resources. Staff Responsible for Monitoring: Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

San Benito Consolidated Independent School District

Riverside Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Educate. Empower. *Excel.*

Vision

Always W.O.R.C. (Winning in Our Relationships through Collaboration) and Never L.O.S.E. (Let Ourselves Stop Excelling)

Value Statement

We are D.A.W.G.S. (Dignity, Attitude to Win, Grit, Service above Self)!

School Motto: We Play To Win

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Goals

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: Campus stakeholders will work to grow academic performance on STAAR Math, RLA, Science, Social Studies, and Algebra I in efforts to have all students achieve the growth of one performance level for every student.

Evaluation Data Sources: 6-8 STAAR Reading Scores
 8 STAAR Social Studies Scores
 Tutorial participation
 NWEA MAP BOY
 MOY
 EOY Data
 iReady Math and Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: RLA, Math, Science- Students in grades 6-8 identified as needing interventions in ELA/Reading/Writing by the NWEA MAP scores, M-Class scores for 6th Grade, ISIP iStation scores, previous STAAR scores and student grades will participate in the morning, after school and in-school school tiered interventions via AA class. The master schedule will be utilized strategically to provide increased instruction to improve student achievement (Ex. 58 min ELAR class , small group assistance, and the AA/Flex Period provided daily based on district and classroom assessments.) Strategy's Expected Result/Impact: - Students will show increased growth as measured by teacher observations and common formative assessments in reading. -Increase the percentage passing in STAAR's Approaches, Meets, and Masters - Increase the number of students who show growth from one performance level to the next in STAAR tests. Staff Responsible for Monitoring: Teachers Dean Principal Assistant Principal RTI Teacher TEA Priorities: Build a foundation of reading and math Funding Sources: extra duty pay - 199 - State Compensatory Education (SCE) - \$10,000, Interventions - 211 - Title I, Part A - 6397 - \$5,000				

Strategy 2 Details	Reviews			
Strategy 2: RLA, Math, Science- Teachers will utilize the TEKS Resource System curriculum and the Lead4ward strategies, to plan and deliver engaging, data-driven instruction to include novels, interest magazines, workbooks, computer intervention programs/software, professional development, consultants, and print & digital media (such as Accelerated Reader, Edgenuity, Amplify, Scholastic Magazine, Imagine Math and Summit K-12). Strategy's Expected Result/Impact: - increase assessment scores, including unit exams, benchmarks, and STAAR - decrease failure rate - increase proficiency of EB students -Student engagement and success will increase and demonstrated in formative and summative assessments. Staff Responsible for Monitoring: Teachers Department Leaders Dean TEA Priorities: Build a foundation of reading and math Funding Sources: workbooks - 211 - Title I, Part A - \$4,000, magazines & books - 199 - General Fund - \$1,000, consultation, professional development - 211 - Title I, Part A - 6219 - \$5,000, AR - 199 - State Compensatory Education (SCE) - \$8,000, - 199 - State Bilingual/ESL - \$4,000	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will include district initiatives (Fundamental 5, Instructional Playbook, and Capturing Kids Hearts) in the classroom instruction to promote student engagement, increase rigor, and bring relevance to the curriculum. Strategy's Expected Result/Impact: Increased student engagement and interaction with the curriculum. Staff Responsible for Monitoring: Dean Teacher Administrator	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Social Studies teachers will utilize current events, historical selections, art, music, literature to: -Emphasize main idea, summarization, basic understanding and comprehension skills through state adopted textbook for 7th grade. -Construct maps, charts, timelines and graphs. Strategy's Expected Result/Impact: Improved student scores on Unit Assessments, CBAs, Benchmarks and STAAR. Improve Performance of ELLs and SPEDs. Staff Responsible for Monitoring: Dean of Instruction Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Students in Social Studies classes 6th -8th grade will participate in Google Classroom, Online Material, Utilize Online resources such as the use of Discovery Education, STEM Scopes, Lowman, and Nearpod. Strategy's Expected Result/Impact: Increase student use of technology in the classroom. Increase classroom participation through digital tools. Increase student to student learning, by collaboration utilizing technology tools and textbook use. Staff Responsible for Monitoring: Dean of Instruction Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: SS - Teachers will provide tutorials based on CBA's for students identified as needing intervention to master the State Standards. Tutorials will be provided to assist small groups after school and possibly Saturday Academies. Strategy's Expected Result/Impact: Increase in student growth from one performance level to the next. Increase in student performance on Unit Assessment, CBAs and Benchmarks. Staff Responsible for Monitoring: Dean of Instruction Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Social Studies Teachers from 6th and 7th grade will provide vertical alignment support through the use of 8th grade U.S. History concepts when applicable. -6th Grade- Geography and Culture (Maps, Charts, Graphs and Academic Terms.) -7th Grade- Geography, Government, Political, Social and Economic. (PEGS) (Maps, Charts, Graphs, Cause & Effect and Academic Terms) Strategy's Expected Result/Impact: Establishing baseline for measuring growth from data for 8th grade Teachers. Increase exposure to 8th grade hotspots. Improve 8th grade STAAR scores. Staff Responsible for Monitoring: Dean of Instruction Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: SPECIAL POPULATION GROUPS

ESL - The percentage of English Learners will show yearly growth toward being proficient in English on TELPAS. All AH ELs will be reclassified from the ESL Program.

SpEd - The percentage of special education learners will show growth and/or increase percentage in the Approaches Grade Level and Meets Grade Level

Migrant - Students will demonstrate competency in TEKS, ELPS, CCRS, and increase percentage of Approaches Grade Level and Meets Grade Level in all sections of STAAR.

At-Risk - Students will set goals for growth from DNM to the 110% growth level.

Evaluation Data Sources: ESL - TELPAS Scores & STAAR Reading Scores
SpEd and Migrant - STAAR Scores
Tutorial participation

Strategy 1 Details	Reviews			
Strategy 1: ESL students including newcomers and first & second year immigrants, will receive a continuum of services ranging from one class of ESL (with intensive language support provided) to all other content areas in the regular classroom to ensure growth towards English language proficiency and academic progress leading to on-time graduation. Strategy's Expected Result/Impact: LPAC committee will meet to determine placement for each individual student which will assist in increased TELPAS ratings. Staff Responsible for Monitoring: ESL Teachers School Counselor ESL Teacher Aide Dean LPAC Lead Teacher LPAC Administrator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: The LPAC Committee will make recommendations for assessments of 1st year and 2nd year ESL students needing to participate in STAAR assessments with linguistic accommodations to ensure EL students are successful on STAAR to be able to meet EB reclassification criteria and be reclassified from the ESL program by the end of the academic school year. Strategy's Expected Result/Impact: Increase of students who exit the program and continue to be monitored as M1, M2, M3, and M4. Staff Responsible for Monitoring: ESL/RLA Teachers School Counselor LPAC Administrator LPAC Lead Teacher Dean	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: ESL/RLA teachers will provide supplemental tutorials, and/or tiered instruction through small group assistance, or before school, after school, and during instructional day. Strategy's Expected Result/Impact: Students will be identified for tutoring based on benchmark scores, previous STAAR assessment scores, and grades. Students will be assigned tutoring dates based on tiered interventions. Staff Responsible for Monitoring: ESL/RLA Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: TELPAS training will be provided to all core area teachers who will rate EB students and prepare students for TELPAS Assessment. Teachers will also attend professional development that will contribute to their knowledge. of strategies for EB students (TABE, RGV TABE, Ellevation, Etc) Strategy's Expected Result/Impact: They will utilize TELPAS Training techniques to better support students to show growth on TELPAS. Staff Responsible for Monitoring: Dean of Instruction LPAC Lead Teacher LPAC Administartor	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Fine Arts: The fine arts department will receive superior ratings at UIL Evaluations and competitions through regular practices, special competitions and exhibitions, and specialized instruction focusing on the growth of skills.

Evaluation Data Sources: Department Lesson Plans, Teacher-Made Assessments, Classroom Observations
Rewards

Strategy 1 Details	Reviews			
Strategy 1: The fine arts department will receive excellent to superior ratings at UIL Evaluations and art competitions through the use of weekly chair tests, and teacher based evaluations created by reviewing our TEKS and SLO trackers. This goal will address pit falls in musical literacy and retention of the seven elements of art. Strategy's Expected Result/Impact: Regular and thoughtful assessments that reflect where students are in their learning will ensure that students are meeting their short term goals, and learning in a cohesive, progressive manner that will support superior ratings at their summative evaluations. Staff Responsible for Monitoring: Dean of Instruction Fine Art Teachers (Art, Music, Band)	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The fine arts department will create a culture of year long, optimal learning through the immediate implementation of thoughtful classroom practices and strategic procedures. Strategy's Expected Result/Impact: The practices and procedures put in place at the beginning of the year will lead to maximum time efficiency in each class period, and result in few, if any, distractions while each lesson is being taught, thus resulting in improved performance on every level by the end of the year. This can be measured through evidence of greater acquisition of musical and artistic knowledge. Given that we will be more efficient with our use of time and classroom management, we will be able to delve into more chapters/sections of our pedagogy that had previously not been reached. Staff Responsible for Monitoring: Deans of Instruction Fine Arts Teachers (Art, Music, Band)	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: ATHLETICS - 100% of Athletics/PE coaching staff will implement department-wide strategies that will promote a healthy and active lifestyle for student athletes and increase the level of team and individual performances, focused on placing in district competitions and improving yearly records.

Evaluation Data Sources: Department Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Coaches will utilize measurement techniques to observe growth in student activity and health awareness. School will provide opportunities for students to obtain a comprehensive physical evaluation through the fitness gram. Strategy's Expected Result/Impact: -increase the number of students in the average and above average stamina and endurance level. -increase the number of athletes who participate in UIL sports. Staff Responsible for Monitoring: Coaches Health Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Coaches will attend professional development provided by district, campus, regional, or state to identify strategies for developing athletic achievement across all grade levels. Strategy's Expected Result/Impact: -provide quality education in physical education -improve student participation in athletics Staff Responsible for Monitoring: District Personnel Coaches Health Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Coaches will attend wellness conferences, CPR/AED training, and disease/illness awareness training sessions Strategy's Expected Result/Impact: -provide a safe environment in classroom setting -enhance awareness about diabetes, obesity, and hypertension -decrease adolescent degenerative diseases Staff Responsible for Monitoring: Coaches Health Teacher ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: RTI teacher will support teachers by working one-to-one and/or in small groups with students to enhance comprehension in core areas and increase higher-order thinking questioning/thinking, address attendance and behavior concerns and develop comprehensive plans for addressing common hurdles faced by students in their learning.

Evaluation Data Sources: RTI Documents (Sign Ins)
Individual RTI Progress Tracker (Assessment Tracker)

Strategy 1 Details	Reviews			
Strategy 1: Use a variety of research based strategies and platforms to assist low performing students (flash cards, one-on-one tutoring, software programs like Edgenuity, iStation, Amplify Summit K-12, Get More Math, and Imagine Math.) Strategy's Expected Result/Impact: Improved student achievement (pass class, pass STAAR) Staff Responsible for Monitoring: RTI Teacher	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The RTI Committee will make placement recommendations for students who are receiving RTI services based on progress monitoring. Strategy's Expected Result/Impact: Data will be collected from formal assessments both teacher and district. Fundamental 5 Capturing Kids Hearts Staff Responsible for Monitoring: RTI Teacher Content Area Teacher Adminsitator	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: RTI teacher will assist content area teachers with supplemental tutorials after school through small group instruction as needed. Strategy's Expected Result/Impact: Improve student achievement of targeted RTI students Staff Responsible for Monitoring: Content Area Teacher RTI Teacher	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: RTI teacher will attend professional development and trainings of programs and platforms that teachers will be utilizing this academic school year. RTI teacher will train content area teachers who will be implementing the programs. Strategy's Expected Result/Impact: Increased utilizing of district adopted educational platforms Staff Responsible for Monitoring: RTI Teacher	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: TECHNOLOGY - Students will utilize technology to provide individualized support in Reading, Math and Science. Platforms and programs such as Lowman, etc. will be used in a structured manner and with fidelity to address individual needs for students.

Evaluation Data Sources: Walk throughs, observations, surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend technology conferences, review and purchase technology devices, software, and other future-focused equipment/products/merchandise that is aligned to our curriculum when applicable. Strategy's Expected Result/Impact: Share tech/train teachers on utilization of tech with teachers to increase student achievement. Staff Responsible for Monitoring: CTE teachers Dean Funding Sources: - 199 - State Career & Technical Education (State CT - 6411	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The Project Lead the Way (PLTW) teacher will facilitate the PLTW curriculum which incorporates the activity-project-problem based (APB) design. Strategy's Expected Result/Impact: 1. Students will develop essential skills of problem solving, critical and creative thinking, communication, collaboration and perseverance. 2. Students will develop an understanding of the characteristics, scope, and core concepts of technology. 3. Students will develop an understanding of engineering design. 4. Students will develop the abilities to apply the design process. Staff Responsible for Monitoring: CTE Director, CTE Coordinator, PLTW teacher TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: The career and Technology Education teacher will administer Xello for career and college assessment. The Career and Technology Teacher will administer Xello to students to research their career interest, and explore post-secondary educational options. Strategy's Expected Result/Impact: Increase career awareness Increase occupational & labor awareness Increase career interest Increase academic achievement Increase post secondary awareness Staff Responsible for Monitoring: Counselor - CTE Dean of Instruction Exploring Careers - CTE Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Attend professional development for various technology hardware and software applications by attending state and local technology conferences. Texas Computer Education Association Conference - Region One Technology Conference. Strategy's Expected Result/Impact: Attendees will share the newly obtained knowledge with other teachers and students. Improve instructional effectiveness Increase knowledge and skills utilizing technology programs. Staff Responsible for Monitoring: Dean Assistant Principal Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: RMS will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Quality professional development will be provided to 100% instructional staff and support staff (as needed) to ensure student success or legal compliance with a focus on Reading, Writing and Vocabulary.

Evaluation Data Sources: Staff development attendance, surveys, and feedback.

Strategy 1 Details	Reviews			
Strategy 1: Professional development will be provided to the staff in any areas of need as well as areas for legal compliance. Strategy's Expected Result/Impact: Increased knowledge (efficacy) Increased student achievement Staff Responsible for Monitoring: Dean Principal Department Chairs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Training - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: RMS will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: With support from the district, the number of state certified teachers and teachers with ESL endorsement will increase.

Evaluation Data Sources: Teaching Certificates

Strategy 1 Details	Reviews			
Strategy 1: Riverside Middle School will continue to hire highly qualified staff, and will work with the district to find more teachers who have ESL certification to teach in core content areas at all grade levels. Strategy's Expected Result/Impact: - increased student proficiency across content areas -differentiate instruction to increase student achievement Staff Responsible for Monitoring: HR Personnel Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Riverside Middle School staff will participate in district, regional, state, and campus professional development workshops/conferences identified in the Comprehensive Needs Assessment; including, PLCs, CBA data reviews, and grade level planning as well as additional PD hours based on staff needs. Strategy's Expected Result/Impact: - integration of strategies into lesson plans and classroom instruction - increased student achievement in all assessments -students will apply knowledge to new and unpredictable situations Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Funding Sources: - 255 - Title II, Part A, TPTR - \$7,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: ESL Educators and administrators will have the opportunity to attend bilingual education conferences, such as TABE, and professional development to ensure they are aware of research-based instructional strategies for bilingual academia. Strategy's Expected Result/Impact: - implementation of strategies in lesson plans and classroom instruction - increased proficiency/growth of EL students in TELPAS ratings - increased number of EL students exiting ESL program Staff Responsible for Monitoring: ESL Teachers Principal LPAC Administrator Bilingual Director Funding Sources: - 255 - Title II, Part A, TPTR - \$300		Formative			Summative
		Dec	Mar	May	June
Strategy 4 Details		Reviews			
Strategy 4: Riverside Middle School will provide the needed technology and equipment for teachers to use during instruction, professional development sessions, and classroom observations. Strategy's Expected Result/Impact: -increased use of technology in the classroom -increased differentiated lessons in the classroom to address students' needs; targeted feedback during classroom observations that will impact instruction -increase student performance and academic achievement Staff Responsible for Monitoring: Principal Dean of Instruction Campus Tech Rep District Technology Director Funding Sources: Computers, Digital Projectors, Document Cameras - 199 - General Fund - \$2,000, Chrome books & charging carts - 199 - State Compensatory Education (SCE) - \$16,000, Chromebooks & charging carts - 199 - State Bilingual/ESL - \$8,000, Poster-maker and other professional publishing equipment - 211 - Title I, Part A - \$2,000		Formative			Summative
		Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: In order to attract and retain highly qualified teachers, teachers will receive special recognition awards throughout the year and during Teacher Appreciation Week. Teachers will also attend professional collaboration and shared decision-making workshops and trainings. Strategy's Expected Result/Impact: - promote a positive campus climate - increase retention rates of teachers -increase quality of instruction Staff Responsible for Monitoring: - Principal - Dean of Instruction - Department Heads Funding Sources: awards - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: RMS will improve public relations, communications, and community engagement skills.

Performance Objective 1: The number of Riverside Middle School parents who attend campus events and volunteer in the campus Parental and Family Engagement Center will increase.

Evaluation Data Sources: Meeting sign in sheets, parent contact logs, and agendas

Strategy 1 Details	Reviews			
Strategy 1: Teachers will invite parents to attend parent/teacher conferences at least twice a year. Strategy's Expected Result/Impact: - increased parental involvement on campus - increased student attendance rates - decreased failure & retention rates Staff Responsible for Monitoring: Principal Teacher(s)	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The campus Family and Community Engagement center will be open weekly to provide parenting sessions, communicate upcoming events and assessments, provide opportunities for parents to assist teachers, as needed, and give parents an opportunity to make suggestions on how to improve the parental involvement program. Strategy's Expected Result/Impact: - increase parental involvement on campus - increase community involvement on campus - increase communication to parents Staff Responsible for Monitoring: F.A.C.E. Liaison Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Riverside Middle School will provide timely information in English and Spanish via mail, email, and Parent Messenger, to parents in a language they can understand regarding general school information, the level of achievement their child earns in each of the required state assessments, and parental involvement opportunities. Strategy's Expected Result/Impact: - increased parental involvement on campus - decreased failure rates - increase student achievement on assessments and other academic instruction Staff Responsible for Monitoring: Principal School Counselors F.A.C.E. Liaison Communities In Schools Representative	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: The Community in Schools Site coordinator along with the Family and Community Engagement liaison will assist campus faculty with parent communication by making home visits, as needed. Strategy's Expected Result/Impact: - increased communication between school and parents - increased parental engagement on campus - increased student attendance rate per nine weeks - Increase promotion rate - Decrease disciplinary incidents - Increase student participation Staff Responsible for Monitoring: CIS Campus Coordinator F.A.C.E. liaison Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Riverside Middle School provides adult literacy classes in partnership with UTRGV. Strategy's Expected Result/Impact: - increase parental engagement on campus - empower the parents and community to increase collaboration between school and home Staff Responsible for Monitoring: Adult Literacy Teacher Principal F.A.C.E. Liaison Communities in Schools	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Riverside Middle School will host a "Meet the Teacher" night, in the Fall Semester, to give parents an opportunity to tour the campus and greet teachers. RMS will also host an "Open House" so parents may meet with teachers and observe student work. Strategy's Expected Result/Impact: - increase parental engagement on campus -increase collaboration amongst teachers and parents Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers Funding Sources: refreshments - 461 - Campus Activity Fund - \$500	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: RMS will improve public relations, communications, and community engagement skills.

Performance Objective 2: Parent sessions supporting student attendance, academics, CCMR, and other instructionally focused topics will be provided to as many parents as possible. RMS will also provide enhanced opportunities for feeder elementaries to visit and experience the campus as part of the recruitment and retention of student enrollment.

Evaluation Data Sources: Event sign in sheets
Photos and video

Goal 3: RMS will improve public relations, communications, and community engagement skills.

Performance Objective 3: Parent organizations focused on building relational capacity will be planned and begin forming this year. Parent leaders will be trained and provided opportunities to take part in events empowering parents to be involved and take interest in student learning at school as well as at home.

Evaluation Data Sources: Meeting sign in sheets
Trainings and planning sessions
Events (photos and videos)

Goal 4: RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Protocols and procedures for progress monitoring attendance in efforts to increase ADA to 95%.

Evaluation Data Sources: ADA reports
Home visits

Strategy 1 Details	Reviews			
Strategy 1: Attendance Committee meetings will be conducted each 9 weeks. Strategy's Expected Result/Impact: Improved communication and information on students with attendance issues.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students meeting the 96% attendance goal incentives and increased choices. Strategy's Expected Result/Impact: Students meeting the goal will increase.	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Campus beautification of areas highly visible to passing traffic, including new fence lines, marquees, etc. will be a priority to ensure the best image of a well-maintained, welcoming and prideful campus is being presented to the community.

Goal 4: RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 3: Campus social media sites and web site will be kept up-to-date and showcase as many student events, accomplishments, etc. as possible. Campus Audio Visual Production teams will also work to provide insight and student perspective to the community about RMS.

Goal 4: RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 4: Capturing Kids Hearts will continue to be implemented at all levels. Intentional initiatives to improve implementation will be conducted. Social Contracts are non-negotiable in all areas of the campus.

Evaluation Data Sources: Observations

Meetings

Trainings

Campus Visits

Surveys

San Benito Consolidated Independent School District

San Benito High School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

San Benito High School empowers students by using innovative instructional strategies that encourage critical thinking thus ensuring our students have the skills needed to impact the world as collaborative and open-minded leaders.

Vision

With passion and perseverance, the San Benito High School community takes pride in educating students academically and through extra-curricular opportunities that sharpen individual innate skills and prepare students for college and career readiness.

Value Statement

SAN BENITO HIGH SCHOOL BELIEVES IN:

LEARNING TODAY, LEADING TOMORROW

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Goals

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By July 2026, SBHS will increase student academic growth of all students and passing rate on STAAR End of Course exam.

Evaluation Data Sources: Texas Academic Performance Report 2021-2022.
Performance-Based Monitoring Analysis System
Eduphoria Aware
NWEA-MAP Growth Reports
Cambium STAAR EOC Centralized Reporting System

Strategy 1 Details	Reviews			
Strategy 1: SBHS will disaggregate all of the STAAR End of Course (EOC) scores to include a breakdown by reporting category, by student expectations (SE), and readiness standards. Strategy's Expected Result/Impact: 1. T-TESS Formative and Summative Evaluation indicating implementation of strategies and student growth with all students and special populations. Staff Responsible for Monitoring: Principals, Assistant Principals, Dean of Instruction, Counseling Department, Department Leaders, Teachers, Special Population Teachers (inclusion teachers) TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: SBHS will conduct departmental Collaborative Training Meetings and utilize the Professional Learning Communities process to review data and plan for required interventions. Strategy's Expected Result/Impact: Increased and improved collaboration among all staff in development curriculum and lessons to drive student growth. Expected result will be increased student growth and an increase in students scoring Meets and Masters on their STAAR End of Course assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leaders & professional teaching staff. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SBHS will utilize campus deans and district instructional coaches to assist with critical areas and all necessary resources developed in common planning for instruction. Strategy's Expected Result/Impact: Increase teacher support for foundational courses. Staff Responsible for Monitoring: Secondary Director, Principal, Dean of Instruction, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of all students. Strategy's Expected Result/Impact: 10% performance increase on STAAR EOCs. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Teachers, After School Program Site Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: SBHS will utilize technology (in particular student laptops) to continue to address learning gaps in instruction and increase student academic performance. Teachers will be provided with technology to address gaps in instruction and student learning. Strategy's Expected Result/Impact: Increased student familiarity with device use for instructional needs and performance assessments. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exams and glasses. Strategy's Expected Result/Impact: Reduce the impact of not having necessary access to eye wear. Staff Responsible for Monitoring: Principal, School Nurse, Communities in School TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: By May 2026, SBHS will have growth of 20% in the College, Career and Military Readiness (CCMR) accountability rating compared to the 2024-2025 SY.

Evaluation Data Sources: TSI scores

SAT scores

ACT scores

CTE coherent sequence completion

Military Enlistment

Strategy 1 Details	Reviews			
Strategy 1: SBHS will provide multiple opportunities for students to take the Texas Success Initiative (TSIA2), ACT and SAT exams throughout the 2025-2026 school year including a school-wide SAT day. Strategy's Expected Result/Impact: SBHS will have a 10 percent increase in the number of students who pass both the Reading and Math TSIA exams and well as a 10 increase in the number of students who take the ACT and SAT exams. Staff Responsible for Monitoring: Principal, Dean of Instruction, Higher Education Coordinator TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SBHS will meet periodically to review TSIA percentages and discuss various campus initiatives to improve TSIA outcomes. Strategy's Expected Result/Impact: Increase of TSIA completion from the student population. Staff Responsible for Monitoring: Secondary Director, Principal, Assistant Principals, Higher Education Coordinator, Counselors. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Periodic and scheduled presentations will be conducted and arranged by SBHS Higher Education Coordinator about College and Career Readiness. Strategy's Expected Result/Impact: Agenda, Sign-in Sheets, Staff Responsible for Monitoring: Principal, Higher Education Coordinator,	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: By July 2026, increase the Meets and Masters Grade Level performance of all students taking STAAR End of Course US History, and ELA 2 exams including SPED and LEP populations.

Evaluation Data Sources: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System
Eduphoria Aware
Cambium Centralized Reporting System

Strategy 1 Details	Reviews			
Strategy 1: The Deans of Instruction will work with all core content teachers to identify and select supplemental resources such as online curriculum and test preparation to be used to support teacher lessons and provide high level instruction with a concentration on special populations. Strategy's Expected Result/Impact: Use digital resources for teachers to supplement and support their instruction. Digital supports that students can access from home. Staff Responsible for Monitoring: Dean of Instruction, Department Leaders, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: ELA and Math teachers will use online Test Preparation programs to establish a data baseline and a projected student performance goal on TSI Math and English. Strategy's Expected Result/Impact: Students will take the online pre-assessment to anticipate likelihood of passing the TSI Math /English exam. Based on results students will attend TSI Math/English tutorials prior to attempting the TSI exam. Passing TSIA2 Math and/or Reading will replace EOC exams requirement. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders, TSI Proctor Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: EOC re-testers will have the opportunity to participate in interventions in the form of tutorials, blitzes, and Saturday school. Strategy's Expected Result/Impact: Increase the percentage of passing for our EOC re-testers. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: By July 2026, SBHS will improve Special Population (Special Education, Section 504, Emergent Bilingual, Migrant and At Risk) instruction and STAAR End of Course exam results with a focus on student growth and performance.

Evaluation Data Sources: TAPR,
PBMAS,
Eduphoria, IEPs,
TxEIS Grade Report,
Student Promotion and Graduation Rate and Plan
NWEA and MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through: - Opportunities for staff development - Provision of instructional materials and supplementary aides and services as needed for IEP implementation - Monitoring the frequency and duration of the IEP - Consideration of language, cultural, and other sociological factors throughout the process Strategy's Expected Result/Impact: ARD Sign-in Sheets, IEP, eStar, 10% increase in students passing core subjects and meeting standard on STAAR EOC. Staff Responsible for Monitoring: Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Manager TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize latest technologies available to work with At-Risk students including students in RTI, 504, Dyslexia, ELL and SPED programs to develop their reading and language skills. Strategy's Expected Result/Impact: Increased student ability to read (greater Lexiles and a smaller gap between ability and actual grade level). Staff Responsible for Monitoring: RTI, Principal, Assistant Principal	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: By May 2026, SBHS will increase the percentage of students successfully passing the Texas Success Initiative (TSI) assessment by the conclusion of the academic year.

- Evaluation Data Sources:**
- * TSI Assessment Results
 - * Tutoring Participation Records
 - * Progress Monitoring Reports
 - * TSI In-class & Saturday Blitz (specialized groups) tutoring Records

Strategy 1 Details	Reviews			
Strategy 1: Students in English III and English IV will test BOY, MOY, and EOY and receive support for successful TSI results. Strategy's Expected Result/Impact: Increase in TSI scores thus increasing CCMR percentage. Staff Responsible for Monitoring: Teachers, Deans, Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have scheduled test dates during the week with the Student Advisor to re-test and have a personalized plan for TSI success. Strategy's Expected Result/Impact: Increase the number of student successful on TSI Staff Responsible for Monitoring: Higher Education Coordinator, Assistant Principals, Deans, Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: By 2026, San Benito High School will increase the number of students earning college credit through AP exams by 10% from the previous year.

Evaluation Data Sources: AP Current Year Score Summary
AP District Summary by School
AP District Score Roster

Strategy 1 Details	Reviews			
Strategy 1: AP teachers will use Advanced Placement exam preparation programs to support their curriculum and administer practice exams over specific content to monitor student progress and make necessary adjustments to lessons so students will be successful on AP exams. Strategy's Expected Result/Impact: Improved classroom instruction resulting in improved AP-exam scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase AP enrollment by promoting AP courses to a wider range of students, and emphasizing the benefits of college credit. Strategy's Expected Result/Impact: Increase the number of students taking AP courses. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: Increase parental engagement in College and Career activities and events by 20% by the conclusion of the academic year.

Evaluation Data Sources: * Event Attendance Records

* Surveys and Feedback Forms

* Program Participation Data

Strategy 1 Details	Reviews			
Strategy 1: Designated personnel along as support staff will conference with students and families to promote awareness of the importance of graduating CCMR complete. Strategy's Expected Result/Impact: TSI, SAT, Dual Enrollment, AP course participation will increase. Staff Responsible for Monitoring: Higher Education Coordinator, Counselors, Assistant principals, Deans, and Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the importance of scheduling for students to increase CCMR percentages. Strategy's Expected Result/Impact: Higher number of students graduating as CCMR complete. Staff Responsible for Monitoring: Counselors, Deans, Assistant Principal, Principal. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: All students and staff will be trained on the most up to date safety and security measures as released by TEA. All Safety and Security measures will be strictly enforced.

Evaluation Data Sources: Training sign in sheets
Spot check documents

Strategy 1 Details		Reviews			
Strategy 1: All administration will attend training provided with designated training personal such as police and fire personal. Administration will train all staff and rehearse roles and responsibilities. Administration and staff will review all procedures with all students and make sure they all understand roles and responsibilities. Strategy's Expected Result/Impact: Increased awareness of safety and security measures. All students and staff and stakeholders will know how to safely and confidentially report any safety and security issues. All reports will be thoroughly investigated with appropriate actions taken. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction. Counselors. Security Officers. All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Student safety will be enhanced via the use of technology (surveillance cameras), security and police officers, use of trained K9, and active monitoring by campus faculty and staff. Strategy's Expected Result/Impact: Reduction of student referral. Reduction of incident reports. Staff Responsible for Monitoring: Principal Assistant Principals Chief of Police SBHS Security Head TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Student Safety will increase due to vape detectors in the restrooms. Strategy's Expected Result/Impact: Less students vaping in the school. Staff Responsible for Monitoring: Principal Assistant Principals Chief of Police SBHS Security Head ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: SBHS Counseling Department will conduct presentations of Cyberbullying, Bullying, Suicide Prevention, Dating Violence, and Sexual Harassment.

Evaluation Data Sources: Agendas, Sign-in Sheets of participants

Strategy 1 Details	Reviews			
Strategy 1: The counseling department will visit classrooms and conduct presentations on Cyberbullying to reduce the number of bullying incidences. Strategy's Expected Result/Impact: Reduce incidents of cyberbullying and bullying and make sure that all students are aware of how to safely report incidents of cyberbullying and bullying. Staff Responsible for Monitoring: Principal, Assistant Principals, Lead Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The counseling department will provide training on Suicide Prevention for professional and paraprofessional staff on procedures to identify warning sign, responding to outcry and reporting incidents. Strategy's Expected Result/Impact: All students and staff will know how to safely and confidentially report thoughts of suicide by a student or staff member. Staff Responsible for Monitoring: Campus Crisis Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 10: 100% of students will receive drug awareness and prevention education to the dangers of vaping, tobacco, and alcohol use.

Evaluation Data Sources: Physical Education rosters and TEKS objective timelines.

Strategy 1 Details	Reviews			
Strategy 1: The counseling department will visit classrooms and have presentations for students on drug awareness and prevention. Strategy's Expected Result/Impact: Counselor Presentations, agendas, sign-in sheets, PE Instructors lesson plans Staff Responsible for Monitoring: Principal, Assistant Principals Counselors, PE Instructors	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have guest speakers who focus on drug prevention. Strategy's Expected Result/Impact: Students will be well versed on the harm of drugs. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 11: SBHS will provide sessions and conduct school-wide events with all staff members to promote a healthy and positive work environment.

Evaluation Data Sources: discipline referrals, counselor sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Working luncheons will be held for all staff to improve morale and create a positive work environment. Strategy's Expected Result/Impact: increase attendance Staff Responsible for Monitoring: administrators counselors TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Staff and students will be recognized every month and voted on by their peers and/or teachers for their outstanding work. Strategy's Expected Result/Impact: Positive campus climate Staff Responsible for Monitoring: Administration, Deans ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 12: Provide the OFSDP for students

Evaluation Data Sources: Student Data

Strategy 1 Details	Reviews			
Strategy 1: Identify students at-risk that qualify for the program. Strategy's Expected Result/Impact: Students will get credit for the time they are in class. Staff Responsible for Monitoring: Teachers, Attendance Clerks, PEIMS ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Parental Meetings to inform parents of the program Strategy's Expected Result/Impact: Increase in students that qualify for program Staff Responsible for Monitoring: Attendance Committee, Principal, Assistant principal, RTI, PEIMS ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/SBHS will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: SBCISD/SBHS will recruit, retain, and empower highly qualified faculty and staff by posting positions and using content specific interview questions to fill vacancies.

Strategy 1 Details	Reviews			
Strategy 1: Jobs fairs will be available at the campus during the spring for upcoming vacancies. Strategy's Expected Result/Impact: Vetting of professional staff that are well versed in content specific curriculum Staff Responsible for Monitoring: Principal, Assistant Principals, Deans, and Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a mentor for all novice teachers at the campus. Strategy's Expected Result/Impact: Teachers working collaboratively to improve student outcomes. Staff Responsible for Monitoring: Deans of Instruction TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure all staff are highly qualified and certified in their respective areas. Strategy's Expected Result/Impact: Students will receive quality instruction with a teacher that is well versed in their content. Staff Responsible for Monitoring: HR, Administration, Deans of Instruction Title I: 2.52, 2.532, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. Root Cause: Lack of follow through with systematic supports for low performing students to increase academic success.
Student Learning
Problem Statement 1: Below State Average Performance in all EOC Examinations for the ELL populations. Root Cause: Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.
School Processes & Programs
Problem Statement 1: Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards. Root Cause: Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.

Goal 2: SBCISD/SBHS will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

Evaluation Data Sources: Professional development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops. Strategy's Expected Result/Impact: Improved curriculum development and lesson delivery. Increased awareness of new technology and software. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development. Strategy's Expected Result/Impact: Teachers will be using pacing guides and resources to demonstrate student achievement. Staff Responsible for Monitoring: Deans of Instruction TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: SBCISD/SBHS will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: By June 2026, all of professional staff will receive professional development in the strategies and processes of The Fundamental 5 book.

Evaluation Data Sources: T-TESS Summative Evaluation
T-TESS Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: SBHS Administration and staff will review The Fundamental 5 book and provide professional development opportunities to understand the instructional practices discussed in the book. Strategy's Expected Result/Impact: Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The teachers will utilize the critical writing of Fundamental 5 to support writing in all content areas. Strategy's Expected Result/Impact: Increased writing scores across all content areas. Staff Responsible for Monitoring: Principal, AP's, and Deans of Instruction. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/SBHS will improve public relations, communications, and community engagement skills.

Performance Objective 1: ESSA: By June 2026, SBHS will have an increase in parents/guardians/families participation in at least one school sponsored academic activity.

Evaluation Data Sources: Parental Involvement Documentation
Sign-in Sheets for sponsored academic activity

Strategy 1 Details	Reviews			
Strategy 1: Information regarding school sponsored academic activities will be announced using SBCISD district website banner, San Benito High School website, school messengers announcements to parents, social media sites and poster flyers at SBHS campus entrance and hallways. Communications through SBHS Parental Involvement Liaison. Strategy's Expected Result/Impact: Increased student participation in academic activities such as various honor societies, dual enrollment classes, AP classes, TSI, ACT, SAT and ASVAB testing. Increased parent communication with College and Career center and counselors regarding academic opportunities for students at SBHS. Staff Responsible for Monitoring: Principal, Assistant Principals, Counseling Department, Parental Involvement Liaison. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Meetings with the principal will be done once per six weeks to increase collaboration between parents and the campus. Strategy's Expected Result/Impact: Increased parental involvement with administration at the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, FACE Representative. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations. **Root Cause:** Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Goal 3: SBCISD/SBHS will improve public relations, communications, and community engagement skills.

Performance Objective 2: By June 2026, SBHS will have an increase in community events (i.e. community service, community parades, etc.) from students, teachers, and administrators.

Evaluation Data Sources: Sign-in Sheets for sponsored academic activity
Rotation of events

Strategy 1 Details	Reviews			
Strategy 1: Inivitations for community events will be passed to our SBHS clubs to increase participation. Strategy's Expected Result/Impact: Increased community involvement by teachers and students. Staff Responsible for Monitoring: Club sponors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will participate in large community events to collaborate once per quarter. Strategy's Expected Result/Impact: Increased collaboration between community and campus administrators Staff Responsible for Monitoring: Principal/Assistant Principals/Deans TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student attendance rate is low. Root Cause: Lack of student engagement or connection to school.

Goal 3: SBCISD/SBHS will improve public relations, communications, and community engagement skills.

Performance Objective 3: By 2026, SBHS will decrease of the number of discipline referrals due to parent partnerships.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Administration and Teachers will meet with parents through scheduled and non-scheduled meetings to discuss student behavioral concerns. Strategy's Expected Result/Impact: Less discipline referrals allowing students to maximize instruction. Staff Responsible for Monitoring: Assistant Principals, Principals, PEIMS ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet with at-risk youth to counsel them on all social emotional concerns. Strategy's Expected Result/Impact: Student and Counselor partnership and safe space. Staff Responsible for Monitoring: Counselors, Student Specialist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/SBHS will improve public relations, communications, and community engagement skills.

Performance Objective 4: SBHS will track and review attendance data to identify students that do not meet a 95% Average Daily Attendance.

Evaluation Data Sources: Attendance Reports to check for patterns in absenteeism.

Strategy 1 Details	Reviews			
Strategy 1: Attendance Committee will meet once per six week period to address attendance reports for staff and students. Strategy's Expected Result/Impact: Increased attendance from students and staff members. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, and Attendance Committee. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students identified will be give the option to retain loss credit due to absences. Strategy's Expected Result/Impact: Students will make up course work if needed on Edgenutiy. Staff Responsible for Monitoring: Attendance Committee, counselor, assistant principal, attendance clerks	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/SBHS will improve public relations, communications, and community engagement skills.

Performance Objective 5: SBHS will increase parental awareness on the importance of attendance.

Evaluation Data Sources: Parent sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Parental Attendance Meetings to discuss credit recovery options. Strategy's Expected Result/Impact: Increase the number of students that lost credit due to attendance Staff Responsible for Monitoring: Principal, assistant principal, counselors, RTI TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Guest Speakers to discuss attendance importance Strategy's Expected Result/Impact: Parental Awareness Staff Responsible for Monitoring: Attendance committee, assistant principal, principal, counselors, RTI	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/SBHS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: Compliance and fiscal responsibility of Title One funds will be used to target improvement in student achievement.

Evaluation Data Sources: ESSA Grant Compliance Reports, Budget Review, CIPs

Strategy 1 Details	Reviews			
Strategy 1: Tutorials will be provided for students for succes in End of Course exams (English I, English II, Algebra, Biology, U.S. History) needed for graduation. Strategy's Expected Result/Impact: Increase of student success and/or growth in EOC exams. Staff Responsible for Monitoring: Administration, Deans of Instruction, Teachers Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Tutorial Materials - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Tutorials will be provided for students that have lost credit due to excessive absences and/or due to failing grade. Strategy's Expected Result/Impact: Increase in number of student being promoted to the next grade level and/or increase in graduation percentage. Staff Responsible for Monitoring: Administration, Dean of Instruction, Counselors, Teachers Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 2 Funding Sources: Resources Needed - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. **Root Cause:** Lack of follow through with systematic supports for low performing students to increase academic success.

Problem Statement 2: Student attendance rate is low. **Root Cause:** Lack of student engagement or connection to school.

Student Learning

Problem Statement 1: Below State Average Performance in all EOC Examinations for the ELL populations. **Root Cause:** Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

School Processes & Programs

Problem Statement 2: The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need. **Root Cause:** Students fail courses due to instructional gaps, lack of remediation, and absenteeism.

Goal 4: SBCISD/SBHS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Compliance and fiscal responsibility of Federal Funds will be used for students, classrooms so that they are quipped with up-to-date technologies and improved infrastructures to promote environments conducive to high levels of learning and address gaps in instruction.

Evaluation Data Sources: Student technology requests, classroom facility walk-throughs, work orders, e-tickets, technology inventories

Strategy 1 Details	Reviews			
Strategy 1: New Technology will be purchased for student use and to support platforms needed for student success. Strategy's Expected Result/Impact: Increase of student success on EOC examinations. Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: New Ipads - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SBHS will continue to outfit as many classrooms as possible with interactive TV's for instruction and provide training to teachers who are receiving the technology. Strategy's Expected Result/Impact: Lessons will incorporate many more interactive components enhancing engagement in the classroom to improve student performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Technology Director Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 Funding Sources: Interactive TVs - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Develop technology inventory system to account for all technology on campus and age of technology. Have systems in place to replace old technology with new up to date technology on a yearly bases. Strategy's Expected Result/Impact: System in place to remove old and out dated technology and replace with newer technology to meet the growing needs our students. Staff Responsible for Monitoring: Principal, Dean of Instruction, Higher Education Coordinator, Librarian TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. Root Cause: Lack of follow through with systematic supports for low performing students to increase academic success. Problem Statement 2: Student attendance rate is low. Root Cause: Lack of student engagement or connection to school.
Student Learning
Problem Statement 1: Below State Average Performance in all EOC Examinations for the ELL populations. Root Cause: Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students. Problem Statement 2: Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations. Root Cause: Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.
School Processes & Programs
Problem Statement 1: Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards. Root Cause: Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work. Problem Statement 2: The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need. Root Cause: Students fail courses due to instructional gaps, lack of remediation, and absenteeism.

San Benito Consolidated Independent School District

Sullivan Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of SESA is to provide our students with transformational learning experiences that foster college and career readiness as well as environmental stewardship.

Vision

Vision:

The vision of SESA is to be the Gold standard in all areas of primary education, while setting the Green standard in environmental science education.

Value Statement

#SESACares

At Sullivan ESA, our scholars are held to a very high standard. We believe in, and instill the following core values with all of our SESA community.

Compassion

Accountability

Respect
Environmental Stewardship
Service

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Goals

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: ESSA: By June 2026, 80% of all students, with a focused effort on special populations, will meet or exceed state assessment standards. This goal will be achieved through the implementation of targeted instructional strategies, including Professional Learning Communities (PLCs), leadership coaching, effective feedback practices, and the Effective Schools Framework, to ensure continuous improvement and equitable outcomes for all students

HB3 Goal

Evaluation Data Sources: STAAR reports for grades 3rd - 5th Grade

Strategy 1 Details	Reviews			
Strategy 1: K - 5th grade students will be provided with a minimum of 90 minutes daily of Reading and Bluebonnet Math instruction. K- 1st grade will follow Scope and Sequence for Write Connection. K- 5th grade will follow the scope and sequence of the TEKS Resource System utilizing resources such as HMH, Accelerated Reader, GF Educators, Lowman Consulting, Lone Star Learning Plus, Saxon Phonics and Heggerty. Strategy's Expected Result/Impact: IMPLEMENTATION: Year long IMPACT: Staff Responsible for Monitoring: Teachers Librarian Assistant Principal Principal RTI Teacher SPED Teachers Funding Sources: Consumable Workbooks - 211 - Title I, Part A - \$15,000	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Continue Professional Learning Communities (PLCs) to unpack TEKS, review student data, student progress, and plan collaboratively to meet the needs of all students. Strategy's Expected Result/Impact: District and Campus Based Benchmarks STAAR Scores (3rd-5th) Amplify (MClass), iReady, and NWEA Reports Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: General Supplies - 199 - General Fund - 199-13-6399-00 - \$2,500	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: RTI teacher to assist teachers in identifying students in need of intervention, provide interventions to students, and provide guidance to teachers in completing required documentation and make intervention recommendations. Strategy's Expected Result/Impact: Increase the number of students that are receiving intervention and making progress. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Funding Sources: - 211 - Title I, Part A - 211-11-6119-00-110-8-30-A-00 - \$53,569	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Students in K-2nd Grade will use Saxon Phonics and Heggerty to build a strong foundation in reading. Strategy's Expected Result/Impact: Students will see an increase in reading fluency. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Funding Sources: - 199 - General Fund - 199-11-6399-00-110-8-30-! - \$9,950	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Campus book fairs will be held twice a year to provide access to a variety of book titles and engage parents in selection of books for household use. Strategy's Expected Result/Impact: Students will have develop a love for reading and have a range of titles to read at home. Staff Responsible for Monitoring: Librarian	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: Analyze student performance and attendance data to guide instruction, improve programs, and recognize strong attendance. Strategy's Expected Result/Impact: Improved student performance through minimizing student absences. Staff Responsible for Monitoring: Principal Asst. Principal RTI Teacher Teachers Counselor Parent Specialist	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Provide flexible scheduling through inclusion and/or resource classes for our special education students. Strategy's Expected Result/Impact: Special Education students will meet system safeguards. Staff Responsible for Monitoring: Administrators Teachers Special Education Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: In order to serve all students' needs, all eligible students with parental consent will have the opportunity to receive needed eye exams and glasses. Strategy's Expected Result/Impact: Detecting and correcting vision problems Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: Provide ample opportunities for students and teachers to utilize technology to support classroom instruction and improve areas requiring enrichment and remediation.

Evaluation Data Sources: STAAR Reports, Benchmark Reports, Weekly Assessments

Strategy 1 Details	Reviews			
Strategy 1: Acquire new technologies and train teachers to utilize these technologies for classroom instruction and regular scholar use. Including but not limited to: Epson Smart Projectors SMART Notebook Software Strategy's Expected Result/Impact: Higher student engagement Staff Responsible for Monitoring: Principal Assistant Principal Technology Representative Funding Sources: Epson Projectors - 211 - Title I, Part A - 211.11.6396.00.110.0.23.000 - \$5,688.92	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Laptops will be purchased for Science Lab and other instructional settings Strategy's Expected Result/Impact: Students will be able to view samples of work in color. Staff Responsible for Monitoring: Science Lab Teacher RTI Teacher Assistant Principal Funding Sources: Color Printers - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: All qualifying students in grades three thru five will be taught how to use online embedded supports. Strategy's Expected Result/Impact: Increase in Special Education students passing the STAAR. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Resource Teacher	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3rd-5th grade

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

Performance Objective 5: To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2)
(Target Group: All) (NCLB: 1,2,3,4,5)

HB3 Goal

Evaluation Data Sources: Teacher Observations, Walkthroughs, Lesson Plans,
End of Unit Assessments,
Progress Monitoring Checklist

Strategy 1 Details	Reviews			
Strategy 1: To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2) (Target Group: All) (NCLB: 1,2,3,4,5) Strategy's Expected Result/Impact: Students will acquire a solid foundation in reading which will increase overall reading performance. Staff Responsible for Monitoring: Rtl Teacher Assistant Principal Principal Funding Sources: Saxon Phonics - 199 - General Fund - 199.e.11.6399. .110.0.30.100 - \$2,000, Saxon Phonics - 211 - Title I, Part A - 211.11.6399.00.110.9.30.100	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student fort success in college, career, or ,military service.

Performance Objective 5: ESSA: Develop College and Career readiness skills through learning activities for 100% of students on grades PK-5TH

HB3 Goal
Evaluation Data Sources: Lesson Plans, School Wide Events

Strategy 1 Details	Reviews			
Strategy 1: Instructional Materials will be purchased to supplement the Bilingual Curriculum from vendors such as Lakeshore, School Specialty and EAI Education. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student fort success in college, career, or ,military service.

Performance Objective 6: An emphasis on Environmental Education will be required of all professional teaching staff through the acquisition of Certification by the Texas Association of Environmental Educators.

Evaluation Data Sources: Portfolios

Strategy 1 Details	Reviews			
Strategy 1: 80% of teachers at SESA will obtain certification from the National Association of Environmental Educators. Yearly dues will be paid for each teacher. Strategy's Expected Result/Impact: NAEE Certification status. Staff Responsible for Monitoring: Principal Assistant Principal Funding Sources: Teacher Certification Fees - 289 - Title IV - 289.E.11.6399 - \$3,000	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: School counselors will contribute to increasing the percentage of students who meet College, Career, and Military Readiness (CCMR) indicators through targeted academic advising, guidance services, and postsecondary planning support.

Evaluation Data Sources: School Counselor Conference logs

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: Strengthen early childhood literacy and math foundations to ensure long term student success

Evaluation Data Sources: CLI diagnostic report

MAP reports

Amplify reports

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: By the end of the academic year (June 2026), increase overall campus safety by implementing targeted improvements in infrastructure, training, and communication systems. This will be measured through a 20% reduction in safety-related incidents, as well as the completion of safety training for 100% of staff, and the installation of additional security features (e.g., surveillance cameras, emergency exits, lighting upgrades) in at least 3 high-risk areas of the campus.

Evaluation Data Sources: Safety Audits

Crisis Safety Plan documentation

Drills

Training sign in sheets

Safety checks will be conducted daily conducted by SRO

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers in need of professional development will be provided a variety of training opportunities. Strategy's Expected Result/Impact: Students will be instructed in a setting that has consistent and effective routines and procedures as well as appropriate content. Staff Responsible for Monitoring: Teacher Assistant Principal Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: San Benito CISD Staff Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that a better understanding of the TEKS can be had by all stakeholders. Strategy's Expected Result/Impact: Increase the scores on standardized assessments. Staff Responsible for Monitoring: Principal Asst. Principals Teachers Support Staff	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators will attend professional development, conferences, and trainings on topics to increase student performance and data analysis. Strategy's Expected Result/Impact: Increased knowledge of instructional practices. Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund, - 255 - Title II, Part A, TPTR	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Bullying Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student bullying. Strategy's Expected Result/Impact: Bullying prevention knowledge helps staff foster a more inclusive and safer learning environment for students. Staff Responsible for Monitoring: Administrators Counselor Teachers Teacher Assistants	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide. Strategy's Expected Result/Impact: Suicide prevention training helps school staff recognize and respond to the warning signs of suicide, creating a supportive environment for students and potentially saving lives. Since teachers and other school personnel interact with students daily, they are in a prime position to identify and help vulnerable youth. Staff Responsible for Monitoring: All school personnel	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing. Strategy's Expected Result/Impact: Increased scores. Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: 80% of professional teachers at SESA will acquire certification from the Texas Association of Environmental Educators. Strategy's Expected Result/Impact: Teachers will become state certified in the area of EE. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 289 - Title IV - 289.11.6411 - \$3,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

Performance Objective 3: 100% of the teaching staff will be highly qualified. 30% of all staff will be bilingually certificated and 90% of all teachers will be gifted and talented certified.

Evaluation Data Sources: SBEC Teacher Certifications

Strategy 1 Details	Reviews			
Strategy 1: Sullivan Environmental Science Academy will follow all district guidelines for hiring to ensure all teachers meet state requirements for certification in the area they are teaching. Strategy's Expected Result/Impact: 100% of teachers will be properly certified. Staff Responsible for Monitoring: Administrators Counselor Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/ community engagement

Performance Objective 1: Objective 3.1 Improve and diversify all communication methods with stakeholders, including campus website, social media, print publications, and various media outlets.

Evaluation Data Sources: Campus web page and social media platforms

Strategy 1 Details	Reviews			
Strategy 1: GT students will receive enhanced academic opportunities and will work in collaborative groups or individually to complete a project using the Texas Performance Standards and that meets the Texas State Plan for the Education of Gifted Students. Funding Sources: - 199 - General Fund - Gifted and Talented Funds - \$300	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Thursday will be designated as College & Military Awareness Day at Sullivan Environmental Science Elementary. Students and staff may wear a college or military T-shirt on this day. Strategy's Expected Result/Impact: Students will become more aware of colleges/universities. Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: College Awareness Week will be held in conjunction, with our Career Fair. Activities, will be planned for the Spring semester. This will include speakers such as local community leaders, etc. which will speak on the value of education. Strategy's Expected Result/Impact: Students will receive experiences and motivation to see out educational success and college preparation. Staff Responsible for Monitoring: Administrators Counselor Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/community engagement

Performance Objective 2: Parent-Teacher Communication, Ensure 100% of teachers use at least one standardized communication tool with families consistently throughout the year.

Evaluation Data Sources: Branching minds weekly logs

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/community engagement

Performance Objective 3: Newsletter Consistency Publish a digital and/or print parent calendar at least once per month highlighting campus events, student achievements, and upcoming deadlines.

Evaluation Data Sources: Monthly calendars

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 1: Recognize and reward perfect attendance for students and staff

Evaluation Data Sources: attendance logs/reports

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 2: Implement monthly and quarterly student attendance recognition (certificates, prizes, special events).

Evaluation Data Sources: Daily attendance

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 3: Provide professional development for staff on strategies to foster a safe and supportive school climate.

Evaluation Data Sources: Capturing Kids Hearts

San Benito Consolidated Independent School District

Veterans Memorial Academy

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of San Benito Veterans Memorial Academy is to provide a premiere education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Vision

The vision of San Benito Veterans Memorial Academy is to be the gold standard in all areas of public education.

Value Statement

“Think gold and strive for excellence!

Challenge yourself and achieve all your goals.”

Our task is Graduating Every Student ... College and Career Ready!

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Goals

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: By June 2026, 80% of all students and 80% of each subgroup will meet Domian II satisfactory performance on STAAR Algebra 1, English 1, and Biology.

Evaluation Data Sources: STAAR Reports for grade 9-EOC

Strategy 1 Details	Reviews			
Strategy 1: 1. Implement state scientific, research-based programs at VMA to achieve rigor for reading, writing, math, social studies, science, foreign language, professional development, counseling and vocational careers. (Title I SW: 1,2,3) (Target Group: All) Strategy's Expected Result/Impact: Summative - TAPR Report; STAAR Summary Report Staff Responsible for Monitoring: Principal Funding Sources: - 211 - Title I, Part A - \$2,500, - 212 - Title I, Part C, Migrant - \$500, - 255 - Title II, Part A, TPTR - \$1,000, - 263 - Title III, LEP - \$500	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement intentional, focused, and comprehensive tutoring after school, on Saturdays, and during Academic Team Planning Period. (Title I SW: 2,8,10) (Target Group: Migrant, LEP, SPED, At Risk) Strategy's Expected Result/Impact: Summative - STAAR results Staff Responsible for Monitoring: Assistant Principal(s), Core Subject Teachers, Counselor(s), Dean of Instruction, Department Heads, Migrant Teachers, Principal, Special- Ed Teachers, Teacher Assistants Funding Sources: - 211 - Title I, Part A - \$25,000, - 212 - Title I, Part C, Migrant - \$10,000, - 199 - General Fund - \$7,000	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Administer and analyze CFA diagnostic tests and interim assessments in order to provide instruction in target areas. (Title I SW: 1,2,8) (Target Group: All) Strategy's Expected Result/Impact: Summative - Diagnostic tests & STAAR results Staff Responsible for Monitoring: Deans of Instruction, Department Heads, Principal, Special Ed Teachers, Teacher(s), Testing Coordinator Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide additional training opportunities for teachers to address students with special needs. Strategy's Expected Result/Impact: Improve scores for Special Education students Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Special Education Director, Special Education Coordinator Funding Sources: - 255 - Title II, Part A, TPTR - \$5,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: By June 2026, 100% of all VMA freshmen students will be placed into an appropriate Career Cluster that will help meet college-ready requirements.

Evaluation Data Sources: TSIA2 scores, PSAT 8/9 scores, and CTE coherent sequence completion

Strategy 1 Details	Reviews			
Strategy 1: Provide tutoring sessions to prepare students to be successful on TSIA2 ELAR MC/Writing and Math tests. Strategy's Expected Result/Impact: TSIA2 test results Staff Responsible for Monitoring: Assistant Principal/Dean Funding Sources: - \$3,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a College & Career Go Center on Campus and virtually. Strategy's Expected Result/Impact: The College and Career Go Center will create a school -wide college-bound culture and promote college awareness for students. Staff Responsible for Monitoring: Higher Education Coordinator	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide availability for TSIA2 testing Strategy's Expected Result/Impact: Students will test to enroll in dual enrollment courses Staff Responsible for Monitoring: Higher Education Coordinator	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Offer Dual Enrollment courses during the Fall and Spring semester. Strategy's Expected Result/Impact: Students will complete their dual enrollment courses. Staff Responsible for Monitoring: Administration Higher Education Coordinator Funding Sources:	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Select, provide, and support short-term instructional strategies and interventions for students needing academic assistance as evident by assessment data. (Target Group: Migrant, LEP, SPED, At Risk, 504) (ESSA)

Evaluation Data Sources: Weekly formative assessments, Interim Assessments, and MAPP

Strategy 1 Details	Reviews			
Strategy 1: Use data to drive instructional decisions and target academic deficiencies for special populations. Strategy's Expected Result/Impact: Students will increase their performance and passing rates on CFAs, district benchmark exams, and state assessments such as STAAR EOC and TELPAS. Staff Responsible for Monitoring: Dean of Instruction, District Directors, Principal, teacher(s)	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide summer school for student groups being retained and/or failing courses and will retest STAAR End-of-Course Exams. Strategy's Expected Result/Impact: Students will be successful in earning their credits. There will be a reduction in retention rates and an increase in STAAR End-of-Course rates. Staff Responsible for Monitoring: Deans of Instruction, Federal Programs Director, Principal Funding Sources: - 211 - Title I, Part A - \$25,000, - 224 - IDEA B, Formula SpEd - \$10,000	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Be proactive in ensuring that all student groups and subpopulations are following the student code of conduct to reduce the number of special education students placed in ISS and at PRC. Strategy's Expected Result/Impact: A reduction of students within subpopulation groups being assigned alternative discipline. Staff Responsible for Monitoring: Assistant Principals, Dean of Instruction, Principals, SBCISD Police officer, Teacher(s)	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 4: Write across the curriculum by incorporating a writing rubric and APES for support with teacher implementation in all subjects, including practical writing classes, to improve achievement in all STAAR EOC components. (Title I SW: 1,2,3) (Target Group: Migrant, LEP, SPED, AtRisk, Dys) (ESSA)

Evaluation Data Sources: Summative- TAPR Report; STAAR Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Implement effective instruction for academic language to better prepare students in sub-populations. Students focusing on vocabulary attainment for reaching personal success across all content areas. Strategy's Expected Result/Impact: Attain an increase in overall success in relation to state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create, administer, and analyze assessments administered to special populations and RTI students which are aligned to the TEKS Resource curricular timelines. Use data to drive instruction for all accountability populations, to identify performance gaps to meet state standards. Strategy's Expected Result/Impact: Instruction will be more data driven and targeted to ensure success on state assessments for all subpopulations. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: By June 2026, 80% of VMA students participating in a reading program will show an improvement in over all literacy skills. (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED)

Evaluation Data Sources: Summative- ELA Quarter Test Results; program usage reports

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement a reading program to improve achievement in all State STAAR EOC components using, Language Live , My Perspective -(See Savvas), Edgenuity, CommonLit, No Red Ink, EdPuzzle (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED) Strategy's Expected Result/Impact: Over all improvement of literacy skills Staff Responsible for Monitoring: Dean of Instruction Classroom Teachers Funding Sources: - 211 - Title I, Part A - \$4,000, - 212 - Title I, Part C, Migrant - \$500, - 224 - IDEA B, Formula SpEd - \$1,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: 90% of CTE organization members will compete at the Regional Leadership Conference by Spring Semester.

Evaluation Data Sources: CTE courses will establish a student run organization (BPA, HOSA, SkillsUSA, etc.).

Strategy 1 Details	Reviews			
Strategy 1: Students pursuing careers in CTE courses have the opportunity to compete in Regional, State, and National Leadership Conferences. Strategy's Expected Result/Impact: CTE courses will be required to establish student run organizations (BPA, HOSA, SkillsUSA, etc.) which will allow students to explore, apply critical thinking skills, collaborate, and engage in competitions that will allow them to apply real world career applications and experiences. Staff Responsible for Monitoring: Principal, CTE Director, Club Sponsors.	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: By June 2026, 70% of EL students will earn their credits and pass EOC exams. (Title I SW: 1,2,9,10) (Target Group: ESL, LEP)

Evaluation Data Sources: Summative-STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Coordinate program options for credit accrual, credit recovery and STAAR EOC Prep classes to ensure that EL students are accessing opportunities available to earn needed credits and pass the all STAAR EOC exams. (Title I SW: 1,2,9,10) (Target Group: EL, LEP) Strategy's Expected Result/Impact: Success on earning credits and passing EOC exams Staff Responsible for Monitoring: Administration Dean of Instruction Counselors Classroom Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: 50% of CTE students will be certified in one or more areas of Microsoft Office Specialist (MOS) by the end of the school year.

Evaluation Data Sources: CTE students will be certified through MOS certifications

Strategy 1 Details	Reviews			
Strategy 1: CTE will offer MOS certifications to support student pathways with project based learning. Strategy's Expected Result/Impact: 75% of CTE students will be certified through MOS certifications. Staff Responsible for Monitoring: Principal, CTE Director, Teachers	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: By June 2026, 80% of subgroups will meet standards on all areas of the STAAR EOC assessments.

Evaluation Data Sources: Formative assessments, Interim assessments, and STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Implement Best Practices for acquiring academic language to better prepare the subgroups: At-Risk, ELs, Special Education, Section 504, and migrant students-focusing on vocabulary attainment for reaching personal success including but not limited to the use of word walls, graphic organizers, S3Strategies, Texas Coach, and Sheltered Instruction. (Target Group 9th) Strategy's Expected Result/Impact: Improvement in student academic vocabulary and usage Staff Responsible for Monitoring: Administration Dean of Instruction Classroom Teachers	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 10: By June 2026, VMA will increase EB scores in both TELPAS and STAAR EOC through the implementation of Summit K-12 (World Geography, Science, and Reading).

Evaluation Data Sources: STAAR EOC/TELPAS results

Strategy 1 Details	Reviews			
Strategy 1: Implement staff development across the core subjects through PLCs and TELPAS trainings to ensure best practices for all students, focusing on ELs. Strategy's Expected Result/Impact: Improvement in EOC and TELPAS scores Staff Responsible for Monitoring: Administration Dean of instruction Funding Sources: - 263 - Title III, LEP - \$5,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 11: By the end of the academic school year, Veterans Memorial Academy will differentiate instruction by providing rigorous curriculum and instruction for Gifted and Talented learners.

Evaluation Data Sources: STAAR EOC results/Campus Masters Level percentages

Strategy 1 Details	Reviews			
Strategy 1: Veterans Memorial Academy will provide opportunities for teachers to attend virtual training/conferences focused on differentiated, rigorous instruction and curriculum. Strategy's Expected Result/Impact: Challenge gifted learners in the classroom. Staff Responsible for Monitoring: District G/T Coordinator, Campus G/T Coordinator Funding Sources: - 211 - Title I, Part A - \$3,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers of Gifted and Talented (G/T) students will receive the required 30 hours of G/T and 6 hour update. Strategy's Expected Result/Impact: Improve percentage of students achieving Masters Grade Level on the STAAR EOC exams Staff Responsible for Monitoring: Campus G/T Coordinator	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 12: By June 2026, 70% of VMA students, with a concentrated effort on all special populations, will meet established standards on the state assessment.s.

Evaluation Data Sources: NWEA MAP testing, CFA's, and EOC resluts

Strategy 1 Details	Reviews			
Strategy 1: Veterans Memorial Academy will maintain 100% highly effective staff and faculty. Strategy's Expected Result/Impact: Improve student scores in order to meet state standards. Staff Responsible for Monitoring: Administration, Dean of Instruction, and teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 13: By June 2026, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 15% increments annually as measured by PEIMS.

Evaluation Data Sources: Disciplinary Referrals, Disciplinary PEIMS Reports, Halo vape detectors.

Strategy 1 Details	Reviews			
Strategy 1: VMA will implement positive behavior supports and the Student Code of Conduct, including campus-based consequences (ISS), to address student behavior, attendance, and school climate to ensure that students can experience academic success. VMA will implement a 24-48 turnaround timeframe per referral. Strategy's Expected Result/Impact: Annual five percent reduction in student discipline reports coupled with an increase in student attendance Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: VMA will train students through Counseling Google Classroom on the use of the STOPIT app to report bullying and any other incidents or situations of concern to our school community's safety. Strategy's Expected Result/Impact: 100% of VMA students will know how to use the STOPIT app. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 1: Veterans Memorial Academy will recruit, retain, and empower highly qualified faculty and staff. Post positions and interview to fill vacancies.

Evaluation Data Sources: State Board of Education Official Record of Educator Certificates

Strategy 1 Details	Reviews			
Strategy 1: VMA staff will attend job fair recruitment events in order to recruit new employees. Provide professional development to enhance instruction on an ongoing basis and opportunities for networking. Strategy's Expected Result/Impact: Improve instruction and test scores Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction Funding Sources: - 255 - Title II, Part A, TPTR - \$5,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Veterans Memorial Academy will provide notice to parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified. Strategy's Expected Result/Impact: Open communication with parents Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide adequate training and follow-up for programs such as Edgenuity and Language Live. Strategy's Expected Result/Impact: Less retention, improve student scores Staff Responsible for Monitoring: Secondary Curriculum Director, Dean of Instruction Funding Sources: - 211 - Title I, Part A - \$7,100	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide a campus mentor program for first and second year teachers and provide support for those new to the campus. Strategy's Expected Result/Impact: Create collaboration, retain teachers, and improve campus climate Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 2: Quality professional development will be provided to 100% of instructional staff, thus ensuring student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: VMA will implement professional development trainings to target all core areas, special education, counseling, and EL. Strategy's Expected Result/Impact: VMA faculty and staff will be highly qualified and effective in all areas. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 3: Provide trainings to all staff in order for staff to implement activities and strategies to teach students alternatives to negative behavior.

Evaluation Data Sources: Reduction in discipline referrals by 10% with the use of Skyward.

Strategy 1 Details	Reviews			
Strategy 1: Communicate student code of conduct, utilize canine services, provide staff classroom management training, conflict resolution and emergency response. Create protocol for "under the influence" students and create a standardization of discipline referral time frame. Strategy's Expected Result/Impact: Reduction in the number of behavior referrals by 10% with the use of an electronic discipline referral software. Staff Responsible for Monitoring: Assistant Principal, Principal, Deans of Instruction, RTI Teacher, counselors Funding Sources: Pending Bids - Electronic Referral Software - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 4: VMA teachers will be trained in the fundamental five and use it as a foundation for academic success.

Evaluation Data Sources: Learning Walks, Instructional walk-throughs, and evaluative walk-throughs.

Goal 2: SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 5: Provide high quality staff development to all San Benito VMA employees and students regarding the Bullying Prevention and Interventions plan, a comprehensive approach to addressing bullying and cyberbullying.

Evaluation Data Sources: Sign-in sheets- Use of documentation forms; Use of STOPIT app. to report incidents.

Strategy 1 Details	Reviews			
Strategy 1: All students will have access to QR codes to report bullying using the STOPIT app. All students will be trained in David's law SB 179. Strategy's Expected Result/Impact: Disciplinary referrals will be reduced by 10% from previous year and attendance will be at 95% or higher Staff Responsible for Monitoring: Counselors, Teachers, Assistant Principal(s), Principal, Deans of Instrustion Funding Sources: Trainings - Pending Bids - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Veterans Memorial Academy will improve public relations, communciations, and ceommunity engagement skills.

Performance Objective 1: Parents, student, and counselors will develop a personal graduation plan that will allow student to maintain focus and clarity on the road to graduation.

Evaluation Data Sources: 100% of students will have a parent signed graduation plan in their student file.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and staff will meet with students every semester on a one-to-one basis as needed to discuss career pathways/graduation plans. Strategy's Expected Result/Impact: Students will have clarity and goal oriented to maintain direction towards graduation. Staff Responsible for Monitoring: Counselors and Staff Funding Sources: updated career pathways/graduation plans - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Veterans Memorial Academy will improve public relations, communciations, and ceommunity engagement skills.

Performance Objective 2: Create Advertisements of school accomplishments by promoting at different public affairs, such as and not limited to, television, movie theaters, banners, public transportation, and etc.

Evaluation Data Sources: By increasing the number of advertisements, there should be an increase, or maintain current, in student population at SBCISD.

Strategy 1 Details	Reviews			
Strategy 1: Provide communication with the community via social media, campus website, Remind app, School Messenger, Fish Camp and on-site tours to promote advertisement and school information. Strategy's Expected Result/Impact: Provide mass communication with staff, students, and parents Staff Responsible for Monitoring: Principal and campus webmaster Funding Sources: - 199 - General Fund - \$50,000	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SBCISD/ Veterans Memorial Academy will improve public relations, communciations, and ceommunity engagement skills.

Performance Objective 3: By June 2024, 70% of all students/parents/guardians/families will participate in at least one school sponsored activity.

Strategy 1 Details	Reviews			
Strategy 1: VMA will host family events, including a Fish Camp; Meet the Teacher Night; TSIA2 Parent Information Sessions; Dual Enrollment Information Sessions; Spring Open House; Band, Conjunto, and Choir performances; annual quinceanera; and other extra-curricular family activities. Strategy's Expected Result/Impact: Improved academic performance and campus climate Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund - \$10,000	Formative			Summative
	Dec	Mar	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: SBCISD/Veterans Memorial Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1: All students, staff, and community members will feel and see a clean and safe campus.

Evaluation Data Sources: Administration walk-throughs of various sections of campus.

Strategy 1 Details	Reviews			
Strategy 1: Students will attend classes 92% of the time. Strategy's Expected Result/Impact: Students will excessive will be placed on an attendance contract and will be subjected to calls to guardians/parents. Staff Responsible for Monitoring: Administration, FACE personnel, attendance clerk, and teachers.	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: A teacher of the Quarter will be selected every nine weeks based on perfect attendance. Strategy's Expected Result/Impact: Teachers with perfect attendance for the nine weeks will be entered into a raffle for reserved parking, snacks, and an extended lunch. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD/Veterans Memorial Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 2: Increase security with additional surveillance equipment, personnel, and needed school safety training for all staff.

Evaluation Data Sources: For equipment - purchase order, installation records, and inventory such as Halo vape detectors. For personnel - incident reports/referrals and logging system updates.

Strategy 1 Details	Reviews			
Strategy 1: Install 360 degree security cameras in areas of need. Implement periodic maintenance of cameras bi-annually. Strategy's Expected Result/Impact: Reduction in the numbers of incident reports/referrals. Staff Responsible for Monitoring: Principal, SRO Officer, 2 SBCISD Police officers, Site Based Committee Funding Sources: Pending Bids - Fence and Cameras - 199 - General Fund - \$4,000	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Fire Extinguisher training to at least one person per pod to ensure preparedness in case of a fire on campus. Strategy's Expected Result/Impact: Teachers will be prepared to handle a fire with a fire extinguisher. Due to COVID-19 protocols, limited staff interaction was in place. Staff Responsible for Monitoring: Principal Funding Sources: The SBCISD provided the training free of charge from the San Benito Fire Department. - 199 - State Compensatory Education (SCE) - \$0	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Increase our security staff to provide added vigilance and safety on our campus. Strategy's Expected Result/Impact: Increase safety for everyone on campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Security will use the K-9 sporadically to reduce the number of illegal substances on campus. Strategy's Expected Result/Impact: Decrease the number of illegal substances on campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue



Request Approval of the Amendment to the Secondary Course Catalog for the 2025- 2026 School Year

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Amendment to the Secondary Course Catalog for the 2025-2026 school year.

Rationale:

The REVISED 2025-2026 San Benito CISD Course Catalogs for San Benito High School, as presented, is designed to align with state graduation requirements, support college and career readiness, and reflect the district's commitment to providing diverse, rigorous, and relevant academic opportunities for all students. The catalog has been updated to include a CTE course to expand our course offerings and pathways.

The following changes were made to the High School Course Catalog:

1. Addition of 2 English Courses to provide supplement support for students in 11th and 12th grade.
 - A. Independent Studies of English for 12th Grade
 - B. Humanities for 11th Grade

Paperwork Impact:

Minimal

Budget:

N/A

Resource Personnel:

All Secondary Campuses

JoAnne Fernandez, Director of Secondary Instruction

Sandra Romeros, Director of Counseling/Advanced Academics

Dilia Cornett, Assistant Superintendent of Academics

Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

N/A

San Benito Consolidated Independent School District

High School Course Catalog

2025-2026



Alfredo Perez
Superintendent of Schools

Board of Trustees

Dr. Ariel Cruz-Vela, Place 1, *President*
Crystal Hernandez, Place 2, *Vice-President*
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The San Benito CISD does not discriminate on the basis of sex, handicap, race, color, and/or national origins in its educational programs. Admission into career programs is based on age, grade, aptitude and ability. Lack of English language will not be a barrier to admission and participation in any educational program.

Board Approved __/__/__

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HIGH SCHOOL TESTING PROGRAM GUIDE

Beginning with the Freshman class of 2011-2012, a student must earn passing scores on 5 End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan to earn a diploma. Students must meet all graduation course credit requirements and EOC requirements to be eligible for participation in the graduation ceremony.

*Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.

**Students who began 9th grade in the fall of 2013 and before will graduate under the requirements of the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP).

State of Texas Assessment of Academic Readiness (STAAR)

Students who entered the ninth grade in the 2011-2012 school year or later must pass five STAAR end-of-course tests to graduate from a Texas public school. The assessments are based on the Texas Essential Knowledge and Skills, the state curriculum standards. These tests are designed to ensure that students are learning the specific course material and are prepared to succeed in college and/or

*English I

*Algebra I

*U.S History

*English II

*Biology

GRADE CLASSIFICATION

Grade level classification is the same for all students regardless of graduation plan.

Students are classified based on the number of academic credits they have earned at the beginning of the school year. All students who have completed 8th grade enter high school as freshmen regardless of the number of high school credits they may have already earned through middle school, summer school, credit by exam, and/or online learning.

GRADE CLASSIFICATION		
GRADE	CLASSIFICATION	CREDITS
9th	Freshman	<6.0
10th	Sophomore	≥6.0 – 12.5
11th	Junior	≥13.0 – 19.5
12th	Senior	≥20

FOUNDATION HIGH SCHOOL PROGRAM + ENDORSEMENTS

The following requirements apply to students first entering 9th grade in the fall of 2014 and thereafter.

FOUNDATION HIGH SCHOOL PROGRAM (FHSP) - 22 - Credit Foundation is Required for all Endorsements

ENGLISH (4 credits)

Must consist of English I, II, III (ESOL I and ESOL II may be substituted for English I and II for students with limited English proficiency), and an additional/**advanced** English course

MATHEMATICS (3 credits)

Must include Algebra I, Geometry, and an additional/**advanced** math course beyond Algebra I

SCIENCE (3 credits)

Must include one Biology credit, one credit selected from IPC, or Chemistry, or Physics; and one additional/**advanced**, lab-based science course

SOCIAL STUDIES (3 credits)

Must include U.S. History, one-half credit Government, one-half credit Economics, and World History or World Geography

OTHER LANGUAGES (2 credits)- Must consist of 2 levels in the same language

FINE ARTS (1 credit)

May include Choir, Band, Orchestra, Dance, Art, Theatre Arts, Art History, or Music Theory I and II; Principles & Elements of Floral Design or Digital Art & Animation or any other fine arts course

PHYSICAL EDUCATION (1 credit)

May include Athletics or PE (up to 4 credits), Foundations of Personal Fitness (.5 credit); Dance, Dance Team I, fall semesters of Marching Band or the first year of Cheerleading or any other physical education course.

ELECTIVES (5 credits)-Must include a communication skills component (speech class) earned.

TOTAL FHSP CREDITS: 22

ADDITIONAL REQUIREMENTS FOR ENDORSEMENT

MATHEMATICS (1 credit)

SCIENCE (1 credit)

ADDITIONAL ELECTIVES (2 credits)

Electives must be chosen from the five endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, and/or Multidisciplinary Studies

TOTAL CREDITS WITH ENDORSEMENT: 26

RECOGNITIONS

Students have the opportunity to earn additional recognition in the following areas.

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement

A student must graduate with a Distinguished Level of Achievement to be considered for the Top 10% and eligible for automatic admission to a Texas public college or university (with the exception of UT Austin).

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above;
- IB test score of 4 or above (*applies to transfer students only as the International Baccalaureate program is not offered in SBCISD*);
- Outstanding performance on the PSAT, the SAT or the ACT;
- Completion of at least 12 hours college coursework with final grades of A or B (3.0 GPA or above);
- Bilingualism and bi-literacy; and
- Earning a nationally or internationally recognized business or industry certification or license

San Benito CISD

Texas Education Agency Graduation Toolkit Endorsements – *Choices*

Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

Students can choose from 5 endorsement areas

Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Mathematics
- Science
- Computer Science
- Combination of no more than two of the categories listed above

Business and Industry (one of the following or a combination of areas)

- Agriculture
- Food and Natural Resources
- Architecture and Construction
- Arts
- Hospitality and Tourism
- Technology and Communications
- Audio/Video
- Information Technology
- Business Management and Administration
- Finance
- Manufacturing
- Transportation or Distribution and Logistics
- Marketing
- Technology Applications
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook

Public Service (one of the following)

- Human Services
- Health Science
- Education and Training
- Law
- Public Safety
- Government and Public Administration
- Corrections and Security
- Junior Reserve Officer Training Corps (JROTC)

Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Social Studies
- Courses from one or two areas (music, theater, art, dance) in fine arts
- American Sign Language (ASL)
- English electives not included in Business and Industry

Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

*Visit your school counselor to learn more about your options.
Students may earn more than one endorsement.

ENDORSEMENTS

ADVANCED COURSES FOR THE FOUNDATION HIGH SCHOOL PROGRAM

English Language Arts (Advanced Courses)

English IV*	Newspaper I
Creative Writing	Yearbook I
AP English Literature	Yearbook II
AP English Language	Yearbook III
Dual Enrollment English 1301	Professional Communications
Dual Enrollment English 1302	
College Prep ELA	<i>(Must be combined with another</i>
<i>(pursuant to TEC, §28.014)</i>	<i>half credit from this list)</i>

***All students will take English IV**

Second Science (Advanced Courses)

Integrated Physics & Chemistry (IPC)	AP Physics I: Algebra
Chemistry	Based Dual Enrollment
Physics	Biology I & Lab Dual
AP Chemistry	Enrollment Physics I
	Special Topics in
	Science

3rd & 4th Science Credit (Advanced Course)

(to earn an endorsement)

Chemistry Physics	Dual Enrollment
Earth and Space Environmental	Biology II & Lab
Systems AP Biology	Advanced Animal
AP Chemistry	Science Advanced Plant
AP Environmental Science	and Soil Science
AP Physics I: Algebra Based	Anatomy and
AP Physics II: Algebra Based	Physiology
Dual Enrollment Physics II	Medical
Locally developed science course	Microbiology
<i>(pursuant to TEC, §28.025(b-5))</i>	Pathophysiology
	Forensic Science
	Special Topics in
	Science Scientific
	Research & Design
	Science course endorsed by an IHE
	<i>(pursuant to TEC, §28.002(g-1))</i>

Third Mathematics Credit (Advanced Courses)

Mathematical Models with Applications Algebra II* Pre-Calculus Independent Study in Math Calculus AP Statistics AP Calculus AB Algebraic Reasoning	Dual Enrollment College Algebra Dual Enrollment Pre-Calculus Statistics College Prep Math <i>(pursuant to TEC, §28.014)</i>

***All students will take Algebra II**

Fourth Mathematics Credit (Advanced Courses)

(to earn endorsement)

Math Models with Applications Algebra II Pre-Calculus Independent Study in Math Calculus AP Statistics AP Calculus AB Algebraic Reasoning	Dual Enrollment College Algebra Dual Enrollment Pre-Calculus Statistics College Prep Math <i>(pursuant to TEC, §28.014)</i>
* NOTE: A course on this list may be taken either before or after one of the following courses: <i>Mathematics Models with Application, Mathematical Applications in Agriculture Food and Natural Resources, Digital Electronics, Robotics Programming and Design.</i>	

COURSE DESCRIPTIONS

Courses are designed in various ways to meet the skills and interests of students. Courses are offered as Academic, Honors, and courses. Upper level courses may be offered as Academic, AP, or dual credit courses. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner. See page 24 for information about the grading system, weighted grade point scale, and class ranking.

Academic Courses

San Benito CISD's on-level academic curriculum is a college-bound curriculum. These core and elective courses use a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content. Courses are taught on grade level.

Honors/AP Courses

Honors/AP core and elective courses are designed to challenge motivated students and prepare them for success in college level coursework in high school and beyond. These advanced or above grade-level courses move at a faster pace, are more academically challenging and require more independent learning than academic courses. A few important factors to keep in mind are:

- Some AP courses have course prerequisites that must be completed. Check the course description for prerequisites.
- Honors/AP is not "all or nothing." Students may take from one to all of their core classes as Honors/AP.
- For most courses, it is possible to move from academic to Honors sections from one year to the next.

Honors/AP Entry Guidelines

The purpose of the Honors and AP entry guidelines is to provide information to facilitate placement of students in academically challenging courses.

1. San Benito CISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced course credit such as Advanced Placement or dual credit. To this end, San Benito CISD has an inclusive enrollment model for AP and Honors courses that provides support systems for student success. Students are encouraged to access the most rigorous curriculum in which they can be successful.
2. Honors and AP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced level coursework. Student performance in related courses and teacher input are important elements for parents and students to consider in selecting advanced coursework. Students may require additional encouragement and support to be successful in these courses.
3. Students who opt to participate in AP or Honors must:
 - Successfully complete prerequisite courses as specified in the course catalog.
 - Demonstrate mastery on course-related state-mandated performance assessments including STAAR.
 - Recognize the long-term benefits of participation, seek assistance when needed, and commit to staying in the course for a minimum of one semester.

Questions about Honors/AP courses should be directed to the school counselor and/or the subject area teacher. **NOTE:** Due to the curricular differences between academic courses and Honors/AP and for the benefit of students, entry into a Honors/AP course from an academic course is discouraged after the beginning of each semester. It is recommended that students enter Advanced Placement courses at the beginning of the course, typically within the first week of instruction. **Exceptions must have principal approval.**

Exit Guidelines for High School

Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that, depending on the timeline, grades earned in a Honors or AP course follow the student to the corresponding academic course. These grades will be included in calculating the academic course grade and may impact UIL eligibility. Consult with the school counselor for more detailed information.

It is expected that students seek assistance when needed to be successful in the course and remain in the Honors or AP course for at least one full semester.

Note: Students may not drop an Honors/AP course until the first nine weeks are over, and they must demonstrate that they attended tutorials at least twice a week.

GENERAL COURSE DESCRIPTIONS

This section contains descriptions for all courses offered at Veterans Memorial Academy and San Benito High School, organized by content area. Courses can be identified by course title and a state-issued PEIMS Service ID.

ENGLISH LANGUAGE ARTS

Course Title	Grade	Credit	Prerequisite	PEIMS #
Creative Writing Honors	9	1.0	X	03221200
English 1	9	1.0	ELAR Gr 8	03220100
English 1 Honors	9	1.0	ELAR Gr 8 Honors	03220107 03220100
Practical Writing Skills	9 10-12	1.0	X	03221300
English 2	9 10	1.0	English 1	03220200
English 2 Honors	9, 10	1.0	English 1 Honors	03220200
English 3	11	1.0	English 2	03220300
English 4	12	1.0	English 3	03220400
Research Technical Writing	10-12	1.0	X	03221100
Humanities	11	.05- 1.0	English 2	03221600 (1st time taken) 03221610 (2nd time taken)
Independent Studies of English	12	.05- 2.0	English 3	03221800, 1st time taken) 03221810 (2nd time taken) 03221820 (3rd time taken)
SAT Prep	11-12	0.5	ELAR 3 or 4	<i>Local Credit</i>
College Prep and TSI	12	1.0	English 4	CP110100
FILAS	9-12	0.5	LPAC Recommendation/ Placement	N1280040
English 1 Speakers of Other Languages (ESOL 1)	9-10	1.0	FILAS or LPAC Recommendation/ Placement	03200600
English 2 Speakers of Other Languages (ESOL 2)	10-11	1.0	Eng 1 ESOL	03200700
Reading ESOL 1	9	1.0	FILAS or LPAC Recommendation/ Placement	

Reading	9	1.0	Administration Recommendation	03270700
AP English Language and Composition (English 3)	11-12	1.0	English II	A3220100
AP English Literature and Composition (English 4)	12	1.0	English III	A3220200
Dual Enrollment Composition I (TSC-ENGL 1301)	11-12	1.0	TSA2 ELAR	03220300
Dual Enrollment Composition II (TSC-ENGL 1301)	11-12	1.0	ENGL 1301	03220400
Dual Enrollment Forms of Literature (TSC ENGL 2341 –)	12	1.0	ENGL 1301	03221500
Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306)	11-12	1.0	English II	03220355
Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J)	11-12	1.0	RHE 306	03220455
Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315)	10-12	0.5	TSA2 ELAR	03241400
Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318)	10-12	0.5	TSA2 ELAR	03241200

Creative Writing Honors

Grade: 8, 9

TEA: 03221200

Credit: 1.0

Prerequisite: ELAR Grade 8

Course Description: This course invites students to explore the art of writing in multiple genres, including poetry, short fiction, memoir, and dramatic scenes. Through reading, peer workshops, and revision, students will develop their unique voice and refine their literary techniques. In addition to creative exploration, students will engage in intensive preparation for the TSI and PSAT/SAT exams, strengthening their reading comprehension, grammar, and writing skills in preparation for college readiness assessments.

English 1

Grade: 8, 9

TEA: 03220100

Credit: 1.0

Prerequisite: ELAR Grade 8

Course Description: Students will use a variety of strategies to comprehend and analyze literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts. Students will use a process to create written products that communicate insightful ideas effectively using appropriate formats. Research techniques will be implemented throughout the year to expand understanding of topics and concepts. Vocabulary acquisition strategies leading to increasing reading levels will be instilled.

English 1 Honors

Grade: 9

TEA: 03220107 03220100

Credit: 1.0

Recommended Prerequisite: Grade 8 ELAR Honors

Course Description: Students will work independently and within a learning community to critically analyze a variety of literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse and complex selection of texts. Students will articulate increasingly insightful ideas effectively utilizing more sophisticated and appropriate formats. A variety of research techniques will be taught to facilitate independent investigation of concepts and ideas. Vocabulary acquisition strategies leading to increasing comprehension of more complicated texts will be instilled.

Practical Writing

Skills Grade: 9-12

TEA: 03221300

Credit: .5 - 1.0

Recommended Prerequisite: None

Course Description: The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

English 2

Grade: 9, 10

TEA: 03220200

Credit: 1.0

Prerequisite: English 1

Course Description: Students will use a variety of strategies to comprehend and analyze literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts that reflect a wide range of cultures and world experiences. Students will use a process to create written products that communicate insightful ideas effectively using appropriate formats. Research techniques will be implemented throughout the year to expand understanding of topics and concepts. Vocabulary acquisition strategies leading to increasing reading levels will be instilled.

Note: This course meets State graduation requirements for communication skills proficiency.

English 2 Honors

Grade: 9, 10

TEA: 03220200

Credit: 1.0

Recommended Prerequisite: English 1 Honors

Course Description: Students will work independently and within a learning community to critically analyze a variety of literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse and complex selection of texts that reflect a wide range of cultures and world experiences. Students will articulate increasingly insightful ideas effectively utilizing more sophisticated and appropriate formats. A variety of research techniques will be taught to facilitate independent investigation of concepts and ideas. Vocabulary acquisition strategies leading to increasing comprehension of more complicated texts will be instilled.

Note: This course meet State graduation requirement for communication skills proficiency

English 3

Grade: 11

TEA: 03220300

Credit: 1.0

Prerequisite: English 2

Course Description: Students will use a variety of strategies to comprehend and analyze a variety of genres with emphasis on American literature. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts and present their ideas articulately in a correct and appropriate written format. Students will continue to communicate more complex and insightful ideas effectively using appropriate formats. Vocabulary acquisition strategies leading to increasing reading levels will be instilled. Students will implement effective and thoughtful research strategies to produce a formal research paper with correct documentation of sources and format.

English 4

Grade: 12

TEA: 03220400

Credit: 1.0

Prerequisite: English 3

Course Description: Students will use a variety of strategies to comprehend and analyze a variety of genres with emphasis on British literature. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts and present their ideas articulately in a correct and appropriate written format. Students will continue to communicate more complex and insightful ideas effectively using appropriate formats. Vocabulary acquisition strategies leading to increasing reading levels will be instilled. Students will implement effective and thoughtful research strategies to produce a formal research paper with correct documentation of sources and format.

SAT Prep

Grade: 11-12

Credit: 1.0

Recommended Prerequisite: English 3 or English 4

Course Description: High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course SAT Prep. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

College Prep English

Grade: 12

TEA: CP110100

Credit: 1.0

Recommended Prerequisite: English 4

Course Description: The courses must be designed: (1) for students at the 12th grade level whose performance on: (A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or (B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.334 indicates that the student is not ready to perform entry-level college coursework; and (2) to prepare students for success in entry-level college courses.

Research and Technical

Writing Grade: 9-12

TEA: 03221100

Credit: 1.0

Prerequisite: None

Course Description: The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

Humanities

Grade: 11

TEA: 03221600, 03221610

Credit: 0.5 to 2 credits

Prerequisite:

Course Description: Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

Independent Studies in English**Grade: 12****TEA: 03221800, 03221810, 03221820****Credit: 0.5 to 1 credit*****Prerequisite:***

Course Description: Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

Advanced Placement English Language and Composition (English 3)**Grade: 11****TEA: A3220100****Credit: 1.0*****Prerequisite:*** English 2

Course Description: Advanced Placement English Language and Composition examines major elements of nonfiction and American literature. Students read from a variety of genres that address varying historical periods, disciplines and rhetorical contexts. From these endeavors, students apply stylistic and rhetorical strategies and techniques to their own writings. Five to eight major works are required during the school year. Additionally, students prepare for the AP English Language and Composition exam, with an emphasis on writing under time constraints. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement English Literature and Composition (English 4)**Grade: 12****TEA: A3220200****Credit: 1.0*****Prerequisite:*** English 3 or English 3 AP

Course Description: Advanced Placement English Literature and Composition includes the study of prose and poetry by British and World authors from the 16th century through contemporary times. Additionally, students prepare for the AP English Literature and Composition exam, with an emphasis on writing under time constraints. Five to eight major works are required during the school year. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Dual Enrollment - Composition I (TSC - ENGL 1301)**High School Credit: English III****Grade:** 11-12**TEA:** 03220300**Credit:** 1.0**Prerequisite:** TSIA2 ELAR passing score

Course Description: Strengthen writing skills with a focus on structure, clarity, and persuasive techniques. Students will write essays based on critical reading and research—a must for college readiness across all disciplines.

Dual Enrollment - Composition II (TSC - ENGL 1302)**High School Credit: English IV****Grade:** 11-12**TEA:** 03220400**Credit:** 1.0**Prerequisite:** completion of ENGL 1301 with a minimum grade of “C”

Course Description: Builds on the fundamentals from Composition I, with a deeper dive into argumentation, literary analysis, and research. Students will strengthen their writing voice and prepare for college-level communication across disciplines.

Dual Enrollment Forms of Literature (TSC - ENGL 2341)**High School Credit: Literary Genres****Grade:** 12**TEA:** 03221500**Credit:** 1.0**Prerequisite:** completion of ENGL 1301 with a minimum grade of “C”

Course Description: Discover how poetry, drama, and prose reflect the human experience. This literary deep-dive challenges students to analyze themes and craft thoughtful critiques.

Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306)**High School Credit: English III****Grade:** 11-12**TEA:** 03220355**Credit:** 1.0**TSI Requirement:** None – TSI waived through UT OnRamps instructional model

Course Description: Develop persuasive writing and critical thinking skills through academic argumentation. This course equips students to analyze texts, build evidence-based claims, and refine their voice—perfect preparation for any college writing experience.

Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J)

High School Credit: English IV

Grade: 11-12

TEA: 03220455

Credit: 1.0

TSI Requirement: None – TSI waived through UT OnRamps instructional model

Course Description: An advanced writing course that takes a thematic approach—students explore a central topic while mastering research, synthesis, and rhetorical strategies.

Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315)

High School Credit: Literary Genres

Grade: 12

TEA: 03241400

Credit: 0.5

Prerequisite: TSA2 ELAR

Course Description: This course develops students' confidence and effectiveness in public speaking through practice in crafting and delivering speeches. Emphasis is placed on audience analysis, speech organization, and communication ethics—skills that benefit students in any career path.

Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318)

High School Credit: Literary Genres

Grade: 12

TEA: 03241200

Credit: 0.5

Prerequisite: TSA2 ELAR

Course Description: Dive into the dynamics of one-on-one communication. Students will explore verbal and nonverbal cues, conflict resolution, and relationship building—great preparation for leadership roles and real-world interactions.

English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL) is offered to assist students whose native language is not English in gaining a level of fluency which will enable their completion of a high school education. A maximum of two ESOL English credits may be applied to the 4-credit English requirement for graduation. Additional ESOL courses will be counted as elective credits.

Foundations of Intensive Language Acquisition and Support

(FILAS) Grade: 9-11

TEA: N1280040

Credit: 1.0

Prerequisite: Recommended by LPAC

Course Description: This one (1) credit course replaces English for Newcomers A course and is designed for recent immigrant and/or recent arrivals English language learners who are unschooled and/or have limited schooling. These students come with little or no proficiency in English and /or are pre-literate. The state approved Oral Language Proficiency Test scores of students indicate that students are at the beginning or intermediate level of proficiency in English, and in vital need of intensive language support.

English 1 Speakers of Other Languages (ESOL)

Grade: 9

TEA: 03200600

Credit: 1.0

Prerequisite: FILAS or Placement based on the student's level of English proficiency.

Course Description: This course teaches the same academic content as English I while supporting English Language Learners in developing interpersonal and academic vocabulary. Initial instruction focuses on listening and speaking, and reading and writing skills are developed simultaneously as the student comprehends and speaks more English.

English 2 Speakers of Other Languages (ESOL)

Grade: 10

TEA: 03200700

Credit: 1.0

Prerequisite: ESOL 1

Course Description: This course teaches the same academic content as English 2 while supporting English Language Learners in developing interpersonal and academic vocabulary. This is a course dedicated to vocabulary development in content areas through a whole language approach. Communicative skills are stressed.

Reading ESOL 1

Grade: 9

TEA: 03270700

Credit: 1.0

Prerequisite: FILAS or Placement based on the student's level of English proficiency.

Course Description: This beginner through intermediate-level ESOL course focuses on understanding and interpreting reading selections related to a thematic unit covered in ESOL-I and ESOL-2, which are taken in conjunction with this course, to develop reading skills necessary for basic skill test and mainstream course work. Research projects and development of study skills are important aspects of this course.

Reading

ng

Grade: 9

TEA: 03270700

Credit: 1.0

Prerequisite: Administration Recommendation

Course Description: This beginner through intermediate-level English course focuses on understanding and interpreting reading selections related to a thematic unit covered in English 1, which is taken in conjunction with this course, to develop reading skills necessary for basic skill test and mainstream course work. Research projects and development of study skills are important aspects of this course.

MATHEMATICS

Course Title	Grade	Credit	Prerequisite	PEIMS #
Algebra 1	8-9	1.0	X	03100500
Algebra 1 Honors	8-9	1.0	X	03100500
Geometry	9-12	1.0	X	03100700
Geometry Honors	9-12	1.0	X	03100700
Algebraic Reasoning	9-12	1.0	Algebra I	03102540
Algebra 2	9-12	1.0	X	03100600
Algebra 2 Honors	9-12	1.0	X	03100600
Math Models with Applications	10-12	1.0	X	03102400
Precalculus	11-12	1.0	X	03101100
AP Precalculus	11-12	1.0	Honors Precalculus	03101100
AP Calculus AB	11-12	1.0	Precalculus, DE Calculus	A3100101
AP Statistics	11-12	1.0	Geometry & Algebra II	A3100200
AP Computer Science Principles	9-12	1.0	Algebra I	A3580300
College Prep Math	12	1.0	Administration Recommendation	CP111200
Financial Math	11-12	1.0	Algebra I	13018000
Dual Enrollment College Algebra (TSC MATH 1314)	10-12	1.0	TSIA2 Math	03100600
Dual Enrollment Pre-Calculus (TSC MATH 2412)	11-12	1.0	MATH 1314	03101100
Dual Enrollment Calculus I (TSC MATH 2413)	12	1.0	MATH 2412	A3100101 03102500
Dual Enrollment College Algebra (UT-Austin OnRamps - M 301)	12	1.0	none	03102501

Algebra I

Grade: 8, 9

TEA: 03100500

Credit: 1.0

Prerequisite: Grade 8 or its equivalent

Course Description: In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Algebra 1 Honors

Grade: 8, 9

TEA: 03100500

Credit: 1.0

Prerequisite: Grade 8 or its equivalent

Course Description: This course provides a more in depth experience in the concepts of Algebra 1. In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Geometry

Grade: 9-12

TEA: 03100700

Credit: 1.0

Prerequisite: Algebra I

Course Description: In Geometry, students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs.

Geometry

Honors Grade: 9-12

TEA: 03100700

Credit: 1.0

Prerequisite: Algebra I

Course Description: This course provides a more in-depth experience in the concepts of Geometry. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs.

Algebra 2

Grade: 9-12

TEA: 03100600

Credit: 1.0

Prerequisite: Algebra I

Course Description: In Algebra 2, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Algebra 2 Honors

Grade: 9-12

TEA: 03100600

Credit: 1.0

Prerequisite: Algebra I

Course Description: This course provides a more in-depth experience in the concepts of Algebra 2. In Algebra 2, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Algebraic

Reasoning Grade:

10-12

TEA: 03102540

Credit: 1.0

Prerequisite: Algebra I

Course Description: In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Math Models with Applications

Grade: 10-12

TEA: 03102400

Credit: 1.0

Prerequisite: Algebra I

Course Description: In mathematical models with applications, students will use a mathematical modeling cycle to analyze problems, understand problems better, and improve decisions. Students will also learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

Precalculus

Grade: 11, 12

TEA: 03101100

Credit: 1.0

Prerequisite: Algebra I, Geometry, and Algebra II

Course Description: Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college- preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs.

Advanced Placement

Precalculus Grade: 11, 12

TEA: 03101100

Credit: 1.0

Prerequisite: Algebra I, Geometry, Algebra II, Honors Precalculus

Course Description: This course provides more in-depth experience in the concepts of Pre-calculus. Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college-preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs. The next course is usually Calculus. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Calculus

AB Grade: 12

TEA: A3100101

Credit: 1.0

Prerequisite: Pre-calculus, Dual Enrollment Calculus

Course Description: AP Calculus AB is equivalent to the first semester of college-level Calculus. This course explores the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Statistics

Grade: 11-12

TEA: A3100200

Credit: 1.0

Prerequisite: Geometry and Algebra II

Course Description: AP Statistics is built around learning about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Computer Science Principles

Grade: 9-12

TEA: A3580300

Credit: 1.0

Prerequisite: Algebra I

Course Description: This course students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

College Prep Math

Grade: 12

TEA: CP111200

Credit: 1.0

Recommended Prerequisite: Algebra II or Administration Recommendation

Course Description: The courses must be designed: (1) for students at the 12th grade level whose performance on: (A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or (B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.334 indicates that the student is not ready to perform entry-level college coursework; and (2) to prepare students for success in entry-level college courses.

Financial Math

Grade: 11, 12

TEA: 13018000

Credit: 1.0

Prerequisite: Algebra I

Course Description: Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making.

Dual Enrollment College Algebra (TSC - MATH 1314)

High School Course: Algebra II

Grade: 10-12

TEA: 03100600

Credit: 1.0

Prerequisite: TSIA2 Math

Course Description: This course is in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Dual Enrollment Pre-Calculus (TSC - MATH 2412)**High School Course: Precalculus****Grade:** 11-12**TEA:** 03101100**Credit:** 1.0**Prerequisite:** Algebra I, Geometry, and MATH 1314

Course Description: A rigorous prep for calculus covering trigonometry, advanced algebra, and analytical geometry. This course is ideal for students pursuing STEM careers and builds a strong mathematical foundation for college-level math.

Dual Enrollment Calculus I (TSC - MATH 2413)**High School Course: Independent Study In Mathematics****Grade:** 12**TEA:** A3100101 03102500**Credit:** 1.0**Prerequisite:** completion of MATH 1314, MATH 1316, and MATH 1348 with a minimum grade of "C" MATH 2412

Course Description: This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

Dual Enrollment College Algebra (M 301 – University of Texas at Austin)**High School Course: Independent Study In Mathematics****Grade:** 12**TEA:** 03102501**Credit:** 1.0**Prerequisite:** None – TSIA2 waived through UT OnRamps instructional model

Course Description: This course builds a solid foundation in algebraic concepts, focusing on functions, graphs, and problem-solving strategies. A great launchpad for students interested in business, science, or tech pathways.

SCIENCE

Course Title	Grade	Credit	Prerequisite	PEIMS #
Integrated Physics and Chemistry (IPC) Honors	8-9	1.0		03060201
Integrated Physics and Chemistry (IPC)	9-10	1.0		03060201
Biology	9-12	1.0		03010200
Biology Honors	9-12	1.0		03010200
Chemistry	10-12	1.0	X	03040000
Chemistry Honors	10-12	1.0	X	03040000
Earth and Space Science	11-12	1.0	X	03060200
Physics	11-12	1.0	X	03050000
Physics Honors	11-12	1.0	X	03050000
Environmental Systems	11-12	1.0	X	03020000
Anatomy & Physiology	11-12	1.0	X	13020600
Forensic Science	11-12	1.0	X	13029500
Specialized Topics in Science	9-12	1.0	X	03060300
Medical Microbiology	10-12	1.0	X	13020700
Pathophysiology	11-12	1.0	X	13020800
Scientific Research and Design	11-12	1.0	X	13037200
Advanced Animal Science	11-12	1.0	X	13000700
Advanced Plant and Soil Science	11-12	1.0	X	13002100
AP Biology	11-12	1.0	Biology & Chemistry	A3010200
AP Chemistry	11-12	1.0	Chemistry & Algebra II	A3040000
AP Environmental Science	11-12	1.0	Biology, Chemistry & Algebra I	A3020000
AP Physics 1	11-12	1.0	Algebra I, Geometry & Algebra II	A3050003
Dual Enrollment BIOL 1306 – Biology I	10-12	1.0	MATH 1314	13037200
Dual Enrollment BIOL 1307 – Biology II	11-12	1.0	BIOL 1306	13037200
Dual Enrollment PHYS 1301 – Physics I Dual Enrollment College Physics I (TSC PHYS 1301/1101)	11-12	1.0	MATH 1314 & Trigonometry MATH 2412	03050000 13037200
Dual Enrollment PHYS 1317 – Physics II Dual Enrollment College Physics II (TSC PHYS 1302/1102)	11-12	1.0	PHYS 1301 & MATH 1314 PHYS 1311/1111	13037210
Dual Enrollment Biology I (TSC BIOL 1308/1108)	10-12	1.0	TSIA2 Complete	03060300
Dual Enrollment Biology II (TSC BIOL 1309/1109)	11-12	1.0	BIOL 1308	03060310
Dual Enrollment Anatomy and Physiology I (TSC BIOL 2301/2101)	10-12	1.0	TSIA2 Complete	13020600

Dual Enrollment Anatomy and Physiology II (TSC BIOL 2302/2102)	11-12	1.0	BIOL 2301	03060300
Dual Enrollment Chemistry I (TSC CHEM 1311/1111))	10-12	1.0	TSIA2 Complete	03060300
Dual Enrollment Chemistry II (TSC CHEM 1312/1112)	11-12	1.0	CHEM 1311/1111	03060310
Dual Enrollment Geoscience (UT-Austin OnRamps GEO 302E)	11-12	1.0	None	03050000

Integrated Physics and Chemistry Honors

Grade: 8-9

TEA: 03060201

Credit: 1.0

Prerequisite: None

Course Description: This honors-level course introduces foundational concepts in both physics and chemistry through a hands-on, inquiry-based approach. Students explore motion, energy, matter, atomic structure, and chemical reactions while developing critical thinking and lab skills. Designed for advanced middle and early high school students, this course provides a rigorous STEM foundation that prepares students for future success in biology, chemistry, and physics.

Integrated Physics and

Chemistry Grade: 9-10

TEA: 03060201

Credit: 1.0

Prerequisite: None

Course Description: In IPC, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the concepts of physics and chemistry using practical applications relating to topics such as: force, motion, energy, and matter

Biology

Grade: 9, 10, 11

TEA: 03010200

Credit: 1.0

Prerequisite: None

Course Description: In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Additionally, students will receive instruction in cardiopulmonary resuscitation (CPR) as outlined in Texas Education Code §74.38. Dissections may be a part of the curriculum

Biology

Honors Grade:

9-12

TEA: 03010200

Credit: 1.0

Prerequisite: None

Course Description: This advanced version of Biology I includes all elements of that course. Instruction is at a faster pace, which permits investigation of topics at a greater depth. Six major out-of-class projects will be required. Analysis questions will be included on all tests. Dissections may be a part of the curriculum. Additionally, students will receive instruction in cardiopulmonary resuscitation (CPR) as outlined in Texas Education Code §74.38.

Chemistry

Grade: 10-12

TEA: 03040000

Credit: 1.0

Prerequisite: One unit of high school science and Algebra I. Suggested completion of or concurrent enrollment in a second year of mathematics.

Course Description: This course covers the study of matter in a traditional manner. Topics include the properties of matter, atomic structure, chemical bonding, stoichiometry, and quantum mechanics with an emphasis on high level math. Laboratory procedures, classification and measurement skills, predicting outcomes, and applications of chemistry in daily life will be emphasized. This fulfills one credit of the science requirement for all graduation plans and for college.

Chemistry

Honors Grade:

10-12

TEA: 03040000

Credit: 1.0

Prerequisite: One unit of high school science and Algebra I. Suggested completion of or concurrent enrollment in a second year of mathematics.

Course Description: This preparation course for Chemistry AP includes all the elements of Chemistry I as well as prepares the student for Chemistry AP and/or a rigorous college-level chemistry course. Instruction is at a faster pace, which permits investigation of topics at a greater depth. In addition, major emphasis will be placed on an independent research project, which includes project selection, literature search, experimental design, data collection, data analysis, and presentation of findings.

Earth and

Space Grade: 11-

12

TEA: 03060200

Credit: 1.0

Prerequisite: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.

Course Description: Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

Physics

Grade: 9-12

TEA: 03050000

Credit: 1.0

Prerequisite: Algebra I is suggested as a prerequisite or corequisite.

Course Description: This course provides an in-depth investigation of the relationship between matter and energy. Students will perform calculations and laboratory investigations on topics including motion, forces, work, waves, sound, light, and electrical and nuclear energy. The course is math intensive.

Physics

Honors Grade:

9-12

TEA: 03050000

Credit: 1.0

Prerequisite: Algebra I is suggested as a prerequisite or corequisite.

Course Description: The advanced version of Physics I includes all the elements of that course. Emphasis will be placed on the formulation of models used to solve problems. In addition, major emphasis will be placed on an independent research project which includes project selection, literature search, experimental design, data collection, data analysis, and presentation of findings.

Environmental

Systems Grade: 11-12

TEA: 03020000

Credit: 1.0

Prerequisite: One unit high school life science and one unit of high school physical science.

Course Description: This science course will introduce students to major ecological concepts and environmental problems that affect the world in which they live. The course is designed as a fourth-year science course. Topics include: history of environmental systems, earth systems, resources, population dynamics, ecosystem changes, and ethics.

Anatomy &

Physiology Grade: 10-12

TEA: 13020600

Credit: 1.0

Recommended Prerequisite: Biology and a second science credit.

Recommended prerequisite: a course from the Health Science Career Cluster

Course Description: Anatomy and Physiology is an advanced science course designed to extend the concepts of biology to the

study of human anatomy and physiology. The course will be laboratory oriented. A college-level textbook is used in the course.

Forensic Science

Grade: 11-12

TEA: 13029500

Credit: 1.0

Prerequisite: Biology, Chemistry, IPC or Physics

Course Description: This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis.

Specialized Topics in Science

Grade: 9 -12

TEA: 03060300

Credit: 1.0

Prerequisite: One credit of high school science.

Course Description: In Specialized Topics in Science, students have the opportunity to develop greater understanding of science content beyond what is taught in other Texas Essential Knowledge and Skills-based science courses while utilizing science and engineering practices. Students understand the value and role of curiosity in any discipline of science.

Medical

Microbiology Grade:

10 -12

TEA: 13020700

Credit: 1.0

Prerequisite: : Biology and Chemistry. Recommended prerequisite: a course from the Health Science Career Cluster.

Course Description: The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Scientific Research and Design

Grade: 11 -12

TEA: 13037200

Credit: 1.0

Prerequisite: :Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.

Course Description: Scientific Research and Design is a broad-based course that focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Advanced Animal Science

Grade: 11-12

TEA: 13000700

Credit: 1.0

Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications.

Course Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop

knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Advanced Plant and Soil

Science Grade: 11-12

TEA: 13002100

Credit: 1.0

Prerequisite: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Course Description: Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Advanced Placement Biology

Grade: 11-12

TEA: A3010200

Credit: 1.0

Prerequisite: Biology and Chemistry

Course Description: This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instruction follows the AP course description and emphasizes the development of understanding concepts which allows the student to grasp science as an inquiry-based process while recognizing the unifying themes that integrate the major topics of biology. Students use open-ended activities to conduct internet research, work in collaboration with other disciplines, and integrate the history of scientists. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Chemistry

Grade: 11-12

TEA: A3040000

Credit: 1.0

Prerequisite: Chemistry and Algebra II

Course Description: Students attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and express ideas. Labs and activities are designed to reflect the requirements of the advanced placement program. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Environmental Science

Grade: 11-12

TEA: A3020000

Credit: 1.0

Prerequisite: Biology, Chemistry, Algebra I

Course Description: This course investigates interrelationships between people and the natural world. This course integrates natural sciences, including biology, chemistry and earth science with social sciences to analyze contemporary

environmental problems such as pollution, resource acquisitions, biodiversity and global warming. A strong laboratory and field investigation component is included allowing students to explore issues that affect their own lives. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Physics I

Grade: 11-12

TEA: A3050003

Credit: 1.0

Prerequisite: Algebra I, Geometry, and Algebra II concurrently

Course Description: This is an algebra-based, introductory college-level physics course taught over a full school year. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introduces simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning practices. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

BIOL 1306 - Biology I

Grade: 11-12

TEA: 13037200*

Credit: 1.0

Prerequisite: Biology and Chemistry and MATH 1314

Course Description: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization function, evolutionary adaptations, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

BIOL 1307 - Biology II

Grade: 11-12

TEA: 13037200*

Credit: 1.0

Prerequisite: BIOL 1306

Course Description: The diversity of classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, ecology, and evolution of plants and animals. This course is a comparative study of form and function in animals including a survey of animal diversity and general principles of physiological mechanisms. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

PHYS 1301 - Physics I

Dual Enrollment - College Physics I (PHYS 1301/1101 – Texas Southmost College)

High School Credit: Scientific Research and Design

Grade: 11-12

TEA: 03050000

Credit: 1.0

Prerequisite: MATH 1314 and Trigonometry MATH 2412

Course Description: This course covers the fundamental principles of physics, using algebra and trigonometry: the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces.

PHYS 1317 - Physics II

Dual Enrollment - College Physics II (PHYS 1302/1102 – Texas Southmost College)

Grade: 11-12

TEA: 13037210*

Credit: 1.0

Prerequisite: PHYS 1301/1101 and MATH 1314

Course Description: This course covers the fundamental principles of physics, using algebra and trigonometry; the principles

and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. *This course is listed as *Scientific Research and Design II* in the high school transcripts of students.

Dual Enrollment - Anatomy and Physiology I (BIOL 2301/2101 – Texas Southmost College)

High School Credit: Anatomy and Physiology

Grade: 10-12

TEA: 13020600

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: Explore the human body's structure, from cells and tissues to major organ systems. The lab component deepens understanding—ideal for future healthcare professionals and biology enthusiasts.

Dual Enrollment - Anatomy and Physiology II (BIOL 2302/2102 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 11-12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of A&P I, this course covers the cardiovascular, respiratory, digestive, urinary, and reproductive systems. A must-have for students headed into nursing, kinesiology, or medical careers.

Dual Enrollment - Biology for Non-Science Majors I (BIOL 1308/1108 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 10-12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A lecture and lab combo designed for non-science majors. Explore the basics of cell biology, genetics, and ecology with hands-on activities—perfect for curious minds not pursuing STEM fields.

Dual Enrollment - Biology for Non-Science Majors II (BIOL 1309/1109 – Texas Southmost College)

High School Credit: Specialized Topics in Science (Second Time Taken)

Grade: 11-12

TEA: 03060310

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of Biology I, this course explores evolution, biodiversity, and environmental science. Ideal for students seeking a practical, approachable science course.

Dual Enrollment - General Chemistry I (CHEM 1311/1111 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 10 -12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: This course introduces chemical principles including atomic structure, bonding, and chemical reactions. The accompanying lab reinforces key concepts and prepares students for advanced studies in science, healthcare, or engineering.

Dual Enrollment - General Chemistry II (CHEM 1312/1112 – Texas Southmost College)

High School Credit: Specialized Topics in Science (Second Time Taken)

Grade: 10 -12

TEA: 03060310

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of Chemistry I, this course dives deeper into thermodynamics, kinetics, equilibrium, and electrochemistry. Lab work helps solidify theoretical concepts, making it ideal for future science majors.

Dual Enrollment - Geoscience (GEO 302E – University of Texas at Austin)

High School Credit: Earth Systems Science

Grade: 10 -12

TEA: 03050000

Credit: 1.0

Prerequisite: None (TSI waived through UT OnRamps instructional model)

Course Description: Examine Earth's processes—from volcanoes and earthquakes to climate change and ocean dynamics. Students will analyze real data and current environmental topics while learning how Earth systems interact and change over time.

SOCIAL STUDIES

Course Title	Grade	Credit	Prerequisite	PEIMS #
World Geography Studies	9	1.0		03320100
World Geography Studies Honors	9	1.0		03320100
World History Studies	10	1.0		03340400
United States History Studies Since 1877	11	1.0		03340100
United States Government	12	0.5		03330100
Economics with Emphasis on the Free Enterprise System and Its Benefits	12	0.5		03310300
Personal Financial Literacy and Economics	12	0.5		03380083
Personal Financial Literacy	10-12	0.5		03380082
Social Studies Advanced Studies	10-11	0.5		03380022
Special Topics in Social Studies	10-11	0.5		03380022
Social Studies Research Methods	10-11	0.5		03380003
AP Human Geography	9	1.0		A3360100
AP World History: Modern	10	1.0		A3370100
AP United States History	11-12	1.0		A3340100
AP Macroeconomics	11-12	1.0		A3310200
AP United States Government and Politics	11-12	1.0		A3330100
AP European History	11-12	1.0		A3340200
Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301)	10-12	1.0	TSIA2 ELAR	03380021 03380002
Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302)	11-12	1.0	TSIA2 ELAR	03340100
Dual Enrollment US Government (TSC-GOVT 2305)	11-12	1.0 0.5	TSIA2 ELAR	03330100
Dual Enrollment Texas Government (TSC-GOVT 2306)	11-12	1.0 0.5	TSIA2 ELAR	03380021
Dual Enrollment Economics (TSC-ECON 2301)	11-12	1.0	TSIA2 ELAR	03380032 + 03310300
Dual Enrollment Psychology (TSC-PSYC 2301)	10-12	1.0	TSIA2 ELAR	03380001 + 03350100
Dual Enrollment Sociology (TSC-SOCI 1301)	10-12	1.0	TSIA2 ELAR	03380021 + 03350100

World Geography Studies

Grade: 9

TEA: 03320100

Credit: 1.0

Prerequisite: None

Course Description: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues.

World Geography Studies

Honors Grade: 9

TEA: 03320100

Credit: 1.0

Recommended Prerequisite: *Social Studies, Grade 8 Honors*

Course Description: In World Geography Studies Honors, students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. The course will also provide students with opportunities to analyze primary and secondary source material to read and write critically in preparation for future Advanced Placement courses.

World History Studies

Grade: 10

TEA: 03340400

Credit: 1.0

Prerequisite: None

Course Description: World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

United States History Studies Since 1877

Grade: 11

TEA: 03340100

Credit: 1.0

Prerequisite: None

Course Description: United States History Studies Since 1877 is the second part of a two-year study that begins in Grade 8. The content focuses on the political, economic, and social events and issues related to various eras beginning in 1877 to present day. Students will also examine the impact of geographical factors, constitutional issues, arts and popular culture, and technological innovations throughout eras in this time period.

United States Government

Grade: 12

TEA: 03330100

Credit: 0.5

Prerequisite: None

Course Description: In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the

culmination of the civic and governmental content and concepts studied throughout elementary and secondary social studies coursework in Texas.

Economics with Emphasis on the Free Enterprise System and Its Benefits

Grade: 12

TEA: 03330100

Credit: 0.5

Prerequisite: None

Course Description: In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied throughout elementary and secondary social studies coursework.

Personal Financial Literacy and

Economics Grade: 12

TEA: 03380083

Credit: 0.5

Prerequisite: None

Course Description: The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. It builds on and extends the economic content and concepts studied throughout elementary and secondary social studies coursework. The course provides a foundation in both microeconomics and macroeconomics. *This course may be used to fulfill the required Economics credit

Personal Financial Literacy

Grade: 10-12

TEA: 03380082

Credit: 0.5

Prerequisite: None

Course Description: Personal Financial Literacy will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. The goal of the course is to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. *Students may not receive credit for both this and the Personal Financial Literacy and Economics course.

Social Studies Advanced

Studies Grade: 10-12

TEA: 03380021

Credit: 0.5

Prerequisite: None

Course Description: In Social Studies Advanced Studies, students conduct in-depth research to investigate a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. *Students may take this course with different course content for a max of 2 credits.

Special Topics in Social Studies

Grade: 10-12

TEA: 03380022

Credit: 0.5

Prerequisite: None

Course Description: In Special Topics in Social Studies, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. *Students may take this course with different course content for a max of 2 credits.

Social Studies Research

Methods Grade: 10-12

TEA: 03380003

Credit: 0.5

Prerequisite: None

Course Description: In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. *Students may take this course with different course content for a max of 2 credits.

Advanced Placement Human Geography

Grade: 9

TEA: A3360100

Credit: 1.0

Course Description: AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

Note: Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement World History: Modern

Grade: 10

TEA: A3370100

Credit: 1.0

Course Description: AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement US History

Grade: 11

TEA: A3340100

Credit: 1.0

Course Description: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their

understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Macroeconomics

Grade: 11-12

TEA: A3310200

Credit: 1.0

Course Description: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement United States Government & Politics

Grade: 12

TEA: A3330100

Credit: 1.0

Course Description: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement European History

Grade: 11-12

TEA: A3340200

Credit: 1.0

Course Description: AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

HIST 1301 - United States to 1877

Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301)

High School Credit: Special Topics in Social Studies (First Time Taken)

Grade: 10-12

TEA: 03380021 03380002

Credit: 1.0

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 - United States Since 1877

Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302)

High School Credit: United States History Studies Since 1877

Grade: 11

TEA: 03340100

Credit: 1.0

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. US History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

GOVT 2305 - Federal Government

Dual Enrollment US Government (TSC-GOVT 2305)

High School Credit: United States Government

Grade: 11-12

TEA: 03330100

Credit: 1.0 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

GOVT 2306 – Texas Government

Dual Enrollment Texas Government (TSC-GOVT 2306)

High School Credit: Social Studies Advanced Studies

Grade: 11-12

TEA: 03380021

Credit: 1.0 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the origin and development of the Texas Constitution, structure and powers of state and local government, federalism, and inter-governmental, relations, political participation, the election process, public policy, and the political culture of Texas

ECON 2301 - Principles of Macroeconomics

Dual Enrollment Economics (TSC-ECON 2301)

High School Credit: Special Topics in Social Studies / Economics

Grade: 11-12

TEA: 03310300

Credit: 1.0 0.5 / 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

PSYC 2301 - General Psychology

Dual Enrollment General Psychology (TSC-PSYC 2301)

High School Credit: Social Studies Advanced Studies / Psychology

Grade: 10-12

TEA: 03380001 / 03350100

Credit: 1.0

Prerequisite: Reading and Writing TSI Assessment TSIA2 ELAR

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

Dual Enrollment Introduction to Sociology (TSC-SOCI 1301)

High School Credit: Social Studies Advanced Studies / Sociology

Grade: 10-12

TEA: 03380021 / 03350100

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Explore how society shapes individual behavior through culture, socialization, and institutions. This course encourages critical thinking about inequality, identity, and community—perfect for future social scientists and thoughtful citizens alike.

UPDATED DESCRIPTION MOVED TO ENGLISH DEPARTMENT

SPCH 1315 - Public Speaking / Interpersonal Communication

Grade: 10-12

TEA: 13009900

Credit: 1.0

Prerequisite: Reading TSI Assessment

Course Description: Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

PHYSICAL EDUCATION, ATHLETICS, AND SPORTS MEDICINE

Course Title	Grade	Credit	Prerequisite	PEIMS #
Tennis I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Cross Country I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Golf I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Boys Soccer I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Girls Soccer I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Baseball I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Softball I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Football I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Volleyball I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Boys Basketball I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Girls Basketball I-IV	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Boys Track I-V	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Girls Track I-V	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Boys Wrestling	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Girls Wrestling	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Boys Powerlifting	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Girls Powerlifting	9-12	1.0	X	PES00000, PES00001, PES00002, PES00003
Cheer	9-12	1.0	Acceptance into Campus Team	PES00013
Belles	9-12	1.0	Acceptance into Campus Team	PES00014
Sports Medicine I	10-12	1.0	X	N1150040
Sports Medicine II	10-12	1.0	X	N1150041
Sports Medicine III	11-12	1.0	X	N1150044

Physical Education (PE) Requirements

The physical education curriculum operates under specific state (Texas Education Code 28.002) and local guidelines, outlined below:

- Each student is required to complete one (1.0) credit of physical education to meet State graduation requirements.
- General Physical Education courses may be taken only once and students may be enrolled in only one Physical Education course per semester.
- Additional PE courses may be taken for elective credit, for a maximum of 4.0 credits
- Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement.
- Courses that are substituted for physical education may NOT also be counted to meet other graduation requirements
- All students must be assessed on their physical fitness based on their Physical Education Classification using the FITNESSGRAM Assessment.

Individual Sports

Grade: 9-12

TEA: PES00055

Credit: 0.5

Prerequisite: None

Course Description: Students enrolled in the Individual Sports course will improve their health and fitness while developing competency in Bowling, Table Tennis, Badminton, Disc Golf, and other activities as available. Individual Sports focuses on incorporating wellness into an active lifestyle beyond high school.

Note: This is a one semester course.

Aerobic Activities

Grade: 9-12

TEA: PES00054

Credit: 0.5

Prerequisite: None

Course Description: Students in the Aerobic Activities course are exposed to a wide variety of activities including circuit training, Pilates, resistance training, basic yoga, and walk/jog activities to promote health and fitness.

Note: This is a one semester course.

Lifetime Fitness and Wellness Pursuits

Grade: 9

TEA: PES00051

Credit: 1.0

Prerequisite: None

Course Description: Lifetime Fitness and Wellness Pursuits is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy.

Note: This is a two semester course.

Athletics

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer a variety of competitive sports for both girls and boys. Athletic activities are operated under guidelines of the University Interscholastic League (UIL). Participation requires approval of the head coach of the respective sport(s), parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Tennis I-

IV Grade: 9-

12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Tennis is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Tennis head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Cross Country I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Cross Country is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Cross Country head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Golf I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Golf is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Golf head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Boys Soccer I-

IV Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Soccer is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Soccer

head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic

record.

Girls Soccer I-

IV Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Soccer is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Soccer head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Baseball I-

IV Grade: 9-

12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Baseball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Baseball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Softball I-

IV Grade:

9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Softball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Softball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Football I-

IV Grade: 9-

12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Football is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Head Football coach/Athletic Director, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Volleyball I-

IV Grade: 9-

12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Volleyball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Volleyball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Boys Basketball I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Basketball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Basketball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Girls Basketball I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Basketball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Basketball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Boys Wrestling I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Wrestling is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Wrestling head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Girls Wrestling I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Wrestling is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Wrestling head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Boys Powerlifting I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Powerlifting is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Powerlifting head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Girls Powerlifting I-IV

Grade: 9-12

TEA: PES00000, or PES00001, or PES00002, or PES00003

Credit: 1.0

Prerequisite: None

Course Description: Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Powerlifting is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Powerlifting head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

Cheer

Grade: 9-12

TEA: PES00013

Credit: 1.0

Prerequisite: Cheerleaders are selected by a panel of judges.

Course Description: Cheerleaders perform at sporting events and represent VMA and SBHS in competition.

Note: Parent permission and fees may apply. Per state guidelines, students are NOT allowed to take both cheerleading and athletics in the same semester. See your coach, sponsor, and counselor for details.

Belles

Grade: 9-12

TEA: PES00014

Credit: 1.0

Prerequisite: Belles are selected by a panel of judges.

Course Description: Belles perform at sporting events and represent San Benito CISD in competition with other 5A schools.

Note: Parent permission and fees may apply. Per state guidelines, students are NOT allowed to take both Belles and athletics in the same semester. See your coach, sponsor, and counselor for details. Students may earn 1.0 credit of PE Substitution through Belles to meet State graduation requirements. Additional credits will count as elective credit.

Sports Medicine Courses

Sports Medicine courses do NOT count as the physical education requirement for State graduation.

Sports Medicine I

Grade: 10-12

TEA: N1150040

Credit: 1.0

Prerequisite: Prior approval by the Athletic Trainer

Recommended Prerequisite: Medical Terminology and Principles of Health Science

Course Description: This course is an introduction to athletic training. It includes the basics of athletic training procedures, first aid and CPR.

Sports Medicine II

Grade: 10-12

TEA: N1150041

Credit: 1.0

Prerequisite: Sports Medicine I, prior approval by the Athletic Trainer

Course Description: This course is an in-depth study and application of the components of athletic training. It includes hands-on practice, time working with the sports team and after school practice time. Prior approval is needed by the Athletic Trainer to be in this course.

Sports Medicine III

Grade: 11-12

TEA: N1150044

Credit: 1.0

Prerequisite: Sports Medicine II, prior approval by the Athletic Trainer

Course Description: This course will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine. The athletic training students will continue to perform the assigned duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer.

NAVAL JUNIOR ROTC (NJROTC)

Course Title	Grade	Credit	Prerequisite	PEIMS #
Naval Science I	9	1.0		PES00004
Naval Science II	10	1.0	X	03160200
Naval Science III	11	1.0	X	03160300
Naval Science IV	12	1.0	X	03160400

Naval Science I

Grade: 9-12

TEA: PES00004

Credit: 1.0

Prerequisite: None

Course Description: This course introduces students to the responsibilities of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course is designed to develop an appreciation for American heritage and traditions, with recognition of the historically significant role that sea power plays in determining America's future. Topics are presented at a fundamental level.

Naval Science II

Grade: 10-12

TEA: 03160200

Credit: 1.0

Prerequisite: One-year in JROTC or Naval Science I

Course Description: This course addresses the same topics that were introduced in Naval Science I, with greater emphasis on practical application of leadership and management theory. Technical subjects are covered in greater detail and working models of concepts introduced in NSI are applied to practical situations. This course also addresses the Navy's role in American History and the effect it had around the world.

Naval Science III

Grade: 11-12

TEA: 03160300

Credit: 1.0

Prerequisite: Two years in JROTC or Naval Science II

Course Description: This course is a continuation of applied leadership concepts and more in-depth investigation of technical subjects. Leadership skills will be exercised on a daily basis. Cadets will begin to assume responsibility for the organization and operations of the Corps of Cadets.

Naval Science IV

Grade: 12

TEA: 03160400

Credit: 1.0

Prerequisite: Three year in JROTC or Naval Science III, permission from Senior Naval Science Instructor

Course Description: This course provides practical experience in planning, organizing, and executing theories of group dynamics as leaders of the SHS Corps of Cadets. Classroom training and research projects are designed to complement and reinforce the application of leadership theories and techniques learned in previous NJROTC courses.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Course Title	Grade	Credit	Prerequisite	PEIMS #
Spanish I	9-12	1.0		03440100
Spanish II	9-12	1.0	X	03440200
Spanish II Honors	9-12	1.0	X	03440200
Spanish III	10-12	1.0	X	03440300
AP Spanish Language and Culture	9-12	1.0	X	A3440100
AP Spanish Literature and Culture	10-12	1.0	Teacher Recommendation	A3440200
SPAN 2313 – Spanish for /Native/Heritage Speakers I	10-12	1.0	TSI Assessment	03440100
SPAN 2315 – Spanish for /Native/Heritage Speakers II	10-12	1.0	TSI Assessment	03440200
Dual Enrollment Spanish (TSC SPAN 2313/2315)	10-12	1.0	TSIA2 ELAR	03440300

Spanish I

Grade: 9-12

TEA: 03440100

Credit: 1.0

Prerequisite: None

Course Description: This course covers the skills of listening, speaking, reading, and writing in Spanish. Emphasis is on understanding common expressions, greetings, questions, commands, and simple conversation. The ability to give an appropriate oral response and participate in elementary conversation is stressed. Culture and language learning techniques are also an integral part of the course.

Spanish II

Grade: 9-12

TEA: 03440200

Credit: 1.0

Prerequisite: Spanish I or passing score on district administered Credit-by-Exam

Course Description: A study of the grammatical construction of the language is continued by an extensive review of concepts learned in Spanish I. The focus is on oral reading, reading comprehension, expanding vocabulary and writing brief compositions. The ability to give an appropriate oral response and participate in simple conversation is stressed. Culture and language learning techniques are also an integral part of the course.

Spanish II Honors

Grade: 9-12

TEA: 03440200

Credit: 1.0

Prerequisite: Spanish I or passing score on district administered Credit-by-Exam

Course Description: Spanish II curriculum presented with an intense approach in vocabulary (enrichment) and faster pace in grammar. Opportunity for advanced preparation in writing skills and higher level reading comprehension activities would be implemented. Instruction will be conducted fully in Spanish to increase and sharpen listening, oral, comprehension, expression, interpretation as well as writing skills.

Spanish III**Grade:** 10-12**TEA:** 03440300**Credit:** 1.0**Prerequisite:** Spanish II or passing score on district administered Credit-by-Exam

Course Description: A study of the grammatical construction of the language is continued by an extensive review of concepts learned in Spanish II. This course is primarily conducted in Spanish with a focus on language learning techniques and expanding vocabulary through listening and speaking activities. Reading comprehension and writing composition is increased through short stories, and current events.

Spanish III for Spanish Speakers**Grade:** 10-12**TEA:** 03440300**Credit:** 1.0**Prerequisite:** Spanish II or passing score on district administered Credit-by-Exam

Course Description: This course is intended for students who demonstrate a higher proficiency level in the language or have Spanish dominance. Students will work to perfect reading and writing skills, expand their vocabulary, and develop their interpretive skills through a short selective overview of Spanish literature.

Note: Students will take the Spanish IV Credit by Exam in the spring semester.

AP Spanish Language and Culture**Grade:** 9-12**TEA:** A3440100**Credit:** 1.0**Prerequisite:** Two credits in Spanish or equivalent proficiency

Course Description: This course is intended for students who use Spanish for active communication. Students enrolled in this course will develop their proficiency in all four language skills: aural/oral, reading comprehension, advanced grammar structure and composition. Emphasis will be placed on a selection of Latin American writers, with a focus on extensive reading and writing.

Note: Students are required to take the Advanced Placement exam in May.

AP Spanish Literature and Culture**Grade:** 10-12**TEA:** A3440200**Credit:** 1.0**Prerequisite:** Teacher recommendation and at least two credits in Spanish or equivalent proficiency

Course Description: Students build their language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students will read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.

Note: Students are required to take the Advanced Placement exam in May.

SPAN 2313 – Spanish for Native/Heritage Speakers I**Grade:** 10-12**TEA:** 03440100**Credit:** 1.0**Prerequisite:** TSI Assessment

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPAN 2315 – Spanish for Native/Heritage Speakers II**Grade:** 10-12**TEA:** 03440200**Credit:** 1.0**Prerequisite:** TSI Assessment

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Dual Enrollment - Spanish (SPAN 2313 – Spanish for Native/Heritage Speakers I & SPAN 2315 – Spanish for Native/Heritage Speakers II)**High School Credit:** Spanish III**Grade:** 10 -12**TEA:** 03440300**Credit:** 1.0**Prerequisite:** TSIA2 ELAR

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

FINE ARTS

Course Title	Grade	Credit	Prerequisite	PEIMS #
Art I	9-12	1.0		03500100
Art II Drawing	10-12	1.0		03500500
AP Art History	10-12	1.0		A3500100
AP Studio Art: 2-Dimensional Design Portfolio	11-12	1.0	Art I	A3500400
AP Studio Art: Drawing	11-12	1.0	Art I	A3500300
Theatre Arts I	9-12	1.0		03250100
Theatre Arts II	10-12	1.0		03250200
Theatre Arts III	11-12	1.0		03250300
Theatre Arts IV	11-12	1.0		03250400
Technical Theatre I	10-11	1.0		03250500
Advanced Technical Theatre	10-12	1.0		03250200, 03250300, 03250400
Choir I-IV	9-12	1.0	X	03150900, 03151000, 03151100, 03151200
Girls's Choir I-IV	9-12	1.0	X	03150900, 03151000, 03151100, 03151200
Music Composition I	9-12	1.0		03156000
Music Composition II	9-12	1.0		03156100
Estudiantina	9	1.0		03150500
Advanced Estudiantina	9-12	1.0		03150600 03150300 03150400
Orchestra	10-12	1.0		03150500 03150600 03150800
Wind Ensemble I-IV	9-12	1.0	X	03150100, 03150200, 03150300, 03150400
Symphonic Band I-IV	9-12	1.0	X	03150100, 03150200, 03150300, 03150400
Concert Band I-IV	9-12	1.0	X	03150100, 03150200, 03150300, 03150400

Instrumental Ensemble I-IV	9-12	1.0	X	03151700, 03151800, 03151900, 03152000
Beginner Guitar I	10-12	1.0		03154600
Color Guard I-IV	9-12	1.0	X	03830100, 03830200, 03830300, 03830400
Mariachi and Conjunto I-IV	9-12	1.0	X	03153800, 03153900, 03154000, 03154100
Dual Art Appreciation (TSC-ARTS 1301)	10-12	1.0	TSIA2 ELAR	03500500
Dual Music Appreciation (TSC-MUSI 1306)	10-12	1.0	TSIA2 ELAR	03155600
Dual Film Appreciation (TSC-COMM 2366)	10-12	1.0	TSIA2 ELAR	13009910
Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)	11-2	2.0	none	13009910

Art I

Grade: 9-12

TEA: 03500100

Credit: 1.0

Prerequisite: None

Course Description: Art I is the foundation level for art study throughout high school. The course emphasizes the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room with a strong foundation in design, drawing and vocabulary. This course fulfills the prerequisite for all Art 2 courses.

Art II Drawing

Grade: 10-12

TEA: 03500500

Credit: 1.0

Prerequisite: Art I

Course Description: Students will express ideas through original artworks using a variety of drawing media. They will be able to apply design skills using practical applications. The students will study historical periods as well as critique art work.

Advanced Placement Art

History Grade: 11-12

TEA: A3500100

Credit: 1.0

Prerequisite:

Course Description: Students develop an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Major forms of artistic expression from a variety of past and present cultures are studied. Students develop an understanding of the elements of art and fundamental art historical terminology as they learn to use intelligence and sensitivity in viewing works of art critically and analytically.

Advanced Placement Studio Art: 2-Dimensional Design Portfolio

Grade: 11-12

TEA: A3500400

Credit: 1.0

Prerequisite: Art I

Course Description: This course addresses a broad interpretation of two-dimensional (2-D) design issues. Students use purposeful decision-making to integrate the elements and principles of art as they create a portfolio to fulfill the requirements of the College Board Advanced Placement 2-Dimensional Design Portfolio.

Advanced Placement Studio Art:

Drawing Grade: 11-12

TEA: A3500300

Credit: 1.0

Prerequisite: Art I

Course Description: This course addresses a broad interpretation of drawing issues and media, including light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth. Many works of painting, printmaking, mixed media, abstracts, observational and inventive works are explored.

Theatre Art I

Grade: 9-12

TEA: 03250100

Credit: 1.0

Prerequisite: None

Course Description: This elective course is an introduction to theatre that requires the expressive use of body and voice in interpreting and performing dramatic literature. Concepts and skills in areas of acting and theatre history will be emphasized. Specific topics include pantomime, stage movement, improvisation, monologue and duet acting performance, and evaluation of theatrical experiences.

Note: Performance of scenes and monologues is the main focus of this course as well as performance in a one-act play.

Theatre Arts II

Grade: 10-12

TEA: 03250200

Credit: 1.0

Prerequisite: Theatre Arts 1

Course Description: This Performance course further refines concepts and skills of acting. An integral part of this course is the performance of scenes and plays with costumes, make-up and scenery.

Theatre Arts III-IV

Grade: 11-12

TEA: 03250300 or 03250400

Credit: 1.0

Prerequisite: Audition and Theatre Arts II

Course Description: This performance course allows the actor to refine concepts and skills through public performance.

Note: Participation in at least one after-school performance per semester is required.

Technical Theatre I

Grade: 10-12

TEA: 03250500

Credit: 1.0

Prerequisite: Audition and Theatre Arts I

Course Description: This is an activities-centered course combining theories of theatre safety, design, research and stage craft with the construction of technical elements of theater including make-up, costumes, props, lighting and sound.

Advanced Technical Theatre II-IV

Grade: 10-12

TEA: 03250200, or 03250300, or 03250400

Credit: 1.0

Prerequisite: Audition and Technical Theatre I

Course Description: This course builds on the stagecraft skills and concepts developed in Technical Theatre I. Skills in designing sets will be stressed and applied for use in the three school productions. Recognition of career opportunities in theatre will be stressed.

Note: Working at least on after-school production per semester is required.

Choir I-IV

Grade: 9-12

TEA: 03150900, or 03151000, or 03151200, or 03151100

Credit: 1.0

Prerequisite: Audition and Interview

Course Description: This is the auditioned Varsity mixed choir class that will be chosen according to vocal and music reading abilities. This group will be required to participate in concerts and UIL activities such as Concert & Sight-reading Contest, Solo and Ensemble Contest, and All-Region Choir auditions

Girls' Choir I-

IV Grade: 9-12

TEA: 03150900, or 03151000, or 03151200, or 03151100

Credit: 1.0

Prerequisite: Audition and Interview recommendation from middle-school teacher

Course Description: This is an auditioned choir that will be chosen according to vocal and sight-reading abilities. This group will be required to participate in concerts and UIL activities such as Concert and Sight-reading, Solo and Ensemble, and Region Treble Choir auditions.

Music Composition I and II

Grade: 9-12

TEA: 03156000 or 03156100

Credit: 1.0

Prerequisite: None

Course Description: This class explores the creative process of writing music by developing basic tools that composers use to construct music. The students will create, perform, critique, discuss and revise their own and others' work in a supportive, constructive environment.

Estudianti

na Grade: 9

TEA: 03150500

Credit: 1.0

Prerequisite: Audition and Interview recommendation from teacher

Course Description: This course provides students the ability to play instruments, but to also learn about traditional Mexican and Spanish music. The genres played in the class are ballad, ranchero, rock and cumbia.

Advanced

Estudiantina Grade:

10-12

TEA: 03150600 or 03150300 or 03150400

Credit: 1.0

Prerequisite: Estudiantina

Course Description: This course provides students the ability to play instruments, but to also learn about traditional Mexican and Spanish music. The genres played in the class are ballad, ranchero, rock and cumbia.

Orchestr

a Grade: 9-

12

TEA: 03150500

Credit: 1.0

Prerequisite: None

Course Description: Orchestra is offered to students with previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group.

Wind Ensemble I-I

Grade: 9-12V

TEA: 03150100, or 03150200, or 03150300, or 03150400

Credit: 1.0

Prerequisite: Audition

Course Description: The class consists primarily of upperclassmen. Advanced fundamentals and advanced levels of high school music are the focus of the class. Students are placed in this band through audition and director recommendation. Activities include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, community performances, and music theatre productions.

Note: This is an activity-based course that counts as a Physical Education substitution in the fall semester.

Symphonic Band I-IV

Grade: 9-12

TEA: 03150100, or 03150200, or 03150300, or 03150400

Credit: 1.0

Prerequisite: Audition

Course Description: The Symphonic Band is the third most advanced band level. The class consists of students from all grade levels and focuses on fundamental skills and a variety of music. Students are placed in this band through audition and/or director recommendation. Activities include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, and community performances.

Note: This is an activity-based course that counts as a Physical Education substitution in the fall semester.

Concert Band I-IV

Grade: 9-12

TEA: 03150100, or 03150200, or 03150300, or 03150400

Credit: 1.0

Prerequisite: Audition

Course Description: The class consists of students from all grade levels and focuses on fundamental skills and a variety of music. Students are placed in this band through audition and/or director recommendation. Activities may include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, and community performances.

Note: This is an activity-based course that counts as a Physical Education substitution in the fall semester.

Instrumental Ensemble I-IV

Grade: 9-12

TEA: 03151700, or 03151800, or 03151900, or 03152000

Credit: 1.0

Prerequisite: Audition, Concurrent enrollment in a performance band class

Course Description: The Instrumental Ensemble course is designed for more in-depth study of instrumental music performance. The course offers individualized and differentiated instruction to students seeking extra music instruction beyond the band class. The course utilizes instrumental method books, band class selections, TMEA All-State Band audition music, and UIL Solo and Ensemble repertoire as the basis for individualized instruction.

Beginner Guitar I

Grade: 9-12

TEA: 03154600

Credit: 1.0

Prerequisite: None

Course Description: Guitar class is open to all students. Students will learn beginning acoustic guitar techniques, strumming and melodic playing techniques, as well as reading music and tablature. Students must provide their own guitar (electric or acoustic) to practice on in class and at home. Students will also be required to purchase the beginning guitar book which they will keep. Students must be willing/able to work in a large group setting and perform in public. The beginning guitar student will need to practice 20-40 minutes daily to achieve success. Anything less will achieve limited results.

Color Guard I-IV**Grade:** 9-12**TEA:** 03830100, or 03830200, or 03830300, or 03830400**Credit:** 1.0**Prerequisite:** Audition

Course Description: The SBHS Color Guard is an integral part of the San Benito High School Band, and is an expression of music through dance and guard equipment (flags, rifles, sabers). The guard continues in the spring semester as a competitive unit called Winter Guard, allowing the students to develop their skills throughout the spring semester. Dance skills are taught from a basic level to advanced skills focusing on modern dance and ballet. Attendance at all marching band and Winter Guard performances is required.

Mariachi and Conjunto Band I-IV**Grade:** 9-12**TEA:** 03153800, or 03153900, or 03154000, or 03154100**Credit:** 1.0**Prerequisite:** Audition for director

Course Description: This course is designed for those interested in continued study of learning and playing the folk music of Mexico. Students will study mariachi music through instrumental and vocal performance. Students who are instrumentalists must provide an instrument (guitar or violin) for refining instrumental performance skills. This is not a beginner mariachi class and previous experience is required.

Dual Film Appreciation (TSC-COMM 2366)	10-12	1.0	TSIA2 ELAR	
Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)	11-2	2.0	none	13009910

ARTS 1301 – Art Appreciation**Dual Art Appreciation (TSC-ARTS 1301)****High School Credit:** Art II**Grade:** 10-12**TEA:** 03500500**Credit:** 1.0**Prerequisite:** TSIA2 ELAR

Course Description: This course is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

Dual Music Appreciation (TSC-MUSI 1306)**High School Credit:** Music Studies, Music Appreciation I**Grade:** 10-12

TEA: 03155600

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Tune into the world of music with an exploration of historical styles, famous composers, and cultural impact. This course opens students' ears to music's role in shaping society.

Dual Film Appreciation (TSC-COMM 2366)

High School Credit: Music Studies, Music Appreciation I

Grade: 10-12

TEA:

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Lights, camera, critical thinking! Students explore film history, genres, and cinematic techniques while analyzing how movies reflect and shape society. Great for creatives and pop culture enthusiasts alike.

Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)

High School Credit: Audio/Video Production II

Grade: 10-12

TEA: 03155600

Credit: 1.0

Prerequisite: None – TSIA2 waived through UT OnRamps instructional model

Course Description: This course explores creative technologies used in film, music, video games, and interactive media. Students learn design principles and digital tools while building real-world tech and storytelling skills for careers in the creative industry.

OPPORTUNITIES FOR COLLEGE CREDIT WHILE IN HIGH SCHOOL

San Benito High School students have the opportunity to include courses in their high school graduation plan that may also apply toward college. Students can earn college credit immediately, earn credit that is awarded later, or prepare to take an advanced placement exam. **Each course taken for this purpose should be carefully selected to count towards the two or four-year degree that is appropriate to the student's area of interest.**

There are three ways a student can earn college credit for a course taken in high school:

DUAL CREDIT: San Benito High School offers students the opportunity to enroll in university courses while attending high school. This **Dual Enrollment Program** builds an academic bridge to the postsecondary level, while providing students and parents with a preview of postsecondary standards and expectations while studying in a familiar high school setting. Upon successful completion, these courses will be applied to the student's high school graduation requirements and may be applied to a postsecondary degree. Courses can be offered through a variety of options, such as by adjunct instructors at the SBHS campus or via online course delivery. SBHS students pay no tuition for dual enrollment courses.

ADVANCED PLACEMENT: Students who complete AP courses while in high school may be eligible to receive college credit based on the results of an AP end-of-course exam. All AP exams are developed and scored by the College Board. To find out the specific value of an AP exam grade at a specific college or university, visit www.collegeboard.com/ap/creditpolicy.

ADVANCED TECHNICAL CREDIT/ARTICULATED HIGH SCHOOL COURSES: A student who completes the coherent sequence of content-enhanced career technical courses in high school may be eligible for college credit after enrolling in technical programs at participating two-year colleges (articulation).

The San Benito High School Dual Credit Program

Texas Southmost College

San Benito High School College and Career Center CISD in partnership with Texas Southmost College, has made the following academic Dual Enrollment courses available to San Benito High School and Veterans Memorial Academy students for the 2025-2026 school year.

All classes are held on the San Benito High School campus and follow the Texas Southmost College -academic calendar.

Eligibility requirements are as follows:

- Overall High School GPA/average of a “B” or better (This is equivalent to a 2.5 or higher GPA on a 4.0 scale)
- Must satisfy TSI requirements
- Submit completed registration materials by announced deadline
- Students will follow a Program of Study / Degree Plan

Course Descriptions:

Dual Enrollment - Composition I (TSC - ENGL 1301)

High School Credit: English III

Grade: 11-12

TEA: 03220300

Credit: 1.0

Prerequisite: TSIA2 ELAR passing score

Course Description: Strengthen writing skills with a focus on structure, clarity, and persuasive techniques. Students will write essays based on critical reading and research—a must for college readiness across all disciplines.

Dual Enrollment - Composition II (TSC - ENGL 1302)

High School Credit: English IV

Grade: 11-12

TEA: 03220400

Credit: 1.0

Prerequisite: completion of ENGL 1301 with a minimum grade of “C”

Course Description: Builds on the fundamentals from Composition I, with a deeper dive into argumentation, literary analysis, and research. Students will strengthen their writing voice and prepare for college-level communication across disciplines.

Dual Enrollment Forms of Literature (TSC - ENGL 2341)

High School Credit: Literary Genres

Grade: 12

TEA: 03221500

Credit: 1.0

Prerequisite: completion of ENGL 1301 with a minimum grade of “C”

Course Description: Discover how poetry, drama, and prose reflect the human experience. This literary deep-dive challenges students to analyze themes and craft thoughtful critiques.

Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315)

High School Credit: Literary Genres

Grade: 12

TEA: 03241400

Credit: 0.5

Prerequisite: TSA2 ELAR

Course Description: This course develops students' confidence and effectiveness in public speaking through practice in crafting and delivering speeches. Emphasis is placed on audience analysis, speech organization, and communication ethics—skills that benefit students in any career path.

Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318)

High School Credit: Literary Genres

Grade: 12

TEA: 03241200

Credit: 0.5

Prerequisite: TSA2 ELAR

Course Description: Dive into the dynamics of one-on-one communication. Students will explore verbal and nonverbal cues, conflict resolution, and relationship building—great preparation for leadership roles and real-world interactions.

Dual Enrollment College Algebra (TSC - MATH 1314)**High School Course: Algebra II****Grade:** 10-12**TEA:** 03100600**Credit:** 1.0**Prerequisite:** TSIA2 Math

Course Description: This course is in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Dual Enrollment Pre-Calculus (TSC - MATH 2412)**High School Course: Precalculus****Grade:** 11-12**TEA:** 03101100**Credit:** 1.0**Prerequisite:** Algebra I, Geometry, and MATH 1314

Course Description: A rigorous prep for calculus covering trigonometry, advanced algebra, and analytical geometry. This course is ideal for students pursuing STEM careers and builds a strong mathematical foundation for college-level math.

Dual Enrollment Calculus I (TSC - MATH 2413)**High School Course: Independent Study In Mathematics****Grade:** 12**TEA:** A3100101 03102500**Credit:** 1.0**Prerequisite:** completion of MATH 1314, MATH 1316, and MATH 1348 with a minimum grade of "C" MATH 2412

Course Description: This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

BIOL 1306 - Biology I**Grade:** 11-12**TEA:** 13037200***Credit:** 1.0**Prerequisite:** Biology and Chemistry and MATH 1314

Course Description: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization function, evolutionary adaptations, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

BIOL 1307 - Biology II**Grade:** 11-12**TEA:** 13037200***Credit:** 1.0**Prerequisite:** BIOL 1306

Course Description: The diversity of classification of life will be studied, including animals, plants, protists, fungi, and

prokaryotes. Special emphasis will be given to anatomy, ecology, and evolution of plants and animals. This course is a comparative study of form and function in animals including a survey of animal diversity and general principles of physiological mechanisms. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

PHYS 1301 - Physics I

Dual Enrollment - College Physics I (PHYS 1301/1101 – Texas Southmost College)

High School Credit: Scientific Research and Design

Grade: 11-12

TEA: 03050000

Credit: 1.0

Prerequisite: MATH 1314 and Trigonometry MATH 2412

Course Description: This course covers the fundamental principles of physics, using algebra and trigonometry: the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces.

PHYS 1317 - Physics II

Dual Enrollment - College Physics II (PHYS 1302/1102 – Texas Southmost College)

Grade: 11-12

TEA: 13037210*

Credit: 1.0

Prerequisite: PHYS 1301/1101 and MATH 1314

Course Description: This course covers the fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. *This course is listed as *Scientific Research and Design II* in the high school transcripts of students.

Dual Enrollment - Anatomy and Physiology I (BIOL 2301/2101 – Texas Southmost College)

High School Credit: Anatomy and Physiology

Grade: 10-12

TEA: 13020600

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: Explore the human body's structure, from cells and tissues to major organ systems. The lab component deepens understanding—ideal for future healthcare professionals and biology enthusiasts.

Dual Enrollment - Anatomy and Physiology II (BIOL 2302/2102 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 11-12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of A&P I, this course covers the cardiovascular, respiratory, digestive, urinary, and reproductive systems. A must-have for students headed into nursing, kinesiology, or medical careers.

Dual Enrollment - Biology for Non-Science Majors I (BIOL 1308/1108 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 10-12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A lecture and lab combo designed for non-science majors. Explore the basics of cell biology, genetics, and ecology with hands-on activities—perfect for curious minds not pursuing STEM fields.

Dual Enrollment - Biology for Non-Science Majors II (BIOL 1309/1109 – Texas Southmost College)

High School Credit: Specialized Topics in Science (Second Time Taken)

Grade: 11-12

TEA: 03060310

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of Biology I, this course explores evolution, biodiversity, and environmental science. Ideal for students seeking a practical, approachable science course.

Dual Enrollment - General Chemistry I (CHEM 1311/1111 – Texas Southmost College)

High School Credit: Specialized Topics in Science (First Time Taken)

Grade: 10 -12

TEA: 03060300

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: This course introduces chemical principles including atomic structure, bonding, and chemical reactions. The accompanying lab reinforces key concepts and prepares students for advanced studies in science, healthcare, or engineering.

Dual Enrollment - General Chemistry II (CHEM 1312/1112 – Texas Southmost College)

High School Credit: Specialized Topics in Science (Second Time Taken)

Grade: 10 -12

TEA: 03060310

Credit: 1.0

Prerequisite: TSIA2 ELAR and Math passing scores

Course Description: A continuation of Chemistry I, this course dives deeper into thermodynamics, kinetics, equilibrium, and electrochemistry. Lab work helps solidify theoretical concepts, making it ideal for future science majors.

HIST 1301 - United States to 1877

Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301)

High School Credit: Special Topics in Social Studies (First Time Taken)

Grade: 10-12

TEA: 03380021 03380002

Credit: 1.0

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre- Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the

federal government.

HIST 1302 - United States Since 1877

Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302)

High School Credit: United States History Studies Since 1877

Grade: 11

TEA: 03340100

Credit: 1.0

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. US History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

GOVT 2305 - Federal Government

Dual Enrollment US Government (TSC-GOVT 2305)

High School Credit: United States Government

Grade: 11-12

TEA: 03330100

Credit: 1.0 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

GOVT 2306 – Texas Government

Dual Enrollment Texas Government (TSC-GOVT 2306)

High School Credit: Social Studies Advanced Studies

Grade: 11-12

TEA: 03380021

Credit: 1.0 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: A survey of the origin and development of the Texas Constitution, structure and powers of state and local government, federalism, and inter-governmental, relations, political participation, the election process, public policy, and the political culture of Texas

ECON 2301 - Principles of Macroeconomics

Dual Enrollment Economics (TSC-ECON 2301)

High School Credit: Special Topics in Social Studies / Economics

Grade: 11-12

TEA: 03310300

Credit: 1.0 0.5 / 0.5

Prerequisite: Reading TSI Assessment TSIA2 ELAR

Course Description: An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

PSYC 2301 - General Psychology

Dual Enrollment General Psychology (TSC-PSYC 2301)

High School Credit: Social Studies Advanced Studies / Psychology

Grade: 10-12

TEA: 03380001 / 03350100

Credit: 1.0

Prerequisite: Reading and Writing TSI Assessment TSIA2 ELAR

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

Dual Enrollment Introduction to Sociology (TSC-SOCI 1301)

High School Credit: Social Studies Advanced Studies / Sociology

Grade: 10-12

TEA: 03380021 / 03350100

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Explore how society shapes individual behavior through culture, socialization, and institutions. This course encourages critical thinking about inequality, identity, and community—perfect for future social scientists and thoughtful citizens alike.

SPAN 2313 – Spanish for Native/Heritage Speakers I

Grade: 10-12

TEA: 03440100

Credit: 1.0

Prerequisite: TSI Assessment

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPAN 2315 – Spanish for Native/Heritage Speakers II

Grade: 10-12

TEA: 03440200

Credit: 1.0

Prerequisite: TSI Assessment

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Dual Enrollment - Spanish (SPAN 2313 – Spanish for Native/Heritage Speakers I & SPAN 2315 – Spanish for Native/Heritage Speakers II)

High School Credit: Spanish III

Grade: 10 -12

TEA: 03440300

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

ARTS 1301 – Art Appreciation

Dual Art Appreciation (TSC-ARTS 1301)

High School Credit: Art II

Grade: 10-12

TEA: 03500500

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: This course is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

Dual Music Appreciation (TSC-MUSI 1306)

High School Credit: Music Studies, Music Appreciation I

Grade: 10-12

TEA: 03155600

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Tune into the world of music with an exploration of historical styles, famous composers, and cultural impact. This course opens students' ears to music's role in shaping society.

Dual Film Appreciation (TSC-COMM 2366)

High School Credit: Music Studies, Music Appreciation I

Grade: 10-12

TEA:

Credit: 1.0

Prerequisite: TSIA2 ELAR

Course Description: Lights, camera, critical thinking! Students explore film history, genres, and cinematic techniques while analyzing how movies reflect and shape society. Great for creatives and pop culture enthusiasts alike.

University of Texas - Austin

San Benito High School College and Career Center CISD in partnership with The University of Texas-Austin, has made the following Dual Enrollment courses available to San Benito High School students.

Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306)

High School Credit: English III

Grade: 11-12

TEA: 03220355

Credit: 1.0

TSI Requirement: None – TSI waived through UT OnRamps instructional model

Course Description: Develop persuasive writing and critical thinking skills through academic argumentation. This course equips students to analyze texts, build evidence-based claims, and refine their voice—perfect preparation for any college writing experience.

Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J)

High School Credit: English IV

Grade: 11-12

TEA: 03220455

Credit: 1.0

TSI Requirement: None – TSI waived through UT OnRamps instructional model

Course Description: An advanced writing course that takes a thematic approach—students explore a central topic while mastering research, synthesis, and rhetorical strategies.

Dual Enrollment College Algebra (M 301 – University of Texas at Austin)

High School Course: Independent Study In Mathematics

Grade: 12

TEA: 03102501

Credit: 1.0

Prerequisite: None – TSIA2 waived through UT OnRamps instructional model

Course Description: This course builds a solid foundation in algebraic concepts, focusing on functions, graphs, and problem-solving strategies. A great launchpad for students interested in business, science, or tech pathways..

Dual Enrollment - Geoscience (GEO 302E – University of Texas at Austin)

High School Credit: Earth Systems Science

Grade: 10 -12

TEA: 03050000

Credit: 1.0

Prerequisite: None (TSI waived through UT OnRamps instructional model)

Course Description: Examine Earth's processes—from volcanoes and earthquakes to climate change and ocean dynamics. Students will analyze real data and current environmental topics while learning how Earth systems interact and change over time.

Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)

High School Credit: Audio/Video Production II

Grade: 10-12

TEA: 03155600

Credit: 1.0

Prerequisite: None – TSIA2 waived through UT OnRamps instructional model

Course Description: This course explores creative technologies used in film, music, video games, and interactive media. Students learn design principles and digital tools while building real-world tech and storytelling skills for careers in the creative industry.

San Benito High School College and Career Center CISD in partnership with Texas State Technical College - Harlingen, has made the following Dual Enrollment courses available to San Benito High School students.

EDTC-1301 – Educational Systems

Grade: 11, 12

TEA: 13014400

Credit: 1.0

Prerequisite: Application and Teacher Recommendation

Course Description: A study of the role and responsibilities of educational personnel with emphasis on development of professionalism and communication strategies with adults. Topics include the various codes of ethics governing the educational field, the issue of confidentiality, learners' rights and responsibilities, and challenges facing schools.

EDTC-2311 – Instructional Practices and Effective Learning Environments

Grade: 11, 12

TEA: 13014500

Credit: 1.0

Prerequisite: Application and Teacher Recommendation

Course Description: General principles for selecting developmentally appropriate strategies in core curriculum areas, planning the classroom environment, and instructional accommodations and modifications. Topics address methods for supporting instructional planning and implementation of educational goals and objectives. Also examines cooperative learning strategies.

EDTC-1341 – Instructional Technology and Computer Applications

Grade: 11, 12

TEA: N1300510

Credit: 1.0

Prerequisite: Application and Teacher Recommendation

Course Description: Examination of specialized educational technology. Topics include the integration of educational computer terminology, system operations, software, and multimedia in the contemporary classroom environment.

EDTC-2317 – Guiding Student Behavior – Classroom Management

Grade: 11, 12

TEA: 13014400

Credit: 1.0

Prerequisite: Application and Teacher Recommendation

Course Description: A study of developmentally appropriate direct and indirect guidance techniques for use in various school environments. Topics include identification of causes of inappropriate behavior, establishing and managing routines, the environment's role in promoting positive behavior, promoting self-esteem negotiation/conflict resolution strategies, and enhancing positive self-direction. Emphasis in implementation of a behavior management plan.

CRIJ 1301 - Introduction to the Criminal Justice System (*pending*)

Grade: 10-12

TEA: 13029400

Credit: 1.0

Prerequisite: TSI Assessment

Course Description: This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

Advanced Placement (AP) Courses

San Benito High School offers Advanced Placement (AP) courses to students who are ready to engage in college level course content and rigorous academics. Courses are available in English, Social Studies, Mathematics, Science, Spanish Language, and Art. The AP Program offers college level instruction to academically successful high school student with the option of taking an Advanced Placement examination and possibly qualifying for college credit. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning. AP courses are open to all students with the prerequisite coursework who wish to take on the additional challenge of advanced academics. Students who choose to enroll, however, should be prepared for the increased academic rigor of these courses. AP courses concentrate on providing students with rigorous college level academic instruction while preparing students for the AP exam associated with the course. AP courses earn weighted grade points. Students are responsible for ensuring that the college that they are planning to attend will award credit for AP examination scores.

A student shall be awarded additional grade points for scores earned on corresponding AP exams taken in grades 9-11 at the first opportunity after enrolling in the course for eligible courses in any category in accordance with the following:

Score on AP Exam	Additional Grade Points
3	1.00
4	1.50
5	2.00

Beginning with the graduating class of 2026, a student shall be awarded additional grade points for scores earned on corresponding AP exams taken in grades 9-11 at the first opportunity after enrolling in an eligible AP course in accordance with the chart above. EIC (LOCAL)

******Students enrolled in an AP course MUST take the corresponding Advanced Placement exam. ******

Advanced Placement English Language and Composition (English 3)

Grade: 11

TEA: A3220100

Credit: 1.0

Prerequisite: English 2

Course Description: Advanced Placement English Language and Composition examines major elements of nonfiction and American literature. Students read from a variety of genres that address varying historical periods, disciplines and rhetorical contexts. From these endeavors, students apply stylistic and rhetorical strategies and techniques to their own writings. Five to eight major works are required during the school year. Additionally, students prepare for the AP English Language and Composition exam, with an emphasis on writing under time constraints. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement English Literature and Composition (English 4)

Grade: 12

TEA: A3220200

Credit: 1.0

Prerequisite: English 3 or English 3 AP

Course Description: Advanced Placement English Literature and Composition includes the study of prose and poetry by British and World authors from the 16th century through contemporary times. Additionally, students prepare for the AP English Literature and Composition exam, with an emphasis on writing under time constraints. Five to eight major works are required during the school year. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement

Precalculus Grade: 11, 12

TEA: 03101100

Credit: 1.0

Prerequisite: Algebra I, Geometry, Algebra II, Honors Precalculus

Course Description: This course provides more in-depth experience in the concepts of Pre-calculus. Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college-preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs. The next course is usually Calculus. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Calculus

AB Grade: 12

TEA: A3100101

Credit: 1.0

Prerequisite: Pre-calculus, Dual Enrollment Calculus

Course Description: AP Calculus AB is equivalent to the first semester of college-level Calculus. This course explores the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Statistics

Grade: 11-12

TEA: A3100200

Credit: 1.0

Prerequisite: Geometry and Algebra II

Course Description: AP Statistics is built around learning about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Computer Science Principles

Grade: 9-12

TEA: A3580300

Credit: 1.0

Prerequisite: Algebra I

Course Description: This course students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Biology

Grade: 11-12

TEA: A3010200

Credit: 1.0

Prerequisite: Biology and Chemistry

Course Description: This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instruction follows the AP course description and emphasizes the development of understanding concepts which allows the student to grasp science as an inquiry-based process while recognizing the unifying themes that integrate the major topics of biology. Students use open-ended activities to conduct internet research, work in collaboration with other disciplines, and integrate the history of scientists. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Chemistry

Grade: 11-12

TEA: A3040000

Credit: 1.0

Prerequisite: Chemistry and Algebra II

Course Description: Students attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and express ideas. Labs and activities are designed to reflect the requirements of the advanced placement program. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Environmental Science

Grade: 11-12

TEA: A3020000

Credit: 1.0

Prerequisite: Biology, Chemistry, Algebra I

Course Description: This course investigates interrelationships between people and the natural world. This course integrates natural sciences, including biology, chemistry and earth science with social sciences to analyze contemporary environmental problems such as pollution, resource acquisitions, biodiversity and global warming. A strong laboratory and field investigation component is included allowing students to explore issues that affect their own lives. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Physics I

Grade: 11-12

TEA: A3050003

Credit: 1.0

Prerequisite: Algebra I, Geometry, and Algebra II concurrently

Course Description: This is an algebra-based, introductory college-level physics course taught over a full school year. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introduces simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning practices. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Human Geography

Grade: 9

TEA: A3360100

Credit: 1.0

Prerequisite: Honors Geography

Course Description: AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

Note: Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement World History: Modern

Grade: 10

TEA: A3370100

Credit: 1.0

Prerequisite: Honors World History

Course Description: AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement US History

Grade: 11

TEA: A3340100

Credit: 1.0

Prerequisite: Honors US History

Course Description: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Macroeconomics

Grade: 11-12

TEA: A3310200

Credit: 1.0 0.5

Prerequisite: Honors Economics

Course Description: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement United States Government & Politics

Grade: 12

TEA: A3330100

Credit: 1.0 0.5

Prerequisite: Honors Government

Course Description: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement European History

Grade: 11-12

TEA: A3340200

Credit: 1.0

Course Description: AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

AP Spanish Language and Culture

Grade: 9-12

TEA: A3440100

Credit: 1.0

Prerequisite: Two credits in Spanish or equivalent proficiency

Course Description: This course is intended for students who use Spanish for active communication. Students enrolled in this course will develop their proficiency in all four language skills: aural/oral, reading comprehension, advanced grammar structure and composition. Emphasis will be placed on a selection of Latin American writers, with a focus on extensive reading and writing. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the**

corresponding AP exam in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

AP Spanish Literature and Culture

Grade: 10-12

TEA: A3440200

Credit: 1.0

Prerequisite: Teacher recommendation and at least two credits in Spanish or equivalent proficiency

Course Description: Students build their language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students will read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.

Note: Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Art

History Grade: 11-12

TEA: A3500100

Credit: 1.0

Prerequisite:

Course Description: Students develop an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Major forms of artistic expression from a variety of past and present cultures are studied. Students develop an understanding of the elements of art and fundamental art historical terminology as they learn to use intelligence and sensitivity in viewing works of art critically and analytically. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Studio Art: 2-Dimensional Design Portfolio

Grade: 11-12

TEA: A3500400

Credit: 1.0

Prerequisite: Art I

Course Description: This course addresses a broad interpretation of two-dimensional (2-D) design issues. Students use purposeful decision-making to integrate the elements and principles of art as they create a portfolio to fulfill the requirements of the College Board Advanced Placement 2-Dimensional Design Portfolio. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Advanced Placement Studio Art:

Drawing Grade: 11-12

TEA: A3500300

Credit: 1.0

Prerequisite: Art I

Course Description: This course addresses a broad interpretation of drawing issues and media, including light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth. Many works of painting, printmaking, mixed media, abstracts, observational and inventive works are explored. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

Gifted and Talented (GT) Courses

San Benito High School offers Gifted and Talented (GT) courses to students who have been identified and accepted into the GT program. In Texas, “gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, all children will experience an academically challenging education that enables them to maximize their potential.

Gifted-Talented Interdisciplinary Study Mentorship I-IV

Grade: 9-12

TEA: N1290309, N1290313, N1290317, N1290318

Credit: 1.0

Prerequisite: GT Program Acceptance

Course Description: This course is based on the required Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; it offers a non-traditional learning experience to students who have the ability to create innovative products and/or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the professional community, and prepare for a public presentation of their portfolio, product, or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product and/or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

Career and Technical Education

CAREER CLUSTERS

Agriculture, Food & Natural Resources Career Cluster

Occupations involved in this pathway are related to agriculture, the environment, and natural resources, including earth science, environmental science, marine science, plant science, and animal science. These may include: horticulturist, fish/game warden, conservationist, biological scientist, geologist, veterinarian, and production agriculture.

Architecture & Construction Career Cluster

Occupations involved in this pathway are related to designing, planning, managing, building and maintaining the built environment. These may include: Architect, Computer Aided Drafter (CAD), Planner, Surveyor, Carpenter, Electrician, Heating, Ventilation, Air Conditioning and Refrigeration (HVAC) mechanic, Painter, Plumber, or Contractor.

Arts, A/V Technology & Communication Career Cluster

Occupations involved in this pathway design, produce, exhibit, perform, write, and publish multimedia content including visual and performing arts and design, journalism, and entertainment services. These may include: video graphics, special effects, and animation, film and video editors, audio systems technician, audio/visual technicians, reporters, radio and TV announcers, photographers, interior designers, and telecommunication equipment and repair.

Business Management & Administration Career Cluster

Occupations involved in the business environment encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

These may include: Entrepreneur, Chief Executive Officer, Government Manager, Supervisor, Human Resources Manager, Sales Manager, Marketing Manager, Office Manager, and Administrative Assistant.

Education and Training Career Cluster

Occupations involved in education and training encompass planning, managing, and provide education and training services, and related learning support services. These may include: Elementary and Secondary educators, Administrators, Supervisors and Coordinators, Principals, Superintendents, Social Workers, Counselors, Teacher Aides, Librarians, and College Professors

Health Science Career Cluster

Occupations involved in health science encompass the planning, managing, and providing therapeutic services, health informatics, support services, and biotechnology research and development. These may include: Certified Nurse Assistant, Medical Assistant, Nurse, Pharmacist, Radiologist, Physician, Dentist, Admitting Clerk, Dietician, Biomedical Technician, and Quality Assurance Technician.

Hospitality and Tourism Career Cluster

Occupations involved in Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. They may include: Restaurants & Food/Beverage Services, Lodging, Travel & Tourism, Recreation, and Amusements & Attractions.

Human Services Career Cluster

Occupations involved in human services prepare individuals for employment in career pathways that relate to families and human needs. These may include: Child Care Directors, Teacher Assistants, Clinical Psychologist, School Counselors, Social Services Worker, Cosmetologist, Funeral Morticians/Embalmers, Customer Service Representatives, and Sales Consultants.

Information Technology Career Cluster

Occupations related to information technology build linkages to IT occupations framework from entry level to professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. These may include: Network Administrator, Systems Administrator, Network Specialist/Technician, Database Management, Desktop Publisher, Maintenance Technician, Media Specialist, Web Designer, Software Engineer, and Computer Engineer.

Law, Public Safety, Corrections and Security Career Cluster

Occupations related to law, public safety, corrections and security encompass planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. These may include: Warden, Jail Administrator, Probation/ Parole Officer, Attorney, Emergency Management and Response Coordinator, Security Officer, Emergency Dispatcher, Police Officer, Paramedic, Private/Corporate Investigator, IT Specialist, Sheriff, Border Patrol Officer, Customs Officer, Park Ranger, Court Reporter, and Legal Assistant.

Manufacturing Career Cluster

Occupations relating to manufacturing encompass planning, managing, and performing the processing of materials into intermediate and final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. These may include: Assembler, Machine Operator, Painter, Welder, Electronics Engineer, Quality Control Technician, Traffic Shipping and Receiving Clerk, and Safety Coordinator.

Science, Technology, Engineering, and Mathematics Career Cluster

Occupations relating to Science, Technology, Engineering, and Mathematics encompass planning, managing, and providing scientific research, and professional and technical services (e.g., physical science, social science, and engineering), including laboratory and testing services, research and development services. These may include: Aerospace Engineer, Agricultural Engineer, Architectural Engineer, Biomedical Engineer, Computer Engineer, Computer Programmer, Drafter, Electrician, Industrial Engineer, Mechanical Engineer, Project Manager, Biologist, CAD operator, Mathematician, Physicist, Science Teacher, and Statistician.

Transportation, Distribution, and Logistics Career Cluster

Occupations relating to Transportation, Distribution and Logistics encompass planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. These may include: Dispatchers, Air Traffic Controllers, Railyard Conductors, Ship/Boat Captains, Truck Drivers, Logistics Managers, Facility Managers, Aircraft Mechanics, Automotive Body Repairers, Automotive Service Technicians, Urban Planners, Compliance Inspectors, Environmental Scientists, Travel Agents, and Cargo and Freight Agents.

Career and Technical Education Programs of Study and Courses

Agriculture, Food, and Natural Resources

Principles of Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13000200 (PRINAFNR)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Professional Standards in Agribusiness

TSDS PEIMS Code: 13000800 (PROSAFNR)

Grade Placement: 10–12

Credit: .5

Prerequisite: None

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Advanced Animal Science

TSDS PEIMS Code: 13000700 (ADVANSCI)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Recommended Prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Small Animal Management

TSDS PEIMS Code: 13000400 (SMANIMGT)

Grade Placement: 10–12

Credit: .5

Prerequisite: None.

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science

TSDS PEIMS Code: 13000500 (EQUINSCI)

Grade Placement: 10–12

Credit: .5

Prerequisite: None.

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Veterinary Medical Applications

TSDS PEIMS Code: 13000600. 13000610 (LAB) (VETMEDAP, VETMEDLAB)

Grade Placement: 11–12

Credit: 1, 2

Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

Livestock Production

TSDS PEIMS Code: 13000300 (LIVEPROD)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Floral Design

TSDS PEIMS Code: 13001800 (FLORAL)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

Advanced Plant and Soil Science

TSDS PEIMS Code: 13002100 (ADVPSSCI)

Grade Placement: 11–12

Credit: 1

Prerequisite: None

Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program

Horticulture Science

TSDS PEIMS Code: 13002000 (HORTISCI)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Agricultural Mechanics and Metal Technologies

TSDS PEIMS Code: 13002200 (AGMECHMT)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations

Practicum in Agriculture, Food, and Natural Resources

TSDS PEIMS Code:

13002500 (First Time Taken)(PRACAFNR1)

13002510 (Second Time Taken) (PRACAFNR2)

Grade Placement: 11–12

Credit: 2

Prerequisite: None

Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Architecture and Construction

Principles of Architecture

TSDS PEIMS Code: 13004210 (PRINARC)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

Principles of Construction

TSDS PEIMS Code: 13004220 (PRINCON)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I

TSDS PEIMS Code: 13005100 (CONTECH1)

Grade Placement: 10–12

Credit: 2

Prerequisite: None

Recommended Prerequisite: Principles of Construction or Principles of Architecture.

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Construction Technology II

TSDS PEIMS Code: 13005200 (CONTECH2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Construction Technology I.

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Architectural Design I

TSDS PEIMS Code: 13004600 (ARCHDSN1)

Grade Placement: 10–12

Credit: 1

Prerequisites: Algebra I and English I.

Recommended Prerequisites: Geometry, Principles of Architecture, and Principles of Construction.

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a post-secondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

Architectural Design II

TSDS PEIMS Code: 13004700 (ARCHDSN2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Architectural Design I or Advanced Interior Design and Geometry. Recommended Prerequisites: Principles of Architecture and Principles of Construction.

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

Computer Aided Drafting for Architecture

TSDS PEIMS Code: N1300429 (CAD4ARCH)

Grade Placement: 10–12

Credit: 1

Recommended Prerequisite: Architectural Design.

Computer Aided Drafting for Architecture introduces students to the specific architectural computer aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

Electrical Technology I

TSDS PEIMS Code: 13005600 (ELECTEC1)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I

TSDS PEIMS Code: 13005800 (HVACREF1)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Architecture, Principles of Construction, or Construction Technology I.

In Heating, Ventilation, and Air Conditioning and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II

TSDS PEIMS Code: 13005900 (HVACREF2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I. Recommended

Prerequisites: Principles of Architecture or Principles of Construction.

In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

Practicum in Construction Technology

TSDS PEIMS Code: 13005250 (First Time Taken) (PRACCT1)

13005260 (Second Time Taken) (PRACCT2)

Grade Placement: 12

Credit: 2

Prerequisites: Construction Technology II; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology.

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Arts, Audio/Video Technology, and Communications

Principles of Arts, Audio/Video Technology, and Communications

TSDS PEIMS Code: 13008200 (PRINAAVTC)

Grade Placement: 9

Credits: 1

Prerequisite: None

The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Animation I

TSDS PEIMS Code: 13008300 (ANIMAT1)

Grade Placement: 10–12

Credits: 1

Prerequisite: None

Recommended Prerequisite: Art I or Principles of Art, Audio/Video Technology, and Communications.

Recommended Corequisite: Animation I Lab

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Animation II

TSDS PEIMS Code: 13008400 (ANIMAT2)

Grade Placement: 11–12

Credits: 1

Prerequisite: Animation I

Recommended Corequisite: Animation II Lab

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

Audio/Video Production I

TSDS PEIMS Code: 13008500 (AVPROD1)

Grade Placement: 9–12

Credits: 1

Prerequisite: None

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Audio/Video Production I Lab.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post- production audio and video products.

Audio/Video Production II

TSDS PEIMS Code: 13008600 (AVPROD2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Audio/Video Production I

Recommended Corequisite: Audio/Video Production II Lab

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products. This course may be implemented in an audio format or a format with both audio and video.

Commercial Photography I

TSDS PEIMS Code: 13009100 (CPHOTO1)

Grade Placement: 9–12

Credits: 1

Prerequisite: None

Recommended Corequisite: Commercial Photography I Lab

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II

TSDS PEIMS Code: 13009200 (CPHOTO2)

Grade Placement: 10–12

Credits: 1

Prerequisite: None.

Recommended Prerequisites: Commercial Photography I and Commercial Photography I Lab. Recommended Corequisite: Commercial Photography Lab II.

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Graphic Design and Illustration I

TSDS PEIMS Code: 13008800 (GRAPHDI1)

Grade Placement: 10–12

Credits: 1

Prerequisite: None

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Graphic Design and Illustration I Lab.

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II

TSDS PEIMS Code: 13008900 (GRAPHDI2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Graphic Design and Illustration I

Recommended Corequisite: Graphic Design and Illustration II Lab

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on advanced elements and principles of visual art and design.

Professional Communications

TSDS PEIMS Code: 13009900 (PROFCOMM)

Grade Placement: 9–12

Credits: .5

Prerequisite: None

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

Practicum in Audio/Video Production

TSDS PEIMS Code:

13008700 (First Time Taken) (PRACAVP1)

13008710 (Second Time Taken) (PRACAVP2)

Grade Placement: 11–12

Credits: 2

Prerequisites: Audio/Video Production II and Audio/Video Production II Lab.

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Digital Design and Media Production

TSDS PEIMS CODE: 03580400 (TADGMP)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Business Marketing and Finance

Principles of Business, Marketing, and Finance

TSDS PEIMS Code: 13011200 (PRINBMF)

Grade Placement: 9–11

Credits: 1

Prerequisite: None

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

Business Management

TSDS PEIMS Code: 13012100 (BUSMGT)

Grade Placement: 10–12

Credits: 1

Prerequisite: None

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Business Information Management I

TSDS PEIMS Code: 13011400 (BUSIM1)

Grade Placement: 9–12

Credits: 1

Prerequisite: None

Recommended Prerequisite:

Recommended Corequisite: Business Lab.

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II

TSDS PEIMS Code: 13011500 (BUSIM2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Business Information Management I.

Recommended Prerequisite: Touch System Data Entry.

Recommended Corequisite: Business Lab.

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Virtual Business

TSDS PEIMS Code: 13012000 (VIRTBUS)

Grade Placement: 10–12

Credits: .5

Prerequisite: None

Recommended Prerequisites: Touch System Data Entry.

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Human Resources Management

TSDS PEIMS Code: 13011900 (HRMGT)

Grade Placement: 11–12

Credits: .5

Prerequisite: None

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.

Sports and Entertainment Marketing

TSDS PEIMS Code: 13034600 (SPORTSEM)

Grade Placement: 9–12

Credit: .5

Prerequisite: None. Recommended Prerequisite: Principles of Business, Marketing, and Finance.

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Sports and Entertainment Marketing II

TSDS PEIMS Code: N1303422 (SPORTEM2)

Grade Placement: 10–12

Credits: 0.5

Prerequisite: Sports and Entertainment Marketing. Recommended prerequisite: Principles of Business, Marketing, and Finance.

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

Practicum in Business Management

TSDS PEIMS Code: 13012200 (First Time Taken) (PRACBM)

13012210 (Second Time Taken) (PRACBM2)

Grade Placement: 11–12

Credits: 2

Prerequisite: None

Recommended Prerequisites: Touch System Data Entry and Business Management or Business Information Management II.

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience.

Money Matters

TSDS PEIMS Code: 13016200 (MONEYM)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

Securities and Investments

TSDS PEIMS Code: 13016400 (SECINV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Business, Marketing, and Finance.

In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry.

Accounting I

TSDS PEIMS Code: 13016600 (ACCOUNT1)

Grade Placement: 10–12

Credit: 1

Prerequisites: None

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Financial Mathematics

TSDS PEIMS Code: 13018000 (FINMATH)

Grade Placement: 10–12

Credit: 1

Prerequisite: Algebra I

Financial Mathematics is a course about personal money management. Students will apply critical- thinking skills to analyze personal financial decisions based on current and projected economic factors.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Entrepreneurship I

TSDS PEIMS Code: 13011101

Credit: 1 Prerequisite: None.

Prerequisite: None.

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development

Education and Training

Principles of Education and Training

TSDS PEIMS Code: 13014200 (PRINEDTR)

Grade Placement: 9–10

Credit: 1

Prerequisite: None

Principles of Education and Training is designed to introduce learners to the various careers available within the

Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Child Development

TSDS PEIMS Code: 13024700 (CHILDDDEV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Human Services.

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Instructional Practices

TSDS PEIMS Code: 13014400 (INPRAC)

Grade Placement: 11–12

Credit: 2

Prerequisite: None

Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct

Practicum in Education and Training

TSDS PEIMS Code: 13014500 (First Time Taken) (PRACEDT1)

13014510 (Second Time Taken) (PRACEDT2)

Grade Placement: 12

Credit: 2

Prerequisite: Instructional Practices

Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational person. **Health Science**

Principles of Health Science

TSDS PEIMS Code: 13020200 (PRINHLSC)

Grade Placement: 9–10

Credit: 1

Prerequisite: None

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology

TSDS PEIMS Code: 13020300 (MEDTERM)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science Theory

TSDS PEIMS Code: 13020400 (HLTHSCI)

Grade Placement: 10–12

Credit: 1

Prerequisites: Biology

Recommended Corequisite: Health Science Clinical

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

Practicum in Health Science

TSDS PEIMS Code: 13020500 (First Time Taken) (PRACHLS1)
13020510 (Second Time Taken) (PRACHLS2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Health Science Theory and Biology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Health Science Theory/Health Science Clinical

TSDS PEIMS Code: 13020410 (HLSCLIN)

Grade Placement: 10–12 Credit: 2

Prerequisites: Biology.

Corequisite: Health Science Theory.

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses.

Anatomy and Physiology

TSDS PEIMS Code: 13020600 (ANATPHYS)

Grade Placement: 10–12

Credit: 1

Prerequisite: Biology and a second science credit

Recommended Prerequisite: A course from the Health and Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Kinesiology I

TSDS PEIMS Code: N1302104 (KINES1)

Grade Placement: 9–10

Credit: 1

Prerequisites: None.

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

Kinesiology II

TSDS PEIMS Code: N1302124 (KINES2)

Grade Placement: 11-12

Credit: 1

Recommended prerequisite: Kinesiology I.

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

Hospitality and Tourism

Introduction to Culinary Arts

TSDS PEIMS Code: 13022550 (INCULART)

Grade Placement: 9–10

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Hospitality and Tourism.

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts

TSDS PEIMS Code: 13022600 (CULARTS)

Grade Placement: 10–12

Credit: 2

Prerequisite: None.

Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Advanced Culinary Arts

TSDS PEIMS Code: 13022650 (ADCULART)

Grade Placement: 10–12

Credit: 2

Prerequisite: Culinary Arts

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in- depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Practicum in Culinary Arts

TSDS PEIMS Code: 13022700 (First Time Taken) (PRACCUL1)

13022710 (Second Time Taken) (PRACCUL2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace.

Principles of Cosmetology Design and Color Theory

TSDS PEIMS Code: 13025050 (PRICOSMO)

Grade Placement: 9–10

Credit: 1

Prerequisites: None

Recommended Prerequisite: Principles of Human Services

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

Introduction to Cosmetology

TSDS PEIMS Code: 13025100 (INTCOSMO)

Grade Placement: 10

Credit: 1

Prerequisite: None

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

Cosmetology I

TSDS PEIMS Code: 13025200 (COSMET1)

Grade Placement: 10–11

Credit: 2

Recommended Prerequisite: Introduction to Cosmetology

Recommended Corequisite: Cosmetology I Lab

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

Cosmetology I/Cosmetology I Lab

TSDS PEIMS Code: 13025210 (COSLAB1)

Grade Placement: 10–11

Credits: 1

Recommended prerequisite: Introduction to Cosmetology

This course must be taken concurrently with Cosmetology I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology I to allow students sufficient time to master the content of both courses.

Cosmetology I/Cosmetology I Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students will be expected to demonstrate mastery in conducting the skills and techniques learned in Cosmetology I with little to no guidance.

Cosmetology II

TSDS PEIMS Code: 13025300 (COSMET2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Cosmetology I

Recommended Corequisite: Cosmetology II Lab

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

Cosmetology II/Cosmetology II Lab

TSDS PEIMS Code: 13025310 (COSLAB2)

Grade Placement: 11-12

Credits: 1

Prerequisites: Cosmetology I/Cosmetology I Lab

This course must be taken concurrently with Cosmetology II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology II to allow students sufficient time to master the content of both courses.

Cosmetology II /Cosmetology II Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students are expected to develop proficient and mastery level work samples and to expand their work experiences.

Information Technology

Principles of Information Technology

TSDS PEIMS Code: 13027200 (PRINIT)

Grade Placement: 9–10

Credit: 1

Prerequisites: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Maintenance/Computer Maintenance Lab

TSDS PEIMS Code: 13027310 (COMMTLAB)

Grade Placement: 10–12

Credit: 2

Prerequisite: None

Recommended Prerequisite: Principles of Information Technology

Corequisite: Computer Maintenance

In Computer Maintenance Lab, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. Districts are encouraged to offer this course in a consecutive block with Computer Maintenance to allow students sufficient time to master the content of both courses.

Practicum in Information Technology

TSDS PEIMS Code:

13028000 (First Time Taken) (PRACIT1)

13028010 (Second Time Taken) (PRACIT2)

Grade Placement: 12

Credit: 2

Prerequisite: A minimum of two high school information technology (IT) courses.

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

Computer Maintenance

TSDS PEIMS Code: 13027300 (COMPMTN)

Grade Placement: 10–12

Credit: 1 Prerequisite: None.

Recommended Prerequisite: Principles of Information Technology.

Recommended Corequisite: Computer Maintenance Lab.

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

Foundations of Cyber Security

TSDS PEIMS Code: 03580850

Grade Placement: 9–12

General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9-12.

Networking

TSDS PEIMS Code: 13027400 (NETWRK)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.

Recommended Corequisite: Networking Lab.

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Networking/Networking Lab

TSDS PEIMS Code: 13027410 (NETWRLAB)

Grade Placement: 10–12

Credit: 2

Prerequisite: None.

Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.

Corequisite: Networking.

In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course must be taken concurrently with Networking and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Networking to allow students sufficient time to master the content of both courses.

Law, Public Safety, Corrections, and Security

Principles of Law, Public Safety, Corrections, and Security

TSDS PEIMS Code: 13029200 (PRINLPCS)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

Law Enforcement I

TSDS PEIMS Code: 13029300 (LAWENF1)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

Law Enforcement II

TSDS PEIMS Code: 13029400 (LAWENF2)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Law Enforcement I.

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

Criminal Investigation

TSDS PEIMS Code: 13029550 (CRINVEST)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

Forensic Science

TSDS PEIMS Code: 13029500 (FORENSCI)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry

Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science and understand that scientific methods of investigation can be experimental, descriptive, or comparative.

Federal Law Enforcement and Protective Services

TSDS PEIMS Code: 13029800 (FEDLEPS)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.

Correctional Services

TSDS PEIMS Code: 13029700 (CORRSRVS)

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

Manufacturing

Introduction to Welding

TSDS PEIMS Code: 13032250 (INTRWELD)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Recommended Prerequisite or Corequisite: Algebra I

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills.

Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I

TSDS PEIMS Code: 13032300 (WELD1)

Grade Placement: 10–12

Credit: 2

Prerequisite: None

Recommended Prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II Lab

TSDS PEIMS Code: 13032410 (WELDLAB2)

Grade Placement: 11–12

Credit: 3

Prerequisites: Welding I

Corequisites: Welding II

Welding II Lab introduces welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. This course provides knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Practicum in Manufacturing

TSDS PEIMS Code: 13033000(First Time Taken) (PRACMAN1)

13033010(Second Time Taken) (PRACMAN2)

Grade Placement: 12

Credit: 2

Prerequisite: None

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Transportation, Distribution

Principles of Transportation Systems

TSDS PEIMS Code: 13039250 (PRINTRSY)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Automotive Basics

TSDS PEIMS Code: 13039550 (AUTOBASC)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. It includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology I: Maintenance and Light Repair

TSDS PEIMS Code: 13039600 (AUTOTEC1)

Grade Placement: 9–12

Credit: 2

Prerequisite: None

Recommended Prerequisites: Automotive Basics

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology II: Automotive Service

TSDS PEIMS Code: 13039700 (AUTOTEC2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Automotive Technology I: Maintenance and Light Repair

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Small Engine Technology I

TSDS PEIMS Code: 13040000 (SMENTEC1)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Small Engine Technology II

TSDS PEIMS Code: 13040100 (SMENTEC2)

Grade Placement: 10–12

Credit: 2

Prerequisite: Small Engine Technology I.

Small Engine Technology II includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Collision Repair

TSDS PEIMS Code: 13039800 (COLLISR)

Grade Placement: 10–12

Credit: 2

Prerequisite: None

Recommended Prerequisites: Basic Collision Repair and Refinishing

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Paint and Refinishing

TSDS PEIMS Code: 13039900 (PAINTREF)

Grade Placement: 10–12

Credit: 2

Prerequisite: None

Recommended Prerequisites: Basic Collision Repair and Refinishing or Collision Repair.

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

Practicum in Transportation Systems

TSDS PEIMS Code: 13040450 (First Time Taken) (PRACTRS1)

13040460 (Second Time Taken) (PRACTRS2)

Grade Placement: 11–12

Credit: 2

Prerequisite: None.

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

Fundamentals of Computer Science

TSDS PEIMS Code: 03580140

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

AP Computer Science Principles

TSDS PEIMS Code: A3580300

Grade Placement: 9–12

Credit: 1

Prerequisite: None

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Principles of Biomedical Science (PLTW)

TSDS PEIMS Code: N1302092

Grade Placement: 9–12

Credit: 1

Prerequisite: None

The Principles of Biomedical Science (PBS)- PLTW course provides an introduction to biomedical science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

Human Body Systems (PLTW)

TSDS PEIMS Code: N1302093

Grade Placement: 9–12

Credit: 1

Prerequisite: None

In the Project Lead The Way [PLTW] Human Body Systems (HBS) course, students examine the interactions of body systems as they explore deeply biological identity, communication, power, movement, protection, and homeostasis. Through individual and team activities, projects, and problems, students design experiments, investigate the structures and function of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration.

Career Preparation I

3 Credits

PEIMS Number: 12701300

Grade: 11-12

- Prerequisite:

- ❖ Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

*** This class is year round (36 weeks) and meets every day. Credit is awarded as follow:**

1 credit = classroom instruction

1 credit = 10-14 hours of work based learning experience

*** This class is year round (36 weeks) and meets every day. Credit is awarded as follow:**

1 credit = classroom instruction

2 credits = 15+ hours of work based learning experience.

***Career Preparation II**

3 Credits

PEIMS Number: 12701400

Grades: 12

- Prerequisite: Career Preparation I

- ❖ Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

*** This class is year round (36 weeks) and meets everyday. Credit is awarded as follow: 1**

credit = classroom instruction

1 credit = 10-14 hours of work based learning experience **** This class is year round (36 weeks) and meets everyday. Credit is awarded as follow: 1 credit = classroom instruction**

2 credits = 15+ hours of work based learning experience.

Compensatory Education

Compensatory Education offers supplemental courses or services designed to improve the educational achievement of students who have been identified as at-risk (for dropping out of school or not thriving in school). These services or courses are designed to provide intensive or accelerated instruction to enable students to perform at the enrolled grade level in order to graduate. In selecting students to participate in a Compensatory Program, SBCISD uses student performance data from basic skills assessments, classroom performance and the results of the STAAR/EOC exams. Based on information from these sources, students are offered and/or placed in services designed to enhance learning opportunities. The following are courses and services available to secondary students:

1. Counseling for Personalized Graduation Plans (PGP)
2. Edgenuity
3. ESOL Support
4. Extended Day Tutorials
5. Saturday Academies
6. Monitoring - Weekly Reports
7. Pregnancy Related Services
8. Reading
9. Practical Writing
10. Research Technical Writing
11. Subject Area Tutoring
12. Summer Academic Credit Recovery
13. EOC Summer Academy
14. Math EOC Prep (Local Credit)
15. Biology EOC Prep (Local Credit)

MATH EOC Prep (Local Credit)

MATH EOC Prep: is a course designed to extend Algebra 1 instruction. The purpose of this course is to give students struggling in math extra time and to allow the teacher to provide extra activities and alternative methods to ensure student mastery of all TEKS presented in Algebra 1. It also allows more time for EOC preparation.

BIOLOGY EOC Prep (Local Credit)

Biology EOC Prep: Is a course designed to extend Biology instruction. The purpose of this course is to give students struggling in science extra time and to allow the teacher to provide extra activities and alternative methods to ensure student mastery of all TEKS presented in Biology. It also allows more time for EOC preparation.

Practical Writing

Practical Writing is a course designed to extend English I instruction. The purpose of this course is to provide support for those students who did not meet expectations on their seventh-grade writing STAAR exam. It allows more time for EOC preparation.

Reading

Reading is a course designed to extend English I instruction. The purpose of this course is to provide support for those students who did not meet expectations on their eighth-grade Reading STAAR exam. It allows more time for EOC preparation.

Research Technical Writing

Research Technical Writing is a course designed to remediate English I and English II instruction. The purpose of this course is to provide support for those students who did not meet expectations on their English I and/or English II EOC. It allows more time for EOC preparation.

Special Education

San Benito CISD seeks to provide students with disabilities valuable educational experiences that prepare them for the future. Each student has the opportunity to participate in an appropriate educational setting designed to meet his/her individual needs. Services are provided in the least restrictive environment that allow access to the general education curriculum and instruction with non-disabled peers to the extent that is appropriate for the student. The Special Education department provides a full continuum of services to meet student needs. The educational setting and services for secondary students with disabilities are provided upon the recommendation of the Admission Review Dismissal (ARD) Committee.

Multidisciplinary Endorsement Information: A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year.

An endorsement under this subsection may be earned in any of the following categories:

(5) multidisciplinary studies, which allows a student to:

(A) select courses from the curriculum of each endorsement area described by Subdivisions

(1) through (4); and

(B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program

Sanitation and Safety (Local Credit)

TSDS PEIMS Code: 85000100

Grade Placement: 10th

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

The Sanitation and Safety course teaches students the skills and knowledge necessary to follow good sanitation practices through hands-on experiences. This course focuses on identifying potential causes for food contamination, potentially hazardous foods, and dangers of foodborne illness. Upon completion of this course, the student will be able to identify and practice food safety and sanitation procedures in the kitchen.

Nutritional Plate (Local Credit)

TSDS PEIMS Code: 85000101

Grade Placement: 11th

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

Nutritional Plate assists students with disabilities in understanding the role of nutrition in health and wellness. Through this course, students are able to participate in hands-on food labs, guided instruction and cooperative learning. Students will be given the opportunity to have the necessary skills to identify factors that influence nutrition and wellness practices across the life span. Ultimately, students will be able to identify what a nutritional meal consists of. Students will learn the following food categories: Fruit, grain, protein, dairy and vegetables.

Floristry Basics (Local Credit)

TSDS PEIMS Code: 85000301

Grade Placement: 11

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Job Readiness I (Local Credit)

TSDS PEIMS Code: 85000203

Grade Placement: 12th

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

Job Readiness II (Local Credit)

TSDS PEIMS Code: 85000203

Grade Placement: 12th

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

SAMPLE Course Sequence as determined by ARD/IEP Committee

9th Grade	Service ID	10th Grade	Service ID
English I	03220107	English II	03220207
Algebra I	03100500	Geometry	03100700.70
World Geography	03320100.70	World History	03340400.70
Biology	03010207	IPC	03060201.70
Foundations of Personal Fitness (PE 1)	PES00052	Foundations of Personal Fitness (PE 2)	
Business Information Management I	13011400	Sanitation and Safety	85000100
Reading I	03270700	Communication Technology	84700100
<i>Fine Arts Elective</i>		<i>Fine Arts Elective</i>	
<i>CTE Elective</i>		<i>CTE Elective</i>	

11th Grade	Service ID	12th Grade	Service ID
English III	03220300.70	English IV	03220400.70
Math Models	03102400.70	Government/ Economics	03330100.70 03310300.70
Chemistry	03040000.70	Foundations of Personal Fitness (PE 4)	
US History	03340107	Nutrition Plate II	85000102
Foundations of Personal Fitness (PE 3)		Basis of Finance	84100100
Nutrition Plate I	85000101	Job Readiness II	85000202
Communication Technology II	84700101	Employability and Communication Skills	84700100
Job Readiness	85000201	Floristry Basics II	85000302
Floristry Basics	85000301	Elements of Landscaping and Gardening	85000302

STRIVES

Grade Placement: 18 +

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

STRIVES (Students Training and Reaching for Independent Viable Employability Skills) is a service and support option on a continuum designed to meet the diverse needs of students with disabilities that impact their ability to obtain and maintain employment. Students in STRIVES range from the ages of 18-21. These students have completed all credit/curriculum/ state assessment requirements for graduation. Instruction and modifications address the learning styles and needs of the students. Specific vocational coursework is required and designed to meet the needs of those students who require special assistance in gaining employability and self-help skills. The students will be able to increase independent living skills, learning academic and functional skills needed to meet post-secondary goals, and build a sustainable adult scheduled and promote independence.

Bilingual Program Services

ESOL English for Speakers of Other Languages

The goal of the Department of Other Languages is to provide courses for English Language Learners (ELLs) that help them rapidly acquire the English skills necessary for success:

- in the general education setting
- in content courses
- on state-mandated testing
- for post-secondary opportunities

Upon enrolling in San Benito CISD, students whose Home Language Survey indicates a language other than English are sent to the campus ESOL Lead Teacher for an evaluation of their oral and written English proficiency. High School ELLs who score at the non-English speaking level on an oral proficiency test are assigned to a FILAS Program to participate in an accelerated English language program. Other secondary ELLs are scheduled into appropriate classes based on their English proficiency. All placement and testing recommendations for ELLs are made by the Language Proficiency Assessment Committee (LPAC).

Gifted and Talented Program Services

Gifted/Talented Program Services

The Gifted/Talented program addresses the special interests, needs, and abilities of gifted learners through the differentiation of content, process, product and learning environment.

Students can be recommended for GT testing by self, parents or teachers. The State of Texas requires that both quantitative (standardized test) and qualitative (subjective) instruments be used to determine placement. The Campus Selection Committee will evaluate quantitative and qualitative results to determine placement.

General Information about Credits

Awarding of Credit

High school graduation course credit may be earned only if the student receives a grade equivalent to or higher than 70 on a 100-point scale, based upon the essential knowledge and skills of each course. A student who successfully completes only one semester of a two-semester course is awarded partial credit. However, for full year courses required for graduation, students must earn the remaining credit through a credit restoration method.

Denial of Credit

Students must be in attendance at least 90 percent of the time a class is in session to receive credit. (Texas Education Code 25.092). When attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. The principal and/or campus Attendance Review Committee shall hear all cases where a student's attendance has fallen below 90 percent and an appeal has been filed in writing. To receive credit, the principal and/or Attendance Review Committee may assign one or more alternative learning activities to make up work missed or credit lost.

NOTE: The principal reviews all attendance cases between 75 - 90%; the Attendance Review Committee considers cases below 75%.

Ways to Earn Credits

Original credit is earned when a student takes a course for the first time and successfully meets the course requirements to earn a passing semester or yearly average. Recovery credit is earned when a student retakes a course for which credit was not awarded the first time because of a failing semester/yearly average. The recovery may occur by retaking the entire course in its standard format or by retaking it in an alternate format. Several of the ways to earn credit described below can be used for either original or recovery credit. The school counselor must be consulted before a final decision is made about how to earn the credit.

Fall and Spring Semesters, Grades 9 – 12 (Credit Recovery)

Students can earn all 26 required graduation credits for the Foundation High School Program + Endorsement by successfully completing required courses during the school day.

San Benito Summer Academic Term

San Benito CISD offers students an opportunity to recover credits for core classes and the opportunity to prep for a STAAR EOC exam prior to testing.

Credit By Examination Without Prior Instruction (CBE)

Secondary students (grades 6-12) may gain credit for a course without prior instruction by taking a Credit by Examination. Students are required to have written permission. Foreign language courses (LOTE) may only gain credit in grades 8-12. A minimum score of 80 on the exam is required for credit to be earned. For two-semester courses, the average of both semester exams must be 80 or greater. If credit is awarded, then both exam scores are recorded on the student's transcript. CBE scores will not be calculated in the student's GPA.

No **Pre AP** **Honors**/AP credit can be earned through Credit by Exam.

Contact your School Counselor for more information or to receive an application.

Credit By Examination With Prior Instruction

Credit by Examination with Prior Instruction for credit recovery is only for San Benito CISD students who were enrolled in a core course during the previous school year and whose grade for the course was between 60 and 69, or if the Campus Attendance Committee requires the exam due to excessive absences[see EEJA(Regulation) A student may regain a maximum of two credits through Credit by Examination with Prior Instruction during high school]. Students must score 70 percent or above on the examination. The exams allow qualified students the opportunity to replace the failing grade with a 70. This is the grade recorded on the student's transcript and will count in the calculation of GPA. Contact the school counselor for more information or to receive an application.

Out of District Summer Term (Original Credit)

All summer school course work for original credit requires prior approval of the principal/designee. Requests to take courses outside of SBCISD should be analyzed as follows:

- Is the provider an accredited public, private or parochial school?
- If not, does any Texas ISD (or school district in another state within which the program is located) accept the course for credit?
- Does the student receive an official grade and grade report?
- Does the scope/sequence of the course match the course as offered in SBCISD?
- Does the required time for the course match or exceed that of SBCISD summer term?

For unique requests, it is the responsibility of the student/parent to provide program information to help the principal/designee make a decision regarding approval. If using this rubric does not yield a decision, the Secondary and Curriculum Director is the contact person for questions regarding summer offerings for advanced courses.

Exploring Post-Secondary Options

In addition to online resources and those available from the **College and Career Go Center** **College, Career, and Military Center** at the high school campus, SBCISD offers several venues to assist in planning for post-secondary pursuits:

1. College Fair (Seniors in September / Juniors in May) gives students an opportunity to visit with representatives from colleges, universities, and training programs throughout the United States.
2. Financial Information Night (January) covers information related to financial need and explores such topics as completing the FAFSA

NCAA Requirements

Students interested in pursuing opportunities in college athletic programs are required by the NCAA to have specific core courses for Division I and II schools. The core course requirements for the Texas Recommended and Distinguished high school graduation programs are aligned with the NCAA required core courses; however, interested students must consult the NCAA website for current information as they create/revise their high school four year plans. Visit www.ncaa.org, click on “Rules Compliance” and then “Eligibility”. Please read “Becoming Eligible” for more information.

Texas Success Initiative (TSI) Requirements

In order to determine the readiness of entering college students to enroll in freshman-level academic coursework, including though dual enrollment, institutions of higher education must assess the academic skills of entering students in reading, writing, and math.

(If a student fails to meet the assessment standards in any area, the institution of higher education will work with the student to develop a plan to assist the student in becoming ready to perform freshman-level academic coursework. This will most likely be done through “developmental coursework” as considered necessary by the institution to address a student's deficiencies in the student's readiness to perform freshman-level academic coursework.)

Freshmen entering higher education Fall 2013 or thereafter – as either traditional first time freshmen or as participants in a high school dual enrollment program - must demonstrate college readiness with the following scores on the TSI Assessment:

Mathematics – 350 Reading – 351 Writing – Essay score of 5 / or Essay score of 4 and Multiple Choice of 340

TSIA2: Texas Success Initiative 2.0

The TSIA2 (Texas Success Initiative Assessment 2.0) is a college readiness assessment used by colleges and universities across Texas to determine whether a student is prepared for college level coursework in reading, writing, and math. High school students also take the TSIA2 in order to qualify for dual enrollment courses or to meet college placement requirements.

The test is untimed and adapts based on student performance. It includes a diagnostic component to identify areas where a student may need support.

(If a student fails to meet the assessment standards in any area, the institution of higher education will work with the student to develop a plan to assist the student in becoming ready to perform freshman-level academic coursework. This will most likely be done through “developmental coursework” as considered necessary by the institution to address a student's deficiencies in the student's readiness to perform freshman-level academic coursework.)

College Readiness Benchmarks

Mathematics – 350 Reading – 351 Writing – Essay score of 5 / or Essay score of 4 and Multiple Choice of 340

Section	College Readiness Score
ELAR (English Language Arts and Reading)	• 945+ on multiple choice AND 5 on essay • OR <945 with Diagnostic Level 5 or 6 AND 5 on essay
Mathematics	• 950+ on multiple choice • OR <950 with Diagnostic Level 6

What Should I be Doing Now?

Generation TX <http://gentx.org/>

Connects students and clarifies the steps they need to take on the path to college and career education, from taking the right classes and tests, to applying to colleges, and then finding the money to pay for school.

Know How to Go <http://knowhow2go.acenet.edu/>

Get advice about how to go to college from people who know all about it.

Adventures in Education <http://www.aie.org/>

Get ready for college, starting today. Learn about the college application and admissions process, and discover tips for choosing the college that's right for you.

Searching For a College

Campus Compare <http://campuscompare.com/?nr=0>

Discover 4000 community colleges, state colleges, traditional colleges, universities, and more. Dive into the College Current to see college videos, student reviews, and college information on Twitter.

Every Chance Every Texan <http://www.everychanceeverytexan.org/>

This Compendium contains a list of colleges and universities in Texas, admission requirements, total expenses for an academic year, financial aid data, and related information, helpful hints to the college bound, and a calendar of various scholarship deadlines arranged by month.

College Answer <https://www.collegeanswer.com/>

This site includes information about college, including preparing, selecting, applying, paying, deciding, and financing.

Apply Texas https://www.applytexas.org/adappc/gen/c_start.WBX

Apply to every Texas public university online.

Campus Tours <http://www.campustours.com/>

This site builds video tours, interactive maps and custom multimedia apps for higher education, non-profit, and government clients worldwide.

Career Planning

Xello www.xello.world/en/

This site provides guidance with college, career, and financial aid planning.

Work in Texas <http://www.twc.state.tx.us/>

Search for jobs in Texas

Financial Aid & Scholarships

FAFSA <http://www.fafsa.ed.gov/>

Free Application for Federal Student Aid

Scholarship information **College for Texans** <http://www.collegeforalltexans.com/>

Higher education in the state of Texas, financial aid, free test prep.

Entrance Exams

College Board <http://www.collegeboard.org/>

SAT and career/college information

ACT <http://www.actstudent.org/>

ACT and career/college information

Career Resources

Achieve Texas	www.achievetexas.org
America's Career Info Net	www.acinet.org
Career Development Resources Hotline	1-800-822-PLAN(7526)
College for Texans	www.collegefortexans.com
Collegiate Zone	www.collegiatezone.net
Houston Community College	www.hccs.edu
San Benito Independent School District	www.San Benitoisd.org
Labor Market Career Information (LMCI)	www.cdr.state.tx.us
Occupational Outlook Handbook	www.bls.gov/oco
Texas CTE Resource Center	www.txcte.org
Xello	www.xello.world/en/
Texas Education Agency	www.tea.state.tx.us
Workforce Solutions	www.wrksolutions.com



The Advanced Technical Credit (ATC) Program is an advanced placement program for students interested in preparing for college and a technical career that requires postsecondary education. Advanced Technical Credit is one way students can earn college credit while in high school. Students who take content-enhanced, ATC-articulated career and technology courses for high school credit may also be eligible for college credit at community and technical colleges statewide. ATC-articulated high school courses cover the same material as certain technical college courses and they are taught by high school faculty with special training. When preparing your high school graduation plan, you may select articulated courses that apply toward college certificates and/or degrees after enrollment in a related college technical program. High school juniors or seniors who earn a grade of 3.0 (B) or better may count ATC courses as advanced measures for the (DAP) Distinguished Achievement graduation plan. ***Ask your counselor if your high school offers ATC statewide-articulated courses.*** The program facilitates the use of articulated credit in colleges across the state and streamlines and standardizes the articulation process for students, schools, and colleges. [The ATC Standard Articulation Agreement](#) sets common statewide standards for the award of college credit for selected, content-enhanced high school courses. Any student who successfully completes ATC statewide-articulated secondary courses, graduates from any secondary school in the state, and meets the requirements outlined in the ATC Standard Articulation Agreement, is eligible to receive articulated credit from any participating public two-year college in the state that offers the corresponding college courses.

How Do I Qualify for College Credit?

- Enroll in ATC-articulated career and technology courses in high school. (Course abbreviations end in -TP and courses on your high school transcript should be noted with the letter A.)
- Complete the course as a junior or a senior.
- Make a minimum grade of 80 (3.0) in the course.
- If there are course prerequisites, make a minimum grade of 80 (3.0) in each course.
- Enroll in a participating college within 15 months of high school graduation.
- Successfully complete six hours of non-developmental college credit.
- AP and/or CLEP examinations may apply toward the six required hours.

A complete list of possible colleges can be found at <https://www.inflexion.org/project/tea-atc/>. Check with your local community or technical colleges to see which are participating in the Advanced Technical Credit Program (statewide articulation) and what technical programs they offer.

Steps to Get College Credit

- Ask your high school teacher or counselor for a “petition for credit” form (not required, but helpful).
 - Take a copy of your high school transcript to a participating two-year college when you enroll.
 - Tell the college admissions staff, counselor, or advisor that you took ATC statewide-articulated courses in high school.
 - College staff will help you identify the college courses that are equivalent to the articulated courses you took in high school.
 - Select a college certificate or degree plan that includes one or more of these courses.
-
- Complete six(6) additional, non-developmental college hours.
 - Check with the college registrar to make sure your articulated credit is posted to your transcript.

Want to find out more? Contact your high school counselor. The [Statewide Articulation Crosswalk](#) is a resource for schools and colleges to readily identify high school courses included in the Advanced Technical Credit (ATC) Program and the college equivalent course(s). Finally, state-required staff development provides information to teachers of articulated courses on the articulation process, content of college-equivalent courses, and expected levels of student performance.

Advantages of Statewide Articulation

- Provides a common core of articulated courses
- Provides a statewide standard for awarding college credit
- Provides a common method to identify articulated courses on high school transcripts
- Saves valuable resources: *time and money*

Enrollment Qualification

For UIL participation, a student must be enrolled for at least four hours per day to be considered in membership for one full day. The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students are eligible to participate if they meet the TEA requirements above and are subject to the UIL No Pass-No Play rule.

Out of District Courses via Correspondence, online, or virtual All courses taken through an out-of-district course provider (correspondence, online, or virtual) which counts towards high school graduation requirements, and not eligible for exemption as an advanced class, are subject to the No Pass-No Play rule.