

Sierra Blanca Independent School District

District Improvement Plan

2025-2026



Mission Statement

El Distrito Escolar Independiente de Sierra Blanca proporcionará el plan en español o con interpretación previa solicitud. Comuníquese con un administrador al 915-369-3741 o en 500 Sierra Blanca Ave, Sierra Blanca, TX 79851.

Sierra Blanca ISD will become a premier school district, recognized for providing excellence in teaching, learning, and student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sierra Blanca ISD is a small community located in a rural area in far West Texas. Sierra Blanca is located in Hudspeth County in an area consisting of Hudspeth County Sheriff's department, Hudspeth County Law Enforcement Center and nearing border line with United States Border Patrol.

Sierra Blanca ISD tax base is primarily residential.

Sierra Blanca ISD student population consists of 70% Hispanic, 24% White, and 6% African American.

Special population demographics consists of Dyslexia 4%, GT 5%, EB 2%, Sped 16%, At Risk 8% and Economically Disadvantaged 77%.

Sierra Blanca ISD is a single campus district consisting of 99 in grades Pre-K to 12th.

Sierra Blanca ISD enrollment consists of and remains relatively stable fluctuating up and down slightly. The male population is 40% and female population is 60%.

Sierra Blanca ISD staff numbers total 25. There are 13 teachers consisting of 14% (Beginning), 34% (1-5years), 8% (6-10 years), 8% (11-20 years). There are an additional support staff consisting of 1 cafeteria, 2 custodial, 1 maintenance and 3 paraprofessionals, 3 office staff and 2 administrative staff members.

Average teacher to student ratio varies according to the grade level, but is around 8-10 per grade. The exception is our 4th grade group with 14 students.

Sierra Blanca has exceptional students and minimal serious behavior issues.

Demographics Strengths

Sierra Blanca enrollment remains steady from year to year.

Sierra Blanca serves one campus with all grade levels so access for collaboration of teachers is efficient.

Sierra Blanca has small class sizes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sierra Blanca ISD's economically disadvantaged students tend to demonstrate limited, year to year academic improvement.

Root Cause: Access to resources and accademic support in the home is limited, many students living with extended family with limited educational background and life experiences.

Student Learning

Student Learning Summary

Overall the district maintained the academic rating performance of C from 2023-2024 to 2024-2025.

2024 and 2025 comparable STAAR data summary:

ALL SUBJECTS		APPROACHES		MEETS		MASTERS		
	2025		58%		28%			8%
	2024		62%		33%			14%
ALL GRADES ELAR		APPROACHES		MEETS		MASTERS		
	2025		60%		31%			9%
	2024		72%		43%			15%
ALL GRADES MATH		APPROACHES		MEETS		MASTERS		
	2025		46%		18%			3%
	2024		64%		36%			18%
ALL GRADES SCIENCE		APPROACHES		MEETS		MASTERS		
	2025		63%		3%			0%
	2024		57%		10%			0%
ALL GRADES S.S.		APPROACHES		MEETS		MASTERS		

	2025		80%		40%			27%
	2024		56%		44%			22%
GRADE 3 READING		APPROACHES		MEETS			MASTERS	
	2025		57%		29%			0%
	2024		67%		33%			0%
GRADE 3 MATH		APPROACHES		MEETS			MASTERS	
	2025		36%		21%			0%
	2024		67%		33%			0%
GRADE 4 READING		APPROACHES		MEETS			MASTERS	
	2025		40%		20%			0%
	2024		33%		0%			0%
GRADE 4 MATH		APPROACHES		MEETS			MASTERS	
	2025		40%		0%			0%
	2024		0%		0%			0%
GRADE 5 READING		APPROACHES		MEETS			MASTERS	
	2025		33%		33%			17%
	2024		75%		25%			0%
GRADE 5 MATH		APPROACHES		MEETS			MASTERS	
	2025		17%		17%			0%
	2024		25%		25%			0%

GRADE 5 SCIENCE		APPROACHES		MEETS			MASTERS	
	2005		17%		17%			0%
	2024		0%		0%			0%
GRADE 6 READING		APPROACHES		MEETS			MASTERS	
	2025		60%		40%			20%
	2024		83%		50%			33%
GRADE 6 MATH		APPROACHES		MEETS			MASTERS	
	2005		40%		0%			0%
	2024		100%		33%			0%
GRADE 7 READING		APPROACHES		MEETS			MASTERS	
	2025		86%		43%			29%
	2024		71%		43%			29%
GRADE 7 MATH		APPROACHES		MEETS			MASTERS	
	2025		57%		43%			14%
	2024		43%		14%			0%
GRADE 8 READING		APPROACHES		MEETS			MASTERS	
	2025		44%		33%			11%
	2024		70%		60%			30%
GRADE 8 MATH		APPROACHES		MEETS			MASTERS	
	2025		43%		14%			0%

	2024		100%		82%			27%
GRADE 8 SCIENCE		APPROACHES		MEETS			MASTERS	
	2025		44%		11%			0%
	2024		50%		10%			0%
GRADES 8 S.S.		APPROACHES		MEETS			MASTERS	
	2025		44%		11%			11%
	2024		30%		10%			0%
EOC ENGLISH I		APPROACHES		MEETS			MASTERS	
	2025		63%		50%			25%
	2024		83%		50%			0%
EOC ENGLISH II		APPROACHES		MEETS			MASTERS	
	2025		57%		14%			0%
	2024		71%		43%			0%
EOC ALGEBRA I		APPROACHES		MEETS			MASTERS	
	2025		60%		0%			0%
	2024		100%		82%			27%
EOC BIOLOGY		APPROACHES		MEETS			MASTERS	
	2025		88%		63%			0%
	2024		100%		17%			0%

EOC U.S. HISTORY		APPROACHES		MEETS			MASTERS	
	2025		100%		50%			25%
	2024		88%		88%			50%

Student Learning Strengths

Small class sizes support more individualized instruction resulting in student growth being consistent per student.

The district rating overall for 2022-2023 was a "C".

Implementation of new curriculum and instruction is reduced in cost due to the small class sizes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sierra Blanca ISD's economically disadvantaged students tend to demonstrate limited, year to year academic improvement.

Root Cause: Access to resources and academic support in the home is limited, many students living with extended family with limited educational background and life experiences.

Problem Statement 2 (Prioritized): In Pre-K, beginning readers perform below grade level. Year after year, students transition while performing below grade level and failing to make enough progress to fulfill grade level standards the next year.

Root Cause: Students need highly qualified, credentialed teachers and for instruction to be scaffolded and differentiated to meet the needs of all learners.

Problem Statement 3 (Prioritized): SBISD requires supplemental financial resources to provide and carry out district initiatives.

Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.

Problem Statement 4 (Prioritized): Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams.

Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Problem Statement 5 (Prioritized): Due to the low priority placed on higher education, students are hindered by the lack of academic support.

Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

District Processes & Programs

District Processes & Programs Summary

Sierra Blanca ISD faces challenges as it is a very remote area with a low socio-economic population with limited family support in educational foundations. Many of the students are living with extended family or multi family households and time for educational support is limited or stretched between various grades and family members. Due to the geographical area and a lack of housing, it is a challenge to recruit and retain certified teachers. There is also a struggle to obtain training and professional development for teacher growth. The tax revenue consisting of residential income causes budget to be low and inadequate funds to support instruction, curriculum and assessment preparation and tools to support a high level of learning. Sierra Blanca has had multiple turnover in upper administration and non certified leadership in the principal role in order to offer growth and support for teacher instruction.

District Processes & Programs Strengths

Teachers and auxillary staff at Sierra Blanca ISD were provided HB2 pay raises for the 2025–2026 school year.

For teachers who are currently employed, Sierra Blanca ISD continues to provide cost of living stipends and a retention bonus.

In order to augment the budget for instructional needs, Sierra Blanca ISD continues to seek new funding sources.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): SBISD requies supplemental financial resources to provide and and carry out district initiatives.

Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.

Problem Statement 2 (Prioritized): Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams.

Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Problem Statement 3 (Prioritized): In Pre-K, beginning readers perform below grade level. Year after year, students transition while performing below grade level and failing to make enough progress to fulfill grade level standards the next year.

Root Cause: Students need highly qualified, credentialed teachers and for instruction to be scaffolded and differentiated to meet the needs of all learners.

Perceptions

Perceptions Summary

Overall, the staff and students at Sierra Blanca ISD are excellent. For the benefit of all parties involved, the environment is mostly a community endeavor. Lack of exposure reduces students' motivation to seek higher education by downplaying the value of education. Due to the small class size and limited enrollment, the district has so far benefited from accountability. With a population of 690, Sierra Blanca has a strong community-school partnership.

Perceptions Strengths

The neighborhood's size encourages excellent cooperation between the school and the community.

The behavior of the students is not concerning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to the low priority placed on higher education, students are hindered by the lack of academic support.

Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Problem Statement 2 (Prioritized): SBISD requires supplemental financial resources to provide and carry out district initiatives.

Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.

Problem Statement 3 (Prioritized): Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams.

Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Priority Problem Statements

Problem Statement 1: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams.

Root Cause 1: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Problem Statement 1 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 2: In Pre-K, beginning readers perform below grade level. Year after year, students transition while performing below grade level and failing to make enough progress to fulfill grade level standards the next year.

Root Cause 2: Students need highly qualified, credentialed teachers and for instruction to be scaffolded and differentiated to meet the needs of all learners.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Sierra Blanca ISD's economically disadvantaged students tend to demonstrate limited, year to year academic improvement.

Root Cause 3: Access to resources and accademic support in the home is limited, many students living with extended family with limited educational background and life experiences.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: SBISD requies supplemental financial resources to provide and and carry out district initiatives.

Root Cause 4: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.

Problem Statement 4 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 5: Due to the low priority placed on higher education, students are hindered by the lack of academic support.

Root Cause 5: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Problem Statement 5 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Sierra Blanca ISD will attain a "B" rating or higher for the 2025-2026 school year.

Performance Objective 1: Improve student performance on state exams by enhancing curriculum and instruction resources and supports.

Strategy 1 Details	Reviews			
Strategy 1: Offer ongoing, job embedded professional development for teachers focused on effective instructional practices and data-driven decision making. Teachers will implement at least one new strategy to improve student outcomes. Problem Statements: Student Learning 4 - District Processes & Programs 2 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer ongoing, job embedded professional development for teachers focused on integrating literacy strategies across the curriculum. Teachers will learn and implement at least one new strategy each semester to enhance students' reading and writing skills, with a focus on addressing vocabulary gaps. Problem Statements: Student Learning 4 - District Processes & Programs 2 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.
District Processes & Programs
Problem Statement 2: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Perceptions

Problem Statement 3: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. **Root Cause:** Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Goal 1: Sierra Blanca ISD will attain a "B" rating or higher for the 2025-2026 school year.

Performance Objective 2: Increase the integration of technology in literacy instruction to enhance student engagement and learning outcomes by the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Offer a digital literacy program that provides students with access to a reading and online writing platform. This program should include a diverse range of reading materials to cater to different interests and reading levels, and should be accessible both in school and at home to encourage reading and writing outside of the classroom. Problem Statements: Student Learning 4 - District Processes & Programs 2 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.
District Processes & Programs
Problem Statement 2: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.
Perceptions
Problem Statement 3: Curriculum and Instruction resources and supports are not sufficient to overcome the educational challenges of our students and their perspective performance on state exams. Root Cause: Students lack opportunity to read and write outside of the classroom. Insufficient exposure and a lack of resources are possible causes of vocabulary deficits.

Goal 1: Sierra Blanca ISD will attain a "B" rating or higher for the 2025-2026 school year.

Performance Objective 3: Enhance vocabulary development through targeted reading and writing activities, aiming for improvement in vocabulary assessment scores by the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Integrate vocabulary-building exercises into existing curriculum across all subjects. Teachers will receive ongoing, job embedded professional development on effective vocabulary instruction strategies.	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Sierra Blanca ISD will attain a "B" rating or higher for the 2025-2026 school year.

Performance Objective 4: Enhance the effectiveness of Pre-K reading instruction as measured by mid-year and end-of-year teacher evaluations.

Strategy 1 Details	Reviews			
Strategy 1: Offer ongoing, job embedded professional development for Pre-K teachers focused on differentiated instruction and scaffolding techniques. This should include workshops on using data to inform instruction, creating individualized learning plans, and implementing small group instruction to address diverse learning needs. Problem Statements: Student Learning 2 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a system of regular formative assessments in Pre-K reading. This system should include a variety of assessment methods such as observational checklists, student portfolios, and interactive reading activities. Use the results to tailor instruction to meet individual student needs and track progress from baseline to mid-year and end-of-year evaluations. Problem Statements: Student Learning 2 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: In Pre-K, beginning readers perform below grade level. Year after year, students transition while performing below grade level and failing to make enough progress to fulfill grade level standards the next year. Root Cause: Students need highly qualified, credentialed teachers and for instruction to be scaffolded and differentiated to meet the needs of all learners.
District Processes & Programs
Problem Statement 3: In Pre-K, beginning readers perform below grade level. Year after year, students transition while performing below grade level and failing to make enough progress to fulfill grade level standards the next year. Root Cause: Students need highly qualified, credentialed teachers and for instruction to be scaffolded and differentiated to meet the needs of all learners.

Goal 2: Sierra Blanca ISD will continue to recruit and retain quality administrators, teachers and other supporting staff.

Performance Objective 1: All faculty will meet state and federal certification and mandates.

Evaluation Data Sources: Personnel Records, Teacher Mentor, Professional Development Records

Strategy 1 Details	Reviews			
Strategy 1: Seek and develop highly qualified teachers and staff by providing professional development opportunities, promoting continued learning of the profession, and assisting staff in obtaining additional certification and degrees. Strategy's Expected Result/Impact: 100% of all staff will possess appropriate certification and /or licensing. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District will ensure high quality, certified teacher Pre-K teacher on staff. Strategy's Expected Result/Impact: Pre-K teacher will scaffold instruction to meet the needs of diverse learners. Staff Responsible for Monitoring: Administration Funding Sources: HQ PK Teacher - Title 1 - \$44,855	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide learning opportunities and support for implementation of Bluebonnet curriculum and resources for all stakeholders. Strategy's Expected Result/Impact: Ensure implementation directly supports the overall goals and objectives of the program. Staff Responsible for Monitoring: Administrator, Region 19 Funding Sources: - Learning Acceleration Support Opportunity (LASO) - \$200,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All certified teachers will be appraised in accordance with the T-Tess system annually. Non certified teachers and all other employees will be evaluated with an acceptable system. Strategy's Expected Result/Impact: 100% of the staff will receive a fair and accurate evaluation. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June

No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Sierra Blanca ISD will offer a demanding, well-rounded curriculum to guarantee that students fulfill their academic potential.

Performance Objective 1: All student instruction will be aligned for maximum student learning.

HB3 Goal

Evaluation Data Sources: Report Cards, Lesson Plans, Transcripts, Data Walks, Classroom Observation Methods

Strategy 1 Details	Reviews			
Strategy 1: Vertical and horizontal planning to align curriculum to enhance student learning. Strategy's Expected Result/Impact: Teachers will provide lesson plans and receive instructional coaching to ensure all TEKS are covered and delivery of instruction is at appropriate rigor for success. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of adopted and high quality instructional materials campus wide to ensure coordination of curriculum throughout the district. Strategy's Expected Result/Impact: In applicable courses, 100% of lessons will be TEKS based and delivered at the necessary rigor to be compatible with state testing. Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Encourage and expand availability of college readiness or prep courses and dual credit opportunities. Strategy's Expected Result/Impact: The number of overall student enrollment in dual credit or college prep courses will increase. All students will attempt required entrance exams such as TSI, ACT, SAT and ASVAB when appropriate to prepare for dual credit or college prep courses. Staff Responsible for Monitoring: Administrator, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Encourage and expand opportunities for Career and Technology pathways, Vocational and Life Skills courses in order to further support CCMR district wide. Strategy's Expected Result/Impact: Career pathways will be reviewed and graduation plans revised in order to better plan for student enrollment options in one or more CTE courses prior to graduation. Staff Responsible for Monitoring: Administrator, Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All students will have a personal graduation plan developed and it will be monitored yearly to ensure consistent progress towards a high school diploma and prevention of drop out. Strategy's Expected Result/Impact: Sierra Blanca ISD will strive to reduce the dropout rate to 0 students. Staff Responsible for Monitoring: Administrator, Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Supplemental resources will be provided including but not limited to consumables. computer software programs and various supplies to enhance instruction and provide additional support for all students in all special pop and sub pop areas including economically disadvantaged and at risk. Strategy's Expected Result/Impact: Student academic grades and overall STAAR scores will improve. Staff Responsible for Monitoring: Administrator, Teacher	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Sierra Blanca ISD will offer a demanding, well-rounded curriculum to guarantee that students fulfill their academic potential.

Performance Objective 2: Increase student access to early college readiness skills by the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: Provide access to online college readiness resources, including practice tests for college entrance exams and virtual college tours, to ensure students have the tools they need to prepare for higher education. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue 				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.
Perceptions
Problem Statement 1: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Goal 3: Sierra Blanca ISD will offer a demanding, well-rounded curriculum to guarantee that students fulfill their academic potential.

Performance Objective 3: Enhance the academic support system for students as measured by student feedback and academic performance.

Strategy 1 Details	Reviews			
Strategy 1: Develop a tutoring program where students can receive help in subjects they find challenging. This program should include training for tutors and regular feedback sessions to ensure effectiveness. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer ongoing, job embedded professional development for teachers focused on differentiated instruction techniques to better support diverse learning needs in the classroom. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.
Perceptions
Problem Statement 1: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Goal 3: Sierra Blanca ISD will offer a demanding, well-rounded curriculum to guarantee that students fulfill their academic potential.

Performance Objective 4: Increase student participation in advanced coursework and extracurricular academic programs by the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: Offer a variety of advanced placement and/or dual credit courses, ensuring that students have access to challenging academic content. Provide information sessions for students and parents to understand the benefits of these courses. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue 				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.
Perceptions
Problem Statement 1: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Goal 3: Sierra Blanca ISD will offer a demanding, well-rounded curriculum to guarantee that students fulfill their academic potential.

Performance Objective 5: Enhance communication with parents and guardians about the importance of higher education and available resources as measured by parent engagement metrics.

Strategy 1 Details	Reviews			
Strategy 1: Create a newsletter, calendar, or other form of communication that highlights college readiness resources, upcoming events, and success stories of students pursuing higher education. Distribute this newsletter or calendar both digitally and in print. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue 				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 5: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.
Perceptions
Problem Statement 1: Due to the low priority placed on higher education, students are hindered by the lack of academic support. Root Cause: The importance of formal education is undervalued and the exposure or opportunity of information, testing and access to early college readiness skills are limited.

Goal 4: Sierra Blanca ISD will continue to use state and federal criteria to identify subpopulation of students to ensure the academic, social, and emotional needs of all students are met.

Performance Objective 1: Subpopulation students (At Risk, Special Education, Emergent Bilinguals, Gifted and Talented, 504, Dyslexia, Pregnancy Related, Economically Disadvantaged, Homeless and Migrant) will be identified following federally mandated timelines and provided appropriate programs and services to address their academic, social, and emotional needs.

Evaluation Data Sources: TELPAS, Other Testing, Student Permanent Records

Strategy 1 Details	Reviews			
Strategy 1: Students will be encouraged and supported to attend school regularly, cultivating a culture of attendance while targeting chronically absent students. Strategy's Expected Result/Impact: Establish a positive connection with the student and identify the root causes of their absenteeism in order to provide specific interventions customized to address chronic absenteeism and improve academic readiness. Staff Responsible for Monitoring: Administrators, Teacher, Paraprofessionals, and Staff. Funding Sources: - Juvenile Justice & Truancy Prevention Program - \$38,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A review of all student folders will be conducted to ensure students are properly identified for special population categories. Strategy's Expected Result/Impact: 100% of student folders will be audited to ensure all students are identified, coded and serviced accordingly. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Specifically designated curriculum and instruction will be provided for all special population categories At Risk, Sped, EB, GT, 504, Dyslexia, Pregnancy Related, Econ Disadvantaged, Homeless and Migrant) as necessary. Strategy's Expected Result/Impact: 100% of students that should or would qualify for any of the special populations services will be identified and documented appropriately. Staff Responsible for Monitoring: Administrator, Teacher, Sped Teacher, Diagnostician	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All teachers and administrators will receive professional development in instructional strategies and documentation for Sped, EB and GT. Strategy's Expected Result/Impact: Teachers will understand the processes of identifying, supporting and instruction special population students. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Sierra Blanca ISD will continue to use state and federal criteria to identify subpopulation of students to ensure the academic, social, and emotional needs of all students are met.

Performance Objective 2: Students will be identified and provided referrals, as needed, to receive resources and counseling services via partnering agencies.

Evaluation Data Sources: Administrators will track referrals provided for support and/or counseling service rendered by partnering agency.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will receive and understand the processes for identifying and referring students that require additional SEL services. Strategy's Expected Result/Impact: Students will receive additional support for social emotional support and/or mental health counseling, as needed, to improve social emotional well-being and academic performance. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: SBISD will educate, engage, and empower parents and community members with opportunities to address district initiatives.

Performance Objective 1: SBISD will establish a transparent, two-way communication system that increases stakeholder participation, leading to more inclusive decision-making and a stronger sense of shared ownership.

Evaluation Data Sources: Survey

Strategy 1 Details	Reviews			
Strategy 1: In order to meet Every Student Succeeds Act (ESSA) standards and promote Parent Family Engagement, the district will provide at least two sessions annually. Strategy's Expected Result/Impact: Parents and community members will be informed and equipped to serve as active partners in their children's education, collaboration leads to higher rates of student achievement and a more supportive educational environment for all children served by Title I. Staff Responsible for Monitoring: Administrator, Parent/PFE Liaison	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SBISD will distribute, display, and post the Parent and Family Engagement Policy and Parent Teacher Compacts to ensure accessibility by all stakeholders. Strategy's Expected Result/Impact: The district will clearly establish the roles and responsibilities for all stakeholders, outlining how they will work together to improve student achievement. Staff Responsible for Monitoring: Administrator, Teachers,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SBISD will expand and utilize a variety of communication methods to ensure parents and community members receive notifications. Strategy's Expected Result/Impact: Providing parents and the community with timely information about SBISD events, activities, and emergencies through varied resources has a significant positive impact on student success, school climate, and overall community trust. Staff Responsible for Monitoring: Administrators, Teachers, Coaches, Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: SBISD and Head Start will take part in round-up and answer questions in order to offer support and enrollment in accordance with child find criteria. Strategy's Expected Result/Impact: Early identification, location, and assessment of students for special education services will enable SBISD to offer the resources and support students require to succeed in school. Staff Responsible for Monitoring: SBISD and Head Start Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: SBISD will ensure that communications, to include policies and general activities, are provided in English, Spanish, or other native language to ensure meaningful access when requested. Strategy's Expected Result/Impact: SBISD will ensure equitable access and foster a more inclusive and engaged school community. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Sierra Blanca ISD will maintain a positive, safe, disciplined, and drug free environment conducive to learning.

Performance Objective 1: All students will be provided a safe and secure learning environment.

Evaluation Data Sources: Emergency Operation Plans, Safety Audits, School Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue to maintain and update emergency management plans and facilities in accordance with Texas School Safety. Strategy's Expected Result/Impact: The district will continue to maintain and adjust it's EOP. Staff Responsible for Monitoring: Administrator, Teacher, Paraprofessional, Safety Committee Members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will review and update campus policies annually in regards to TEA and State Legislative guidelines. Strategy's Expected Result/Impact: Sierra Blanca ISD policies will be compliant with state law to ensure a safe and secure environment for all stakeholders. Staff Responsible for Monitoring: Administrator, Board of Trustee, Campus Improvement Teams	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Safety drills will be planned and conducted according to the state mandates and guidelines in order to better prepare for any possible future events. Strategy's Expected Result/Impact: 100% of staff and students will be aware of the steps in various emergency situations mandated. Staff Responsible for Monitoring: Administrator, Teacher, Paraprofessional, and Staff.	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Sierra Blanca ISD will maintain a positive, safe, disciplined, and drug free environment conducive to learning.

Performance Objective 2: Sierra Blanca will educate and provide resources to foster, improve, and maintain healthy relationships.

Evaluation Data Sources: School surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will collaboratively create a classroom code of conduct that provides students a sense of ownership and shared responsibility for maintaining a safe and respectful environment. Strategy's Expected Result/Impact: Students and staff will strengthen relationships among themselves campuswide, increasing students' sense of belonging, commitment to school values, and avoidance of adverse behavior. Staff Responsible for Monitoring: Administrators, teachers, staff, and students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sierra Blanca will provide parents and guardians with healthy relationship and prevention of dating violence literature. Strategy's Expected Result/Impact: Parents will receive information and support to assist in recognizing the characteristics of an unhealthy relationship and how to prevent dating violence. Staff Responsible for Monitoring: Administration, teachers, and staff.	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Sierra Blanca ISD will provide a well rounded educational experience for students beyond just academic instruction.

Performance Objective 1: Diversify revenue streams by introducing new sources of income to support district initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Develop a district-branded merchandise line, such as apparel or school supplies, to be sold online and at school events, with proceeds supporting district programs. Problem Statements: Student Learning 3 - District Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Explore choices for providing elementary school students more extracurricular activities. Problem Statements: Student Learning 3 - District Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: SBISD requires supplemental financial resources to provide and and carry out district initiatives. Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.
District Processes & Programs
Problem Statement 1: SBISD requires supplemental financial resources to provide and and carry out district initiatives. Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.
Perceptions
Problem Statement 2: SBISD requires supplemental financial resources to provide and and carry out district initiatives. Root Cause: SBISD faces rising costs for utilities, salaries, and other operational expenses. Basic allotments from the state has not kept up with these expenses.

District Improvement Committee

Committee Role	Name	Position
ES Classroom Teacher	Rachel Gomez	Classroom Teacher
MS Classroom Teacher	Michelle Penalosa	Classroom Teacher
HS Classroom Teacher	Jennifer Gomez	Classroom Teacher
SpEd Teacher	Eric Ramberg	SpEd Teacher
Teacher	Stefan Ross	Athletic Director/Teacher
Parent	Kathleen Sullivan	Parent
Parent	Alejandra Marquez	Parent
Parent	Jessica Ortega	Parent
Community Member	Shannon Stewart	Community Member
Community Member	Alicia Walker	Community Member
District-level Professional	Armida Gomez	Business Manager
Administrator	Paula Geimer	Principal
Administrator	Ronni LeeAnn McGraw	Superintendent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	HQ PK Teacher		\$44,855.00
Sub-Total					\$44,855.00
Learning Acceleration Support Opportunity (LASO)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$200,000.00
Sub-Total					\$200,000.00
Juvenile Justice & Truancy Prevention Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$38,000.00
Sub-Total					\$38,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	PGeimer		Paula Geimer	9/2/2025
Child Abuse and Neglect	Pgeimer		Paula Geimer	9/2/2025
Decision-Making and Planning Policy Evaluation	PGeimer		Paula Geimer	9/2/2025
Dyslexia Treatment Program	PGeimer		Paula Geimer	9/2/2025
Student Welfare: Crisis Intervention Programs and Training	PGeimer		Paula Geimer	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	PGeimer		Paula Geimer	9/2/2025
Technology Integration	PGeimer		Paula Geimer	9/2/2025