

Sierra Blanca ISD
Board of Trustees – Regular Meeting

Date: June 21, 2021

Location: Sierra Blanca ISD WOLS Building

Time: 6:00 P.M.

THIS REGULAR MEETING OF THE BOARD OF TRUSTEES, BEING HELD FOR THE REASONS LISTED BELOW, IS AUTHORIZED IN ACCORDANCE WITH THE TEXAS GOVERNMENT CODE, SECTION 551.146. VERIFICATION OF NOTICE OF MEETING AND AGENDA ARE ON FILE IN THE OFFICE OF THE SUPERINTENDENT. CLOSED MEETING, IF REQUIRED, IS AUTHORIZED BY THE STATUTE AND WILL BE CONDUCTED PRIOR TO THE CONCLUSION OF THE MEETING. IF, DURING THE COURSE OF THE MEETING, ANY DISCUSSION OF ANY ITEM LISTED ON THE AGENDA SHOULD BE HELD IN CLOSED MEETING, THE BOARD WILL CONVENE IN SUCH CLOSED MEETING IN ACCORDANCE WITH TEXAS GOVERNMENT CODE, CHAPTER 551, SUBCHAPTERS D AND E, SECTIONS 551.071-551.084.

TEXAS GOVERNMENT CODE SECTION

551 SUBCHAPTERS D & E

551.071 Private consultation with the Board's Attorney

551.072 Discussing purchase, exchange, lease, or value of property

551.073 Discussing negotiated contracts for prospective gift or donations

551.074 Discussing personnel or to hear complaints against personnel

551.076 Considering the deployment, specific occasions for, or implementation of security Personnel or devices

551.082 Considering the discipline of a public school child, or complaint or charge against personnel

551.083 Considering the standards, guidelines, terms, or conditions the board will follow or will instruct its representatives to follow, in consultation with representatives to follow, in consultation with representatives of employee groups

551.084 Exclusion of witness from hearing

AT ANY TIME, THE BOARD MAY GO INTO CLOSED MEETING TO RECEIVE LEGAL COUNSEL OR ADVICE WHICH THE SCHOOL DISTRICT'S LEGAL COUNSEL DETERMINES SHOULD BE CONFIDENTIAL IN ACCORDANCE WITH COUNSEL'S DUTY TO THE DISTRICT PURSUANT TO THE CODE OF PROFESSIONAL RESPONSIBILITY OF THE STATE BAR OF TEXAS. THE BOARD OF TRUSTEES MAY TAKE ACTION IN THE OPEN PORTION OF THE MEETING ON ITEMS DISCUSSED IN THE CLOSED MEETING.

IF, DURING THE COURSE OF THE MEETING, DISCUSSION OF ANY ITEM ON THE AGENDA SHOULD BE HELD IN A CLOSED MEETING, THE BOARD WILL CONDUCT A CLOSED MEETING IN ACCORDANCE WITH THE TEXAS OPEN MEETINGS ACT, TEXAS GOVERNMENT CODE, CHAPTER 551, SUBCHAPTERS D AND E OR TEXAS GOVERNMENT CODE SECTION 418.183(F). BEFORE ANY CLOSED MEETING IS CONVENED, THE PRESIDING OFFICER WILL PUBLICLY IDENTIFY THE SECTION OR SECTIONS OF THE ACT AUTHORIZING THE CLOSED MEETING. ALL FINAL VOTES, ACTIONS, OR DECISIONS WILL BE TAKEN IN OPEN MEETING. [SEE TASB POLICY BEC(LEGAL)]

AGENDA

*THE BOARD WILL CONSIDER, DISCUSS, AND TAKE APPROPRIATE ACTION REGARDING THE FOLLOWING ITEMS:

- I. **CALL MEETING TO ORDER (OTHER)**
- II. **Opening Activities (Other)**
- III. **Verification of Compliance with the Open Meetings Law. This is to verify that the provisions of Texas Government Code, Chapter 551.041 in connection with public posting of meeting. (Other)**
- IV. **OPEN FORUM – PUBLIC COMMENT (OTHER)**
- V. **BOARD OFFICER ELECTIONS**
 - A. **SECRETARY**
 - B. **VICE-PRESIDENT**
- VI. **ESSA AND ESSER**
 - A. **ESSA FEEDBACK**
 - B. **ESSER III FEEDBACK**
- VII. **RETURN TO INSTRUCTION PLAN**
- VIII. **SUPERINTENDENT REPORT**
- IX. **LSG GOAL REVIEW**
 - A. **GOAL 1**
 - B. **GOAL 2**
 - C. **GOAL 3**
- X. **BOARD SELF-CONSTRAINT**
 - A. **BSC 1**
 - B. **BSC 2**
 - C. **BSC 3**
- XI. **LSG BOARD EVALUATION – END OF YEAR**
- XII. **SUPERINTENDENT EVALUATION INSTRUMENT**
- XIII. **CONSENT ITEMS**
 - a. Tax Collections Report
 - b. Financial Report
 - c. Approve minutes of previous meeting.
- XIV. **EXECUTIVE SESSION**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, chapter 551, subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]
- XV. **ADJOURN**

This notice was posted in compliance with the Texas Open Meetings Act on June 18, 2021.

Approved by:  (For the Board of Trustees)

Date: June 18, 2021 Posted Time: 12:31pm

SBISD BOARD MEETING NOTICE

NOTE: Due to COVID-19 Hudspeth County is taking precautionary measures and will host Commissioners Court via Telephone Conference as authorized by the Texas Open Meetings Act, Texas Government Code, including but not limited to: Provisions of TOMA (Section 418.016): Suspension of a required quorum of the governing body and the general public to gather in a single location. Requirements of Telephone Conference (Section 551.125(b)): Suspension of social gatherings of more than 10 people, Sierra Blanca ISD will follow the same precautionary measures. You are invited to participate in the zoom meeting.

Glenn Nathan is inviting you to a scheduled Zoom meeting.

Topic: My Meeting

Time: Jun 21, 2021 06:00 PM Mountain Time (US and Canada)

Join Zoom Meeting

<https://esc19.zoom.us/j/88148593328?pwd=RVgzSE9JWWNVTTd1VmIKTFYrUEZ4dz09>

Meeting ID: 881 4859 3328

Passcode: 070828

- Title I, A \$33,430.00
Purpose: Provide all children significant opportunity to receive a fair, equitable, and high-quality education and close educational achievement gaps.
Tentative Plans: Provide paraprofessionals, interventionists, professional development, and instructional materials

- Title II, A \$6,483.00
Purpose: Improve the quality and effectiveness of teachers, principals...(etc)
Tentative Plans: Provide stipends to high need areas, professional development, and instructional coaching.

- Title IV, A \$10,000
Purpose: Improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to
Tentative Plans: REAP into Title I , A. Provide paraprofessionals, interventionists.

SIERRA BLACA ISD would like to receive input from stakeholders regarding how the district should use its ARP ESSER III stimulus funding for the 2021-2022 school year.

The purpose of the stimulus funds are to:

- 1) Address COVID related learning loss**
- 2) Accelerate learning**
- 3) Support the mental health needs of our students**
- 4) Address other barriers to learning (e.g. meals, technology, etc.)**
- 5) Address other health and safety concerns**

The feedback the district receives from stakeholders will be an invaluable resource to the district as we move forward with the planning process for how ESSER funds will be used to make the most impact for our students.

The district is using the school board meeting to garner feedback from its community of stakeholders regarding the ESSER Funds. The district is also receiving input from - including, but not limited to: Site-based Committees, parent advisory committees, etc.

The **Stakeholder Feedback** will be available to complete 6/21/2021.

Use of Funds Plan		
Yes	No	
		Does your district have a Use of Funds plan for ESSER III?
		Is the district Use of Funds Plan presented in an understandable format: to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated, and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent?
		Did the district include ALL required stakeholders in the creation of the Use of Funds Plan?
		a. Students
		b. Families
		c. School and district administration (including special education administrators)
		d. Teachers
		e. Principals
		f. School leaders
		g. Other educators
		h. School staff
		The next three are required only if applicable for your LEA. If these groups do not apply to your district, what documentation can you use to show that you have made every possible effort to ensure that these groups do not exist in your area?
		i. Tribes
		j. Civil rights organizations (including disability rights organizations)
		k. stakeholders representing the interests of underserved students in your district
		How did you gather input from these stakeholders? What documentation do you have to show that you had meaningful consultation with the required stakeholders?
		Did the district make the plan public and allow for public comment?
		a. Board meeting
		b. Newspaper posting
		c. District communication system
		d. District website
		e. Other
		Did the Use of Funds plan include at least the following:
		a. A reservation of at least 20% to address learning loss
		b. How the district will use its funds to implement strategies to safely open and operate schools for in-person learning
		c. How the LEA will ensure that it addresses the academic impact of lost instructional time, and the academic, social, emotional, and mental health needs of all students
		Have you created a URL that specifically will house only the two ESSER III plans?
		URL:

Return to Instruction Plan

Sierra Blanca I.S.D. students will return to campus for face-to-face instruction for the 2021-2022 school year. Texas Senate Bill 1468, which would have allowed for virtual remote learning, was not passed into law during the legislative session. Therefore, the Texas Education Agency has not provided the option to offer virtual/remote instruction.

After June 4, 2021, masks and facial coverings will be optional pursuant to Governors Executive Order GA-36.

Sierra Blanca I.S.D. will continue its 1 to 1 technology offering. Mobile hotspots will be available for each student for the 2021-2022 school year.

All instruction will be TEKS based with a strong focus on tight alignment to the standards with pacing determined by the TEKS-RS Year-at-a-Glance.

Learning loss due to COVID will be addressed through afternoon tutorials, weekend tutoring, and summer school.

Interventions will be offered in class as well through targeted tutorials.

Breakfast in the classroom will remain in place however lunch will return to the cafeteria.

Campus safety will be a priority with visitors required to sign-in, and daily temperature checks for all stakeholders.

Vaccinations for students age 12 years and older will be encouraged.

Social and Emotional Learning curriculum will be implemented to address mental health, bullying, and impact the campus climate.

	Grade 3 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	50%	57%	50%	50%	TIA Interim Assessment	83%	83%	60%
Meets %	17%	29%	33%	50%		67%	67%	40%
Masters %	17%	29%	33%	17%		50%	50%	20%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✖	✖	✖	✓		✓	✓	

	Grade 4 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	80%	45%	50%	78%	TIA Interim Assessment	89%	22%	78%
Meets %	40%	27%	50%	56%		33%	11%	78%
Masters %	10%	9%	30%	44%		0%	0%	44%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✓	✖	✓	✓		✖	✖	

	Grade 5 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	88%	62%	71%	71%	TIA Interim Assessment	86%	100%	100%
Meets %	88%	25%	43%	29%		71%	100%	67%
Masters %	62%	25%	43%	0%		71%	86%	67%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✓	✖	✓	✖		✓	✓	

	Grade 6 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %				50%	TIA Interim Assessment	0%	43%	75%
Meets %				50%		0%	0%	0%
Masters %				17%		0%	0%	0%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✖	✖		✓		✖	✖	

	Grade 7 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %				50%	TIA Interim Assessment	0%	0%	0%
Meets %				50%		0%	0%	0%
Masters %				17%		0%	0%	0%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✖	✖	✖	✓		✖	✖	

	Grade 8 ELA							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %				33%	TIA Interim Assessment	0%	50%	86%
Meets %				33%		0%	33%	57%
Masters %				33%		0%	33%	57%
HB3 Board Goal Meets % SY 2020-2021	40%	40%	40%	40%	40%	40%	40%	40%
At or Above Goal	✖	✖	✖	✖		✖	✖	

	English 1							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	78%	89%	33%	29%	TIA Interim Assessment	17%	17%	
Meets %	44%	44%	11%	14%		0%	17%	
Masters %	11%	11%	0%	0%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	46%	46%	46%	46%	46%	46%	46%	46%
At or Above Goal	✓	✓	✖	✖		✖	✖	

	English 2							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	89%	80%	100%	62%	TIA Interim Assessment	56%	100%	
Meets %	89%	70%	67%	50%		0%	100%	
Masters %	56%	30%	0%	0%		0%	75%	
HB3 Board Goal Meets % SY 2020-2021	46%	46%	46%	46%	46%	46%	46%	46%
At or Above Goal	✓	✓	✓	✓		✖	✓	

	Grade 3 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	57%	71%	67%	33%	TEA Interim Assessment	75%	86%	
Meets %	43%	43%	67%	17%		75%	83%	
Masters %	14%	43%	0%	0%		0%	17%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✓	✓	✗		✓	✓	

	Grade 4 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	90%	36%	50%	25%	TEA Interim Assessment	25%	56%	
Meets %	60%	27%	40%	12%		0%	11%	
Masters %	40%	9%	30%	0%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✗	✓	✗		✗	✗	

	Grade 5 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	89%	75%	75%	38%	TEA Interim Assessment	62%	75%	
Meets %	67%	38%	50%	12%		38%	50%	
Masters %	11%	25%	38%	0%		25%	12%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✓	✓	✗		✓	✓	

	Grade 6 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	100%	86%	0%	29%	TEA Interim Assessment	0%	0%	
Meets %	100%	43%	0%	0%		0%	0%	
Masters %	14%	29%	0%	0%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✓	✗	✗		✗	✗	

	Grade 7 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	100%	100%	0%	50%	TEA Interim Assessment	0%	0%	
Meets %	100%	100%	0%	0%		0%	0%	
Masters %	80%	75%	0%	0%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✓	✗	✗		✗	✗	

	Grade 8 Math							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	62%	50%	38%	50%	TEA Interim Assessment	0%	38%	
Meets %	50%	38%	38%	25%		0%	0%	
Masters %	38%	38%	38%	12%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	33%	33%	33%	33%	33%	33%	33%	33%
At or Above Goal	✓	✓	✓	✗		✗	✗	

	Algebra 1							
	1Q9W	2Q3W	2Q6W	2Q9W	3Q3W	3Q6W	3Q9W	4Q3W
Approaches %	100%	100%	0%	20%	TEA Interim Assessment	0%	20%	
Meets %	78%	75%	0%	0%		0%	0%	
Masters %	33%	12%	0%	0%		0%	0%	
HB3 Board Goal Meets % SY 2020-2021	60%	60%	60%	60%	60%	60%	60%	60%
At or Above Goal	✓	✓	✗	✗		✗	✗	

Exam	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Accountability Rating Letter Grade
Grade 3 Reading	43%	14%	0%	F (46)
Grade 3 Math	43%	0%	0%	F (42)
Grade 4 Reading	56%	22%	0%	F (52)
Grade 4 Math	33%	11%	11%	F (45)
Grade 4 Writing	50%	10%	0%	F (52)
Grade 5 Reading	63%	38%	38%	C (74)
Grade 5 Math	63%	25%	0%	F (55)
Grade 5 Science	50%	25%	13%	F (55)
Grade 6 Reading	44%	11%	0%	F (45)
Grade 6 Math	100%	11%	0%	D (64)
Grade 7 Reading	80%	40%	0%	D (69)
Grade 7 Math	40%	0%	0%	F (41)
Grade 7 Writing	40%	20%	0%	F (46)
Grade 8 Reading	55%	27%	18%	F (58)
Grade 8 Math	50%	30%	20%	F (58)
Grade 8 Science	45%	18%	9%	F (52)
Grade 8 Social Studies	40%	0%	0%	F (41)
EOC Algebra 1	100%	14%	0%	D (65)
EOC Biology	94%	50%	6%	C (73)
EOC English 1	58%	17%	8%	F (54)
EOC English 2	54%	38%	8%	D (60)
EOC US History	100%	80%	30%	A (93)

Thinking about Reading Goals

Early Childhood Literacy Board Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 33% in June 2019 to 67% by June 2024.													
Yearly Target Goals													
SY 19/20		SY 20/21			SY 21/22			SY 22/23			SY 23/24		
33% (2/6)		40%			50% (3/6)			60%			67% (4/6)		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
SY 18/19 Baseline	**	(2/5) 40%	**	**	**	**	**	**	(2/5) 40%	**	**	**	**
SY 19/20	**	No Data	**	**	**	**	**	**	No Data	**	**	**	**
SY 20/21	**	40%	**	**	**	**	**	**	40%	**	**	**	**
SY 21/22	**	50%	**	**	**	**	**	**	50%	**	**	**	**
SY 22/23	**	60%	**	**	**	**	**	**	60%	**	**	**	**
SY 23/24	**	67%	**	**	**	**	**	**	67%	**	**	**	**

Thinking about Reading Goals

English II Board Outcome Goal													
The percentage of students that score meets grade level or above on English II EOC will increase from 40% in June 2019 to 67% by June 2024.													
Yearly Target Goals													
SY 19/20		SY 20/21			SY 21/22			SY 22/23			SY 23/24		
40%		46%			52%			58%			67%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
SY 18/19 Baseline	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 19/20	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 20/21	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 21/22	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 22/23	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 23/24	**	**	**	**	**	**	**	**	**	**	**	**	**

Thinking about Mathematics Goals

Early Childhood Mathematics Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 17% in June 2019 to 67% by June 2024.

Yearly Target Goals

SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24
17% (1/6)	33% (2/6)	50% (3/6)	57%	67% (4/6)

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
SY 18/19 Baseline	**	20%	**	**	**	**	**	**	20%	**	**	**	**
SY 19/20	**	No Data	**	**	**	**	**	**	No Data	**	**	**	**
SY 20/21	**	33%	**	**	**	**	**	**	33%	**	**	**	**
SY 21/22	**	50%	**	**	**	**	**	**	50%	**	**	**	**
SY 22/23	**	57%	**	**	**	**	**	**	57%	**	**	**	**
SY 23/24	**	67%	**	**	**	**	**	**	67%	**	**	**	**

Thinking about Mathematics Goals

Algebra I Board Outcome Goal													
The percentage of students that score meets grade level or above on Algebra I EOC will increase from 56% in June 2019 to 75 % by June 2024.													
Yearly Target Goals													
SY 19/20		SY 20/21			SY 21/22			SY 22/23			SY 23/24		
56%		60%			64%			68%			75%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
SY 18/19 Baseline	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 19/20	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 20/21	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 21/22	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 22/23	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 23/24	**	**	**	**	**	**	**	**	**	**	**	**	**

Thinking about CCMR Goals

CCMR Board Outcome Goal													
The percentage of graduates that meet the criteria for CCMR will increase from 36% in June 2019 to <u>68%</u> by June 2024.													
Yearly Target Goals													
SY 19/20		SY 20/21			SY 21/22			SY 22/23			SY 23/24		
36%		44%			52%			60%			68%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
SY 18/19 Baseline	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 19/20	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 20/21	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 21/22	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 22/23	**	**	**	**	**	**	**	**	**	**	**	**	**
SY 23/24	**	**	**	**	**	**	**	**	**	**	**	**	**

- If we upgrade our technology in order to offer expanded course options including CTE (blended learning opportunities)
 - Watson, John. (n.d.). Blended Learning: The Convergence of Online and Face-to-Face Education. *Promising Practices in Online Learning*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED509636.pdf>
- If we provide students with competitive opportunities that expose them to the taste of victory in the realm of academia and students become extremely enthusiastic and engaged learners.
 - Sifferlin, Alexandra. (2014, April 29). This is What Actually Predicts Success. *Time Magazine*. Retrieved from: time.com/80417/this-is-what-actually-predicts-success/
- If we form an education foundation to provide support and scholarship opportunities for our students
 - Herk, Monica (2016, October 27). Helping More Students Complete College: The Role of Emergency Aid. Retrieved from: <https://www.ced.org/blog/entry/helping-more-students-complete-college-the-role-of-emergency-aid>
- Then upon leaving our school SBISD students shall be well prepared to compete with the nation's highest achievers.

**Board's Constraints
for the Board**

The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board Members, shall not:

- SBISD board members shall not deviate from the agenda.
- SBISD board members shall not invite parents and not respond to the parents and consider the item requested at the next scheduled board meeting.
- SBISD Board member should never involve themselves in a situation where they are deemed to be "trying to run the campus.

**Board Self-
Evaluation**

The Board shall conduct formative self-evaluations at least quarterly and, within 45 days prior to conducting the annual Superintendent evaluation, an annual summative evaluation. The Board shall self-evaluate using the most current version of the Board's Quarterly Progress Tracker found in the Lone Star Governance manual.

QUARTERLY PROGRESS TRACKER						
School Board:				Date:		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter	Total Possible Points
Vision & Goals 1						15
Vision & Goals 2						15
Vision & Goals 3						10
Vision & Goals 4						5
Progress & Accountability 1						15
Progress & Accountability 2						5
Systems & Process						15
Advocacy & Engagement						10
Synergy & Teamwork						10
TOTAL SCORE						100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate			
Board Member Signatures:	% Student Outcome Minutes	Vote Count For	Vote Count Against

EVALUATION NOTES
<p>The Standard of evidence for items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence. Any Board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the Board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.</p>

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. Instructional management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

B. Student services management: The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

C. Staff development and professional growth: The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments [Click or tap here to enter text.](#)

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. Facilities and operations management: The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

B. Fiscal management: The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

C. Human resources management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. Board relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
- Other (Insert specific data or reports to be furnished by the administration.)

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating:

Comments:

B. Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board may want to see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

SIERRA BLANCA ISD
CURRENT 2020 TAX YEAR

MONTH	TAX LEVY	ADJ	MONTH TO DATE	PENALTY	INTEREST	YEAR TO DATE	OV/UN	%
SEPTEMBER	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
OCTOBER	\$ 2,295,770.42	\$ -	\$ 176.69	\$ -	\$ -	\$ 176.69	\$ 0.33	0%
NOVEMBER	\$ 2,295,770.42	\$ -	\$ 60,749.26	\$ -	\$ -	\$ 60,927.08	\$ 0.76	3%
DECEMBER	\$ 2,295,770.42	\$ -	\$ 139,170.92	\$ -	\$ -	\$ 200,116.23	\$ 17.36	8%
JANUARY	\$ 2,295,770.42	\$ -	\$ 133,952.24	\$ -	\$ -	\$ 1,539,456.20	\$ 8.61	67%
FEBRUARY	\$ 2,295,770.42	\$ -	\$ 526,688.74	\$ 1,087.41	\$ 181.50	\$ 2,066,228.50	\$ -	90%
MARCH	\$ 2,295,770.42	\$ (718.70)	\$ 20,903.49	\$ 1,644.03	\$ 437.89	\$ 2,087,127.72	\$ 6.86	91%
APRIL	\$ 2,295,770.42	\$ (718.70)	\$ 19,875.72	\$ 1,445.23	\$ 520.62	\$ 2,107,002.08	\$ 5.69	92%
MAY	\$ 2,295,770.42	\$ (718.70)	\$ 6,498.13	\$ 533.76	\$ 233.50	\$ 2,113,499.05	\$ 4.20	92%
JUNE	\$ 2,295,770.42							
JULY	\$ 2,295,770.42							
AUGUST	\$ 2,295,770.42							
TOTALS	XXXXXXXXXXXXX							XXXXXXX

SIERRA BLANCA ISD
2020 TAX YEAR

MONTH	BASE TAX	PENALTY	INTEREST	ATTY FEE	OV/UN	TOTALS
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MONTH TO DATE						
SEPTEMBER	\$ 8,564.90	\$ 1,023.12	\$ 1,776.67	\$ 1,689.04	\$ 4.47	\$ 13,058.20
OCTOBER	\$ 2,705.68	\$ 324.73	\$ 328.32	\$ 504.18	\$ 0.50	\$ 3,863.41
NOVEMBER	\$ 2,074.31	\$ 243.17	\$ 428.29	\$ 362.40	\$ 0.10	\$ 3,108.27
DECEMBER	\$ 3,354.91	\$ 402.56	\$ 1,118.85	\$ 731.50	\$ 3.51	\$ 5,611.33
JANUARY	\$ 1,586.76	\$ 190.41	\$ 571.58	\$ 352.31	\$ (0.09)	\$ 2,700.97
FEBRUARY	\$ 5,479.98	\$ 657.47	\$ 2,131.77	\$ 1,240.24	\$ 2.12	\$ 9,511.58
MARCH	\$ 3,576.09	\$ 531.41	\$ 1,298.62	\$ 929.50	\$ (1.11)	\$ 6,334.51
APRIL	\$ 5,078.78	\$ 566.21	\$ 1,752.40	\$ 1,055.51	\$ (0.31)	\$ 8,452.59
MAY	\$ 3,033.96	\$ 364.09	\$ 2,709.32	\$ 1,188.16	\$ -	\$ 7,295.53
JUNE						
JULY						
AUGUST						

(the minus in the boxes are either escrow payments or refund payments accept for ov/un)

MONTH	BASE TAX	PENALTY	INTEREST	ATTY FEE	OV/UN	TOTALS
-------	----------	---------	----------	----------	-------	--------

YEAR TO DATE						
SEPTEMBER	\$ 8,564.90	\$ 1,023.12	\$ 1,776.67	\$ 1,689.04	\$ 4.47	\$ 13,058.20
OCTOBER	\$ 11,270.58	\$ 1,347.85	\$ 2,104.99	\$ 2,193.22	\$ 4.97	\$ 16,921.61
NOVEMBER	\$ 13,344.89	\$ 1,672.58	\$ 2,433.31	\$ 2,697.40	\$ 5.47	\$ 20,153.65
DECEMBER	\$ 16,699.80	\$ 2,075.14	\$ 3,552.16	\$ 3,428.90	\$ 8.98	\$ 25,764.98
JANUARY	\$ 18,286.56	\$ 2,265.55	\$ 4,123.74	\$ 3,781.21	\$ 8.89	\$ 28,465.95
FEBRUARY	\$ 23,766.54	\$ 2,923.02	\$ 6,255.51	\$ 5,021.45	\$ 11.01	\$ 37,977.53
MARCH	\$ 27,342.63	\$ 3,454.43	\$ 7,554.13	\$ 5,950.95	\$ 9.90	\$ 44,312.04
APRIL	\$ 32,421.41	\$ 4,020.64	\$ 9,306.53	\$ 7,006.46	\$ 9.59	\$ 52,764.63
MAY	\$ 35,455.37	\$ 4,384.73	\$ 12,015.85	\$ 9.59	\$ 9.59	\$ 51,875.13
JUNE						
JULY						
AUGUST						

GENERAL FUND

		Accruals							
	Name of Account	Amended Budget	YTD 5/31	A/P (Encumbered)	YTD Anticipated	DIFFERENCE	Amendment	Revised Budget	
199-11	Instruction	\$1,123,324	\$951,502	\$100,000	\$1,051,502	\$71,822		\$1,123,324	
199-12	Instructional Resources	\$29,422	\$28,006	\$2,000	\$30,006	(\$584)	\$10,000	\$39,422	
199-13	Curriculum Development	\$10,750	\$403	\$1,000	\$1,403	\$9,347		\$10,750	
199-21	Instructional Leadership	\$0	\$0	\$0	\$0	\$0		\$0	
199-23	School Leadership	\$128,562	\$54,998	\$10,000	\$64,998	\$63,564		\$128,562	
199-31	Guidance/Counseling	\$1,250	\$0	\$0	\$0	\$1,250		\$1,250	
199-33	Health Services	\$250	\$0	\$0	\$0	\$250		\$250	
199-34	Pupil Transportation	\$284,082	\$262,233	\$10,000	\$272,233	\$11,849		\$284,082	
199-36	Extracurricular	\$92,000	\$60,036	\$20,000	\$80,036	\$11,964		\$92,000	
199-41	General Administration	\$269,526	\$217,637	\$20,000	\$237,637	\$31,889	\$5,000	\$274,526	
199-51	Plant Maint & Operation	\$197,588	\$147,530	\$250,000	\$397,530	(\$199,942)	\$250,000	\$447,588	
199-52	Security Services	\$0	\$0	\$0	\$0	\$0		\$0	
199-53	Data Processing	\$75,100	\$73,313	\$5,000	\$78,313	(\$3,213)	\$15,000	\$90,100	
199-93	Payments to COOP	\$35,000	\$7,070	\$0	\$7,070	\$27,930		\$35,000	
199-71	Maintenance Notes	\$132,847	\$132,523	\$0	\$132,523	\$324		\$132,847	
199-99	Appraisal costs	\$50,000	\$30,800	\$0	\$30,800	\$19,200		\$50,000	
199-00-8911	Transfer to Food Service	\$0	\$0	\$30,000	\$30,000	(\$30,000)	\$30,000	\$30,000	
	TOTAL EXPENDITURES	\$2,429,701	\$1,966,051	\$448,000	\$2,414,051	\$15,650	\$310,000	\$2,739,701	
199-5812	State Revenue	\$252,932	\$205,229	\$117,639	\$322,868	\$69,936	\$60,000	\$312,932	
199-5745	Insurance Proceeds	\$0	\$250,000		\$250,000	\$250,000	\$250,000	\$250,000	
	REVENUE						\$310,000		
266- Revenue	ESSER I	\$29,437	\$30,330		\$30,330	\$893	\$893	\$30,330	
266-Expense	ESSER I	\$29,437	\$30,330		\$30,330	\$893	\$893	\$30,330	
101-35	FOOD SERVICE	\$100,460	\$93,904	\$20,000	\$113,904	(\$13,444)	\$30,000	\$130,460	
101-7915	TRANSE	\$0	\$0		\$30,000	(\$30,000)	\$30,000	\$30,000	

12 Increase State Revenue f
10 Insurance

NEW grant

10 Low revenue but kept pay

DATE: MAY 17, 2021

TIME: 6:00PM

LOCATION: WOLS BUILDING

AGENDA

***THE BOARD WILL CONSIDER, DISCUSS, AND TAKE APPROPRIATE ACTION REGARDING THE FOLLOWING ITEMS:**

- I. 6:10PM CALL MEETING TO ORDER (OTHER)**
MEMEBERS IN ATTENDANCE: ROBERT GOMEZ, ANNETTE RAMIREZ, JOEL SANCHEZ, SUSANNA DICKENSON, ESEQUIEL RAMIREZ, TYLER ELAM, GLENN NATHAN.
MEMBERS NOT IN ATTENDANCE: JENNIFER CANANBA.
COMMUNITY MEMBERS IN ATTENDANCE: ALICIA WALKER, LACY LUTZ, AND IMELDA POWELL.
- II. 6:10PM Opening Activities (Other)** No public comment.
- III. Verification of Compliance with the Open Meetings Law.** This is to verify that the provisions of Texas Government Code, Chapter 551.041 in connection with public posting of meeting. (Other) **IV. OPEN FORUM – PUBLIC COMMENT (OTHER)**
- V. 6:11PM CONSENT ITEMS**
 - a. Tax Collections Report
 - b. Financial Report
 - c. Approve minutes of previous meeting.Robert Gomez motioned to approve consent items. Susanna Dickenson second. Motion carried 6-0.
- VI. 6:23PM SBISD LAND ACQUISITION**
 - a. Resolution for Purchase of 11 Love/Brown Lots 7-10Robert Gomez motioned to approve land acquisition purchase of 11 Love/ Brown lots 7-10. Susanna Dickenson second. Motion carried 6-0.
- VII. 6:26PM PROPOSAL FOR CONSTRUCTION MANAGER AT RISK**
 - a. Review Notice of Intent and Scope of Work
 - b. Timeline ApprovalSusanna Dickenson motioned to push timeline for Scope of Work by two months. Annette Ramirez second. Motion carried 6-0.
- VIII. 6:33PM SALARY SCHEDULES FOR 2021-2022**
 - a. Professional
 - b. Non-professional
 - c. StipendsTyler Elam motioned to approve salary and stipends as presented. Susanna Dickenson second. Joel Sanchez abstained. Robert Gomez abstained. Motion carried 4-0-2.
- IX. 6:50PM ACADEMIC CALENDAR 2021-2022 SCHOOL YEAR**

Robert Gomez motioned to approve the 2021-2022 Academic school calendar. Annette Ramirez second. Motion carried 6-0.

X. 7:00PM SUPERINTENDENT REPORT

TSI testing for grades 8-12. June 10th Kinder and 8th grade graduation. First day of summer school is June 15th.

XI. 7:21PM LSG GOAL 3

a. College, Career, and Military Readiness

XII. 7:38PM BOARD SELF CONSTRAINT 1

XIII. EXECUTIVE SESSION

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, chapter 551, subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

XIV. SUSANNA DICKENSON MOTIONED TO ADJOURN at 7:39PM. Robert Gomez second. Motion carried 6-0.