

San Benito Consolidated Independent School District

District Improvement Plan

2022-2024

Accountability Rating: B



Mission Statement

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

Vision

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

Value Statement

Core Values San Benito CISD believes that:

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
District Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.	21
Goal 2: SBCISD will recruit, develop and support effective teachers, principals and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2021-2023 school year.	53
Goal 3: SBCISD will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.	68
Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.	76
Goal 5: SBCISD will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2021-2023 school year.	103
Goal 6: SBCISD will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.	111
RDA Strategies	115
Title I Personnel	116
Plan Notes	117
District Funding Summary	118
Addendums	126

Comprehensive Needs Assessment

Demographics

Demographics Summary

San Benito Schools (CISD) is proud to serve the community of San Benito.

Before we dig into the make up of our school district, please review the historical excerpt of our community landscape and origins posted by the City of San Benito

“The City of San Benito, is known as the Resaca City because of the picturesque 80-foot wide river-like waterway that meanders through this historic South Texas community. The resaca, formally referred to as Resaca de los Fresnos, was an old river bed that now functions as the city's main source of water. Fed from the Rio Grande, it is the primary canal of a large irrigation system that also services the residential and commercial needs of the city. The resaca runs through the heart of the city and serves as the water source for both municipal and agricultural interests.

Situated in deep South Texas near the center of the lower Rio Grande Valley, San Benito is flanked by Mexico to its west, while the Gulf of Mexico lies to its east. The city is just minutes from the Free Trade International Bridge at Los Indios, which it partially owns, along with Cameron County and the neighboring city of Harlingen. The bridge is one of the most modern ports of entry in South Texas. It provides a quick route to the Mexican border cities of Matamoros, Reynosa and Valle Hermoso, as well as the industrial city of Monterrey.” –City of San Benito, Texas

Our city population consists of ninety two percent Hispanic and seven percent white ethnic background. The residents of San Benito live in a rural area in which about seventy eight percent of our homes own a computer, and less than fifty percent of our homes subscribe to a broadband internet service. Thirty four percent of our community is considered to be living in poverty with an average total household income of twenty seven thousand dollar income per year.

Total City Population	24,243	
	Percent	Estimated Count
Persons Under 5	8.1	1963.7
Persons Under 18	29.4	7127.4
Persons 65 and Older	16.6	4024.3
Hispanic	92.0	22303.6
White	6.9	1672.8
Households with a Computer	78.9	19127.7
Households with Broadband Internet	49.4	11976.0
Average Household Income	27,460.0	
Person in Poverty	34.5	8363.8

Our current population to an estimated 2019 community survey is 24,243. This has not changed since 2014 significantly (24,506 ~1%change). The San Benito Consolidated Independent School District serves San Benito (SBCISD), Home of the Greyhounds. Our city high school football team mascot is the Greyhound. SBCISD offers a quality education starting at the age of 3 through our Pre-K 3 program through 12th grade at our sole Greyhound High School. We proudly offer students the Gold Standard Education at eight (8) elementary campus and (3) of our specialty esteemed Academies. Parents may register at their zoned elementary campuses or may apply to their specialty campus of choice.

HIGH SCHOOLS (Grades 9-12)	MIDDLE SCHOOLS (Grades 6-8)	ELEMENTARY SCHOOLS (Grade PK3-5)
San Benito High School	Berta Cabaza Middle School	Angela G. Leal Elementary School
Veteran Memorial Academy	Miller Jordan Middle School	Dr. Raul Garza, Jr. STEAM Academy
	Riverside Middle School	Dr. C.M. Cash Elementary School
		Ed Downs Fine Arts Academy
		Frank Roberts Elementary School
		Fred Booth Elementary School
		Judge Oscar De La Fuente Elementary School
		La Encantada Elementary School
		La Paloma Elementary School
		Rangerville Elementary School
		Sullivan Environmental Science Academy

Please take a moment to review our Elementary Academies Program Highlights (2021-2022)

Gold Standard Education Activities and Programs at all Elementary Campuses	Ed Downs Fine Arts Academy	Sullivan Environmental Science Academy	Dr. Garza Science Technology Engineering, Arts, and Mathematics (S.T.E.A.M.) Academy
• Full Day Pre-K • *Pre-K 3 Program @ 3 campuses (Frank Roberts, Fred Booth, La Encantada) • All City Choir • Chess Program • Rigorous Instruction • College Preparedness Instruction • Career Preparedness Instruction • Fine Arts Program – Choir / Band / Dance • Robotics • Athletic Opportunities: Basketball, Track, Soccer • Attendance Incentives Awarded • *Dual Language Academy @ 2 Campuses (Angela Leal & La Paloma)	• Orchestra • Piano • Band • Drumline • Choir • Ballet • Folklorico • Cheerleading • Drill Team • Theater & Drama • Video Production • 97.5 KPUP Radio • ED Talks: Greypup News	• Junior Master Gardener • Farm to Table Junior Chefs • Conservation Management • Hatcheries • Environmental Sustainability • Hydroponics, Aeroponics, and Aquaponics • Sullivan 4H • Pets in the classroom • Critter Center • Classroom Gardening • Plant propagation / plant grafting • Composting , Recycling and Water Harvesting • Agriculture ? Farming and Livestock	• Robotics & Engineering • Coding & Computer Science • Project Based Learning • Space?X Science Club • Architecture & Design • Minecraft Education • Honor Choir • Dance • 3D Printing

According to the Texas Academic Performance Report (TAPR) and the PEIMS Disaggregated District Data reporting during Snapshot for each academic year, the district is consistently averaging about ten thousand students each year for the past 5 years as seen in the table below. We have roughly three hundred students each year enrolled in San Benito Schools that do reside outside of the district on an annual contact. Sixty percent of our student population have met at least one of the thirteen indicators for being an “At-Risk” student to drop out. Our graduation class on average has about a four and a half percent drop out rate. Our student make up is about ten percent special education students, five percent migrant students, twenty-two percent English learners, one percent homeless, one percent immigrant, and about eighty eight percent economically disadvantage for the past five years.

We support our students with roughly 680 teachers, 170 professional support staff, 45 campus administrators, and 6 Central Administration leaders supporting our students.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Student Population		10,643	10,468	10,520	10,250	9,728
Out of District Students		306	300	330	376	325
At-Risk of Graduation		6,040	6,065	6,162	5,863	6,169
Special Education		907	917	966	1,086	1,059
Gifted and Talented		289	307	403	411	392
Migrant		683	625	619	665	620
English Learners		2,418	2,347	2,314	2,291	2,272
Economically Disadvantage		8,954	8,748	9,310	8,918	8,609

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Immigrant		218	198	203	137	103
Homeless		62	25	73	127	101
Attendance Rate	95.3	94.8	94	94.2		
Drop Out Rate 7-8	0.1	0.5	1	0.7		
Drop Out Rate 9-12	1.4	1.6	1.8	1.7		
Dropped Out - Graduating Class	5.1	4.8	4.8	4.1		
Total Teachers	684.9	680	665	671	695	
Total Professional Support	162.9	189.4	175.6	184.5	153.7	
Campus Administration	43	39.9	52.5	48.6	46.1	
Central Administration	6.5	6	4.7	4	10.3	

References

2014-2021 Texas Academic Performance Reports

2014-2021 PEIMS Disaggregated Student PEIMS Data

www.city-data.com/poverty/poverty-San-Benito-Texas.html

<https://www.census.gov/quickfacts/sanbenitocitytexas>

<https://www.cityofsanbenito.com/326/About-the-Community>

Demographics Strengths

- San Benito Schools offers 3 learning academies at the elementary level.
- Attendance Rates are consistent with about a 94% district wide.
- Student Make-Up has been consistent for past five years.
- San Benito Schools has about 300 students enrolled that are out of district transfer students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Four percent of graduating seniors do not graduate and Drop out prior to end of year. **Root Cause:** Specific procedures for assisting our at-risk student population at upper grade levels is non-existent or implemented with no fidelity.

Problem Statement 2 (Prioritized): Student attendance rate is ninety four percent on average for past 4 years. This translates to having average ten thousand students enrolled, and

state providing funding for nine thousand four hundred students. **Root Cause:** Procedures on educating parents on the importance of attendance is non-existent or implemented with no fidelity.

Problem Statement 3 (Prioritized): Our student population has been slowly declining, while teacher, professional staff, and campus administration stay the same or increase. **Root Cause:** Surrounding charter schools have opened up in San Benito city limits that creates competition for our student enrollment.

Student Learning

Student Learning Summary

A comparison of STAAR scores at the ALL STUDENT level reveals significant differences between the 2019 and 2021 results. Though there are decreases in all subject areas, mathematics has the largest drop with a 40% loss.

SUBJECT	PARTICIPATION %		APPROACHES GL		MEETS GL		MASTERS GL	
	2019	2021	2019	2021	2019	2021	2019	2021
ALL SUBJECTS	99	86	73%	49%	41%	23%	16%	7%
READING	99	87	67%	55%	38%	29%	13%	9%
MATH	99	88	80%	40%	46%	14%	20%	4%
WRITING	99	87	68%	50%	34%	19%	11%	3%
SCIENCE	99	85	78%	51%	45%	21%	18%	5%
SOCIAL STUDIES	98	81	75%	57%	43%	28%	18%	11%

The STAAR results include the performance levels of Approaches, Meets and Masters as well as the percent of students who participated in these exams. The percentage of students who participated during the 2021 school year was significantly less due to the COVID-19 pandemic. The table below disaggregates the data by grade level and subject for each of the performance levels. Performance levels of Approaches, Meets, and Masters are considered passing.

The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are on track for college and career readiness with few or no academic interventions.

ALL STUDENTS	APPROACHES	MEETS	MASTERS
GRADE 3 MATH	40%	13%	3%
GRADE 3 READING	53%	21%	7%
GRADE 4 MATH	41%	21%	9%
GRADE 4 READING	52%	26%	10%
GRADE 4 WRITING	43%	18%	3%
GRADE 5 MATH	47%	19%	8%
GRADE 5 READING	63%	32%	18%
GRADE 5 SCIENCE	39%	14%	3%

ALL STUDENTS	APPROACHES	MEETS	MASTERS
GRADE 6 MATH	36%	9%	1%
GRADE 6 READING	34%	6%	2%
GRADE 7 MATH	28%	6%	2%
GRADE 7 READING	61%	32%	13%
GRADE 7 WRITING	53%	18%	3%
GRADE 8 MATH	30%	12%	1%
GRADE 8 READING	60%	30%	12%
GRADE 8 SCIENCE	38%	14%	5%
GRADE 8 SOCIAL STUDIES	32%	9%	3%
ALGEBRA	42%	9%	4%
BIOLOGY	69%	32%	6%
ENGLISH I	55%	32%	5%
ENGLISH II	57%	39%	5%
U.S. HISTORY	77%	45%	18%

READING/ELA

Looking deeper, 2019 and 2021 STAAR Reading/ELA scores at Approaches, Meets and Masters, performance levels are as follows:

GRADE &	APPROACHES GL		MEETS GL		MASTERS GL	
SUBJECT	2019	2021	2019	2021	2019	2021
GRADE 3 READING	74%	53%	38%	21%	24%	7%
GRADE 4 READING	75%	52%	40%	26%	16%	10%
GRADE 5 READING	73%	63%	43%	32%	20%	18%
GRADE 6 READING	54%	34%	24%	6%	11%	2%
GRADE 7 READING	65%	61%	36%	32%	17%	13%
GRADE 8 READING	68%	60%	42%	30%	19%	12%
ENGLISH I	54%	55%	35%	32%	4%	5%
ENGLISH II	57%	57%	35%	39%	2%	5%

An analysis of Approaches scores for each grade level in reading/ELA revealed the following:

- Students in grade 4 had the largest variance when compared to the 2019 student cohort.
- EOC results remained the same even when less students participated in the EOC test during 2021.

MATHEMATICS

When comparing 2019 and 2021 STAAR results for Mathematics and Algebra 1, the scores at the approaches, Meets, and Masters, performance levels are as follows:

GRADE &	APPROACHES GL		MEETS GL		MASTERS GL	
SUBJECT	2019	2021	2019	2021	2019	2021
GRADE 3 MATH	82%	40%	48%	13%	21%	3%
GRADE 4 MATH	76%	41%	49%	21%	29%	9%
GRADE 5 MATH	81%	47%	52%	19%	31%	8%
GRADE 6 MATH	66%	36%	27%	9%	8%	1%
GRADE 7 MATH	64%	28%	30%	6%	10%	2%
GRADE 8 MATH	74%	30%	46%	12%	9%	1%
ALGEBRA	87%	42%	58%	9%	28%	4%

An analysis of Approaches scores for each grade level in Mathematics and Algebra 1 revealed the following:

- Grade 3 students had the highest drop when compared to the cohort of 2019 – a decrease of 42%
- At the middle school level, the 2021 grade 7 students had a decrease of 36% when comparing the 2019 and 2021 cohorts
- The performance of Algebra 1 student in 2021 had dropped 45% from the performance in 2019

SCIENCE

The comparison of the 2019 and 2021 STAAR Science and Biology scores at Approaches, Meets and Masters, performance levels are as follows:

GRADE &	APPROACHES GL		MEETS GL		MASTERS GL	
SUBJECT	2019	2021	2019	2021	2019	2021
GRADE 5 SCIENCE	77%	39%	51%	14%	25%	3%

GRADE &	APPROACHES GL		MEETS GL		MASTERS GL	
GRADE 8 SCIENCE	66%	38%	33%	14%	16%	5%
BIOLOGY	84%	69%	47%	32%	13%	6%

An analysis of Approaches scores for the Science & Biology assessments revealed the following:

- Grade 5 students results were significantly lower during 2021 than the 2019 results with a drop of 38%.

SOCIAL STUDIES

The 2019 and 2021 STAAR Social Studies and U.S. History performance at the Approaches, Meets and Masters, levels are as follows:

GRADE &	APPROACHES GL		MEETS GL		MASTERS GL	
SUBJECT	2019	2021	2019	2021	2019	2021
GRADE 8 SOCIAL STUDIES	56%	32%	23%	9%	10%	3%
U.S. HISTORY	91%	77%	61%	45%	26%	18%

An analysis of scores for the social studies and U.S. History results revealed the following:

- Students in grade 8 had a drop of 24% points when compared to the 2019 cohort.

Student Learning Strengths

- While there is an evident decrease in performance due to the COVID-19 pandemic in most grade levels, the English I and English II EOC results remained constant. It is important to note that these percentages remained steady even when the number of students participating in these tests decreased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): District students performing significantly lower in mathematics across most grade levels. SBCISD performance is at 40% Approaches, 14% Meets, and 4% Masters on the 2021 Mathematics STAAR assessments. **Root Cause:** School closures, students learning virtually or remotely since March 2020.

Problem Statement 2 (Prioritized): The district results show significant gaps in the performance of students in grades 3 and 4 in reading. **Root Cause:** Students in these grade levels have never been in a high-stakes testing environment and are not familiar with the rigor of such assessments. Due to COVID 19, these students have had to apply the skills

learning remotely in an environment never experienced before.

Problem Statement 3 (Prioritized): The district has not met the post secondary readiness standard as per state accountability requirements. **Root Cause:** The percent of students meeting the meets grade level performance is below the state standard.

Problem Statement 4 (Prioritized): Due to COVID 19, the district has had to adjust to students receiving instruction through online instruction or will have to continue through a hybrid model of face to face/ online. **Root Cause:** Closures and social distancing due to COVID

Problem Statement 5 (Prioritized): The district shows substantially lower scores in Reading and Math in special population groups with-in the district. **Root Cause:** Special Population groups have performed poorly in state accountability scores.

District Processes & Programs

District Processes & Programs Summary

At San Benito CISD our goal is to provide a premier education for all students, through a positive and safe learning environment, so that our graduates are college, career, military ready. There is a strong emphasis on ensuring all students have the academic preparedness to undertake any endeavor successfully, as well as developing the soft skills students need in order to accomplish their goals. Our district has adopted programs and is now offering opportunities to measure and build college readiness at an earlier age, starting with career and college exploration in the elementary levels and formalized assessments and structured courses in middle school. Career Readiness is as paramount with a high investment in student career pathways leading to certifications producing work-force ready graduates.

When our students struggle with mastering the TEKS, we make instructional and school context adjustments. Newly organized Response-to-Intervention processes seek to close existing COVID-related gaps and the Emergent Bilingual and Special Education programs have made strides to address deficits in student achievement by way of restructured departments and high impact strategies. Through these initiatives, which focus on academic support and raising student achievement, our students are expected to succeed. Our departments work hard to ensure our instructional time is protected. PLCs are a cornerstone of our instructional foundation allowing professionals to collaborate and grow in skills. Time is allotted for teachers so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Our strong focus on instruction and student mastery drives the SBCISD staff to provide the best educational opportunities for all students.

SBCISD wants to ensure that all staff, students, and parents are cognizant of the services the district has available, as well as procedures and programs that affect our community as a whole.

In light of the recent pandemic, we have increased our efforts to support our students through remote conferencing, as well as a Virtual Academy, while keeping all stakeholders informed of safety protocols and targeted instructional support.

District Processes & Programs Strengths

1. All core content courses use the TEKS Resource System as a viable, aligned and measurable curriculum.
2. 100% of campuses conduct PLC Meetings. A standardized district format for PLC agendas has been developed and implemented with campuses allowing campus principals to generate artifacts periodically to calibrate.
3. Full-day Pre-kindergarten is offered at every elementary campus in SBCISD.
4. Three school-of-choice academies serve elementary students in Fine Arts, Environmental Science and S.T.E.A.M.
5. The Greyhounds Online Academy provides students grades K-8 with a fully-remote virtual option for school.
6. STAAR Interim Assessments are administered for 3rd grade through 10th grade twice a year.
7. NWEA MAP Growth Interim Assessments are administered for grades K-12 three times a year.
8. Response to Intervention is guided by data and supported by resources, such as Branching Minds, to individually address student intervention needs.
9. Emerging Bilingual students at two elementary campuses are served by way of a Dual Language Program (Gomez & Gomez Model).
10. Emerging Bilingual students at the elementary and secondary levels are served by Bilingual-Certified teachers and English as a Second Language Supplemental Certified teachers, respectively, to address student instructional needs and support.
11. Balanced campus master schedules and district-wide support maximize the amount of time spent on instruction and ensure that special program times are addressed.
12. Interruptions to the instructional day are kept to a minimum by providing BOY Professional Development opportunities and providing ample planning time to teachers daily.
13. Formative Assessments in the form of warm-ups and exit tickets are the expectation for every classroom to inform instructional practices daily.
14. Classroom practices reflecting the Fundamental Five are the expectation for daily classroom instruction working towards higher levels of student-teacher engagement.
15. Special Needs students are served by resource and inclusion teachers, based on ARD determinations, and are provided other services, e.g. OT, PT, and Speech Therapy, by fully certified in-house professionals.
16. Students 8th Grade to 12th Grade are provided free opportunities to take PSAT, SAT and ACT exams and are provided free test-prep materials, including Shmoop and

Edgenuity, catering to individual student needs.

17. High School students who take Advanced Placement courses are afforded the examinations for college credit at no cost as well as practice materials.
18. 8th to 12th Grade students are provided opportunities to take the Texas Success Initiative Assessment completely free in the areas of Math and Reading.
19. High School students meeting all eligibility criteria are provided opportunities to take up to 40 college credit hours by way of dual-enrollment courses, at no cost to families.
20. The school district is 1-to-1 in individual technology devices for students (Mix of Chromebooks and Ipads).
21. Every campus in SBCISD has one or more district police officers along with a security guard to promote safer buildings and heightened readiness to protect our staff and students.
22. Periodic COVID updates and Stop the Bleed Trainings are conducted with district and campus leadership teams.
23. All campuses offer After School programming supporting academic needs and providing enrichment opportunities, e.g. Chess, Folklorico, Cheer, Choir.

Problem Statements Identifying District Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Teachers may struggle to adapt during the first years of teaching and may struggle as new intervention programs are implemented. **Root Cause:** Teachers and staff need the adequate training and support

Problem Statement 3: Supplemental resources, especially online platforms supporting student learning, may duplicate supports in certain content areas leading to low use and fidelity. **Root Cause:** Supplemental resources must be streamlined and directly tied to accountability measures such as Student Achievement to ensure higher student daily use and allow for a measure of effectiveness.

Perceptions

Perceptions Summary

The Vision Statement, Mission Statement and Core Values constitute the culture, climate, values and beliefs of the school district. Additionally, the District has invested in character development and leadership training by partnering with Capturing Kids Hearts. The following summarizes each piece of how SBCISD "does business."

San Benito CISD believes that:

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

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

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

With these core values, we believe SBCISD promotes a culture and climate of lifelong learners that contribute to the community.

In order to support our core values, San Benito CISD has adopted the Capturing Kids' Heart process in the district. As of the 2021-2022 school year, 10 of our campuses have been trained on the Capturing Kids' Hearts process. By the end of the 2022-2023 school year, the district plans to have completed training of all campuses. Through experimental training, expert coaching, an SEL curriculum for students, and personalized support, Capturing Kids' Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. In addition, all 6th grade students in San Benito CISD will receive one semester credit for the Leadworthy class. The Leadworthy Course develops critical, life-changing skills for students including taking personal responsibility, expressing themselves well, and making good decisions when problems arise. This course is a leadership development and character education elective for middle-school students. It is approved for course credit in Texas. This research-based curriculum includes topics very relevant to the needs of current students, such as public-speaking and goal setting. As an outcome, students in The Leadworthy Course develop a healthy self-concept, healthy relationships and a sense of personal responsibility.

COVID-Related Safety

In light of the COVID-19 pandemic affects on our school district, SBCISD has also implemented safety protocols to support students and parents who have health/safety concerns. Remain vigilant in our mitigation strategies, protocols and procedures at each campus/facility.

Perceptions Strengths

In summary, SBCISD has many important strengths supporting a positive school culture and climate in our schools; however, we still need to build capacity in several areas. Of greatest importance is the need to embed a Character Development program into our curriculum that is age-appropriate for all levels of instruction: elementary, middle school, and

high school. This will provide the reinforcement and reward system needed for the positive behaviors that are demonstrated every day in our great schools by the majority of our students. In addition, it will provide the instruction needed to educate ALL of our students in the desired behaviors of good citizenship, fairness, respect, acceptance, and good will towards their classmates and teachers. Ultimately, students who feel accepted, respected, and treated well by their peers will excel in their education and personal goal attainment.

School Culture and Climate Strengths:

- Students and teachers feel safe at school.
- Parents and visitors are welcomed and encouraged to participate in our schools.
- Students like being at school.
- Teachers enjoy teaching at school.
- Students in our schools have adults who want them to do well.
- Adults are accessible to help students, and students know who these adults are.
- Clear rules and expectations for behavior are in place in our schools.
- Adults in our schools treat students with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student code of conduct is not being implemented consistently. **Root Cause:** Lack of system-wide administrative implementation.

Problem Statement 2 (Prioritized): One third of instructional staff feel that they are not included in the decision making process. **Root Cause:** Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.

Priority Problem Statements

Problem Statement 1: Student code of conduct is not being implemented consistently.

Root Cause 1: Lack of system-wide administrative implementation.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Processes and procedures are not specifically defined in all service areas.

Root Cause 2: All departments need to develop written procedures to ensure procedural information is delineated and consistent year-to-year.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Student attendance rate is ninety four percent on average for past 4 years. This translates to having average ten thousand students enrolled, and state providing funding for nine thousand four hundred students.

Root Cause 3: Procedures on educating parents on the importance of attendance is non-existent or implemented with no fidelity.

Problem Statement 3 Areas: Demographics

Problem Statement 4: District students performing significantly lower in mathematics across most grade levels. SBCISD performance is at 40% Approaches, 14% Meets, and 4% Masters on the 2021 Mathematics STAAR assessments.

Root Cause 4: School closures, students learning virtually or remotely since March 2020.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The district results show significant gaps in the performance of students in grades 3 and 4 in reading.

Root Cause 5: Students in these grade levels have never been in a high-stakes testing environment and are not familiar with the rigor of such assessments. Due to COVID 19, these students have had to apply the skills learning remotely in an environment never experienced before.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: One third of instructional staff feel that they are not included in the decision making process.

Root Cause 6: Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The district has not met the post secondary readiness standard as per state accountability requirements.

Root Cause 7: The percent of students meeting the meets grade level performance is below the state standard.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Four percent of graduating seniors do not graduate and Drop out prior to end of year.

Root Cause 8: Specific procedures for assisting our at-risk student population at upper grade levels is non-existent or implemented with no fidelity.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Teachers may struggle to adapt during the first years of teaching and may struggle as new intervention programs are implemented.

Root Cause 9: Teachers and staff need the adequate training and support

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Due to COVID 19, the district has had to adjust to students receiving instruction through online instruction or will have to continue through a hybrid model of face to face/ online.

Root Cause 10: Closures and social distancing due to COVID

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Our student population has been slowly declining, while teacher, professional staff, and campus administration stay the same or increase.

Root Cause 11: Surrounding charter schools have opened up in San Benito city limits that creates competition for our student enrollment.

Problem Statement 11 Areas: Demographics

Problem Statement 12: The district shows substantially lower scores in Reading and Math in special population groups within the district.

Root Cause 12: Special Population groups have performed poorly in state accountability scores.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Goals

Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

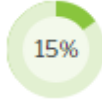
Performance Objective 1: ESSA: By June 2023, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Professional Learning Communities (PLCs) districtwide. Strategy's Expected Result/Impact: Increase scores in: ISIP STAAR/EOC RDA Staff Responsible for Monitoring: Principals Assistant Principals Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Title I: 2.6 - Results Driven Accountability Funding Sources: Professional Development - 255 - Title II, Part A, TPTR - 255 - \$10,000, - ESSER	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement a district-wide process for a Multi-Tiered System of Support (MTSS), including response to intervention (RTI) for students with academic, behavioral, social and/or emotional needs. Strategy's Expected Result/Impact: Increase in STAAR/EOC Scores Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals and Teachers After-School Director, Site Coordinators, and Tutors Title I: 2.6 Funding Sources: RtI Teachers - 211 - Title I, Part A - \$900,000, Tutors - ESSER III - \$126,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 3 Details		Reviews			
Strategy 3: District and campus-level leaders will work collaboratively on the analysis of data to drive instructional decisions and will consult with DCSIs for TIP campuses on these matters when applicable. All student information will be reviewed to ensure seamless assistance to all students. Strategy's Expected Result/Impact: STARR/EOC Results ISIP RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Services Director of Assessment, Research, and Evaluation Director of Bilingual Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Assistant Principal Teachers Diagnosticians LLSP SLP 504 staff RTI Dyslexia staff Title I: 2.6 Funding Sources: Eudophoria - 276 - Texas Title I Priority Schools - \$125,000		Formative			Summative
		Dec	Mar	May	June
					

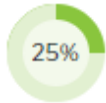
Strategy 4 Details	Reviews			
Strategy 4: TEKS Resource System YAG for ELAR, Science, Social Studies and Math will be followed by all K - 12 teachers. Monitoring for technical assistance from central office administrators will be provided. Strategy's Expected Result/Impact: YAGS Unit Plans Lesson Plans STARR/EOC Scores SRI Results RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Professional Development Principals Campus Administrators Teachers Support Staff Title I: 2.4, 2.5 Funding Sources: TEKS Resource System - 211 - Title I, Part A - \$55,000, Eduphoria - 211 - Title I, Part A - \$40,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 5 Details		Reviews			
Strategy 5: To monitor progress towards TEKS mastery, the district will administer district benchmarks in the spring semesters in grades 3rd - 12th. Six week common formative assessments will be available for grades 1-EOC math and ELAR and other STAAR subjects as applicable. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Assessment, Research and Evaluation Director of Professional Development Campus Administrators Teachers Support Staff Title I: 2.4 Funding Sources: Benchmark printing - 211 - Title I, Part A - \$2,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 6 Details		Reviews			
Strategy 6: A strong focus on literacy will be supported by the implementation of research based programs. Strategy's Expected Result/Impact: Usage Reports Master Schedule STAAR/EOC Data ISIP RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Principals Assistant Principals Teachers Technology Specialists Teachers Support Staff After-School Director, Site Coordinators, and Tutors Title I: 2.4, 2.5 Funding Sources: Reading Resources - 211 - Title I, Part A - \$200,000, Tutors - ESSER III - \$126,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 7 Details		Reviews			
Strategy 7: Provide specialized instruction to serve at-risk, bilingual, and special education students with academic, behavioral, and attendance needs. Strategy's Expected Result/Impact: Increase in scores on: ISIP, STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Bilingual Education Principals Assistant Principals Teachers RtI Teacher Funding Sources: Resources/Services - 199 - State Special Education (State SpEd) - \$500,000, Tutorials - 199 - State Compensatory Education (SCE) - \$300,000, Tutorials - 224 - IDEA B, Formula SpEd, Tutorials - 212 - Title I, Part C, Migrant - 100000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 8 Details		Reviews			
Strategy 8: To meet the needs of all students, the District will coordinate and integrate Title I A services with other educational services such as Head Start, Pre-K, services for ELL students and students with disabilities, migratory students, neglected and delinquent youth, and immigrant children to eliminate duplication, and to reduce fragmentation of the instructional program. Strategy's Expected Result/Impact: Increase on: EOY/STAAR Circle test ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Title I Coordinator Elementary Campus Administrators Pre-K Teachers Director of Special Services Director of Bilingual Education Funding Sources: resources and supplies - 211 - Title I, Part A - \$10,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 9 Details	Reviews			
Strategy 9: A district Comprehensive Needs Assessment (CNA) will be conducted to determine priority areas for professional development and to coordinate Title I A and Title II-A programs, activities, and funding in preparation for the 2022-2023 LEA application for funding. Strategy's Expected Result/Impact: Increase of scores on: STAAR/EOC ISIP RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs, Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Assessment, Research and Evaluation Director of Professional Development Principals Campus administrators Support Staff Title I: 2.5, 2.6 Funding Sources: CNA/CIP meetings - 211 - Title I, Part A - 211 - \$8,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 10 Details	Reviews			
Strategy 10: Monitor and improve the alignment of core/elective programs and interventions to increase academic achievement and close the achievement gaps in all tests for all students. Strategy's Expected Result/Impact: Increase STAAR/EOC scores ISIP RDA TELPAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Federal Programs Director of Staff Development Principals Assistant Principals Teachers Support Staff Funding Sources: Software - 211 - Title I, Part A - Writing - \$35,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 11 Details	Reviews			
Strategy 11: Continuously review the college preparedness processes to increase the percentage of students meeting Texas College Career Military Readiness Standards. Strategy's Expected Result/Impact: Increase the number of students attending post-secondary institution Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation High School Principals Director of Advanced Academics Coordinator of Higher Education Assistant Principals Funding Sources: - 199 - State Career & Technical Education (State CT - 199 11A - \$20,000)	Formative			Summative
	Dec	Mar	May	June
				
Strategy 12 Details	Reviews			
Strategy 12: To support curriculum implementation and thus provide the San Benito students with the "gold standard" education, the district will provide scientifically-research based instructional resources and supplies including: technology hardware and software digital materials. Strategy's Expected Result/Impact: Increase scores on: ISIP STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Assessment, Research and Evaluation Principals Assistant Principals Support Staff Teacher Funding Sources: Hardware - 211 - Title I, Part A - \$600,000, software - 211 - Title I, Part A - \$10,000, Software - 199 - General Fund - \$75,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 13 Details		Reviews			
Strategy 13: To ensure that all San Benito students have their needs met, Special Education teachers will provide students access to a full-range and rigorous curriculum. Strategy's Expected Result/Impact: Increase results on: ISIP STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Special Education Campus Special Education and Regular Education Teachers Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Staff Development Campus Administrators Support Staff Teachers Funding Sources: Resources - 224 - IDEA B, Formula SpEd - \$50,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 14 Details		Reviews			
Strategy 14: To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute state funds to designated campuses to provide services through the Communities In School program. Strategy's Expected Result/Impact: Service Logs Staff Responsible for Monitoring: Assistant Superintendent of Academics Services Curriculum Directors Title I: 2.4 Funding Sources: CIS Staff - 199 - State Compensatory Education (SCE) - 199 30 A - \$150,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 15 Details	Reviews			
Strategy 15: Summer school will be offered to students at risk of failing the academic school year. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP RDA Increase graduation rate Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Federal Programs Director of Bilingual Education Director of Special Services Principals Director of Professional Development Teachers Funding Sources: Summer School - 199 - State Compensatory Education (SCE) - \$200,000, Summer School - 199 - State Special Education (State SpEd) - \$50,000, Summer School - 199 - State Bilingual/ESL - \$50,000, Summer School - 211 - Title I, Part A - \$200,000, ESY - 224 - IDEA B, Formula SpEd - \$25,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 16 Details	Reviews			
Strategy 16: Purchase materials for teachers to enhance and supplement instructional delivery. Strategy's Expected Result/Impact: Increase STAAR Scores by 10% Staff Responsible for Monitoring: District Administration Campus Administration Title I: 2.4 Funding Sources: Consumable Supplies - 211 - Title I, Part A - \$25,000, - 199 - State Compensatory Education (SCE) - \$25,000, - 224 - IDEA B, Formula SpEd - \$20,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 17 Details	Reviews			
Strategy 17: In order to ensure proper identification of GT students, the district will allow all students the opportunity to be tested for Gifted and Talented (GT) Program between grades K-12. All Kindergarten students will be tested during the fall semester. Students in grades 1st - 11th can be tested according to the District policy. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP RDA Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Coordinator of Higher Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors Funding Sources: GT testing Materials - 199 - State Gifted and Talented (G/T) - \$75,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 18 Details	Reviews			
Strategy 18: In order to meet the needs of all GT students, academically rigorous opportunities will be provided. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP RDA Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Higher Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors Funding Sources: Naviance College Readiness - 199 - State Gifted and Talented (G/T) - \$5,000, Encore Summer Camp Program - 199 - State Gifted and Talented (G/T) - \$50,000, GT staff development - 199 - State Gifted and Talented (G/T) - \$10,000, GT Stipends - 199 - State Gifted and Talented (G/T) - \$10,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 19 Details	Reviews			
Strategy 19: In order to provide SBCISD students with a gold standard education, instructional coaches will provide support for grades PK-12. Strategy's Expected Result/Impact: Increase Scores on: STAAR/EOC TELPAS ISIP RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Instructional Coaches Funding Sources: Lead teacher stipends - 199 - State Compensatory Education (SCE) - \$500,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 20 Details	Reviews			
Strategy 20: In order to maintain accurate PEIMS documentation, all teacher information and teacher schedules are accurately reported to PEIMS. Strategy's Expected Result/Impact: Meet compliance requirements Staff Responsible for Monitoring: Assistant Superintendent of Academic Services PEIMS Coordinator PEIMS Clerks Principal Assistant Principal Teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
				
Strategy 21 Details	Reviews			
Strategy 21: Teachers and instructional coaches will collaborate during the summer to provide TEKS aligned curriculum resources. Strategy's Expected Result/Impact: Increase STAAR/EOC grade level scores in approaches, meets, and masters. Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Instructional Coaches Secondary Principals Deans of Instruction Funding Sources: - 211 - Title I, Part A - \$86,940	Formative			Summative
	Dec	Mar	May	June
				
Strategy 22 Details	Reviews			
Strategy 22: In order to ensure accountability with the 21st Century Community Learning Centers, the afterschool program will keep accurate attendance procedures and all other corresponding documentation on TEAL. Strategy's Expected Result/Impact: Meet Compliance Requirements. Staff Responsible for Monitoring: After-School Director and Site Coordinators Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				

Strategy 23 Details	Reviews			
Strategy 23: Recruit students to participate in the afterschool program that are homeless, at risk, and/or low performing. Strategy's Expected Result/Impact: Increase STAAR Scores Staff Responsible for Monitoring: After School Director, Coordinators and Tutors Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - State Compensatory Education (SCE)	Formative			Summative
	Dec	Mar	May	June
				
Strategy 24 Details	Reviews			
Strategy 24: Conduct periodic lesson plan reviews to ensure the after-school program is in alignment with the regular school day. Strategy's Expected Result/Impact: Horizontal alignment with the regular school day. Increase the following scores: STAAR/EOC TELPAS RDA Attendance rate Graduation rate Staff Responsible for Monitoring: After-School Director, Site Coordinators, and After-School Instructors Title I: 2.4, 2.5 Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				
Strategy 25 Details	Reviews			
Strategy 25: The after-school program will provide technology driven academic and enrichment activities where academic tools such as computer software, smart boards, drones, and robotics kits are utilized. Strategy's Expected Result/Impact: Increase technology usage. Staff Responsible for Monitoring: After-School Director and Site Coordinators Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				

Strategy 26 Details	Reviews			
Strategy 26: In order to increase San Benito CISD students' access to the "gold standard" of education, the After School Program will coordinate with the Districts' C&I department to provide both academic and enrichment opportunities to students and parents through enhanced academic tutorials, parental involvement activities, post-secondary education awareness activities, and career planning. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP RDA Increase parental involvement Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of After School Program Principals Assistant Principals Teachers Funding Sources: After School Program - 352 - 21st Century Grant (9) - \$750,000, Tutors - ESSER III - \$126,000	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

Performance Objective 2: Title III: By June 2023, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3-EOC

Strategy 1 Details	Reviews			
Strategy 1: 1) In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 4 weeks of enrollment for English Language Learners. Strategy's Expected Result/Impact: increase access to services by ensuring student is properly labeled. Increase scores on: STAAR/EOC RDA Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Bilingual Education Principals Assistant Principals Teachers LPAC Lead teacher Bilingual/ESL Teachers Title I: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 199 - State Bilingual/ESL	Formative			Summative
	Dec	Mar	May	June
				

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

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

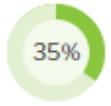
Strategy 6 Details	Reviews			
Strategy 6: 6) To guarantee program fidelity, teachers of bilingual students will receive training on program compliance. This may include ELPS, Performance learning, Dual Language, Time and Treatment and other relevant subjects. Strategy's Expected Result/Impact: bilingual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

Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

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

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

Strategy 1 Details	Reviews			
Strategy 1: To ensure financial responsibility an annual review/monitoring of the progress of each campus served under Title I, Part A will be conducted using state and federal accountability data. The results will then be coordinated with the review of the CNA. Strategy's Expected Result/Impact: 10% increase in scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of Assessment, Research and Evaluation Principals Title I: 2.4, 2.6 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details	Reviews			
Strategy 2: To ensure that the needs of all students are being met, the district will allocate and distribute federal funds to eligible campuses including Darrell Hester, Amador Rodriguez, SCAN, and participating Private schools for instructional supplies, including technology software. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC scores PBMAS ISIP Increase attendance rate Decrease Disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Director of After School Programs Principals Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Technology Support Staff Title I: 2.4, 2.6 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: In order to meet grant compliance, the district will communicate and provide a consultation with all private schools within the area of San Benito that are interested in receiving services with federal funds. Provide ongoing consultation, intervention, and academic evaluation of agreed upon interventions for eligible private school students. Strategy's Expected Result/Impact: Compliance with Federal and State guidelines for grant Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Title I: 2.4 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: In order to meet the compliance requirements of the grant, all staff funded with federal funds will read, review and sign their job description. Strategy's Expected Result/Impact: Comply with Federal and State guidelines for grant Staff Responsible for Monitoring: Director of Federal Programs Director of Bilingual Education Director of Special Services Principal Teacher Coordinator of Migrant Program Title I: 2.6 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: To ensure compliance, all federally split funded personnel will maintain periodic certification documents . All staff funded with federal funds will sign the school time certification 2x a year. Strategy's Expected Result/Impact: Employee Distribution Report data verifies staff certified and trained Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Federal Programs Director District and Campus Administrators Federally funded employees Title I: 2.5 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				

Strategy 6 Details		Reviews			
Strategy 6: To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute federal funds to eligible campuses to acquire the probation officers for students needing monitoring while on campus. Strategy's Expected Result/Impact: Budgets Compliance Report Increase attendance decrease referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Federal Programs Director Principals Campus administrators Director of Secondary Instructional Implementation Support Staff Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Dec	Mar	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Title I School Improvement and Title II funds will be used to assist campuses that have been identified for School Improvement or have an academic need. Strategy's Expected Result/Impact: Increase teacher attention on the student Increase scores: STAAR/EOC PBMAS TELPAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Principals Funding Sources: - 211 - Title I, Part A, - 255 - Title II, Part A, TPTR		Formative			Summative
		Dec	Mar	May	June
					

Strategy 8 Details	Reviews			
Strategy 8: In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exam and glasses. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent for Finance Director of Federal Programs Nurses Principals Asst Principals Title I: 2.6 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				
Strategy 9 Details	Reviews			
Strategy 9: Proper documentation is maintained of all federal grant monies and State Comp monies to ensure proper grant utilization. Strategy's Expected Result/Impact: Compliance with Federal and State regulations Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Federal Programs Title I Coordinator Title I: 2.4 Funding Sources: - 199 - State Career & Technical Education (State CT), - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

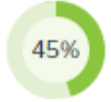
Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

Performance Objective 4: SPED: To ensure that compliance of all requirements under Special Education / 504 are being followed, the district will manage and oversee the appropriate use of allocated Special Education funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

Evaluation Data Sources: STAAR Report for Grades 3-EOC

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

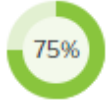
Strategy 2 Details		Reviews			
Strategy 2: In order to meet the needs of all students, a qualified teacher will be provided to teach students diagnosed to have SLD/dyslexia and related disorders. Strategy's Expected Result/Impact: Increase student achievement on: STAAR/EOC Staff Responsible for Monitoring: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

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

Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

Performance Objective 5: Migrant : To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement of migrant students, the district will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

Strategy 1 Details	Reviews			
Strategy 1: The District will implement a Migrant Program aimed at meeting the specific needs of the migrant child and their family. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase attendance Increase graduation rate Staff Responsible for Monitoring: Assistant Superintendent of Finance Director of Federal Programs Title I Coordinator Migrant Staff Principals Teachers Title I: 2.4, 2.6 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details	Reviews			
Strategy 2: In order to meet compliance requirements, NGS system will be used by the Migrant Program to document and monitor student academic progress Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance Graduation Rate Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Migrant Staff Principals Teachers Title I: 2.6 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: All compliance requirements of the Migrant Program will be met: Migrant Parent Advisory Council (PAC), conference attendance, identification and recruitment of children, conducting annual residency verification, providing of supplies for school, and evaluating the program. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance rate Graduation rate Decrease: Disciplinary Referrals Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists Migrant Staff Title I: 2.6, 4.2 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				

Strategy 4 Details		Reviews			
Strategy 4: In order to increase the number of migrant students that graduate and go to college/University, the district will allow all migrant students to have the opportunity to attend MAARS Summer Camp, MUSE at UTRGV, Close Up in Washington DC, summer school for credit recovery, implement Project SMART, and trips to universities in the state of Texas. Strategy's Expected Result/Impact: Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral Staff Responsible for Monitoring: Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists Migrant Staff Title I: 2.6, 4.2 Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June
					
Strategy 5 Details		Reviews			
Strategy 5: Migrant recruiters will travel to student homes to ensure attendance and academic support. Strategy's Expected Result/Impact: 100% of Migrant students identified Staff Responsible for Monitoring: Migrant Recruiters Federal Programs Director Title I: 2.6, 4.1 Funding Sources: - 212 - Title I, Part C, Migrant		Formative			Summative
		Dec	Mar	May	June
					

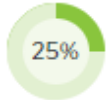
Strategy 6 Details	Reviews			
Strategy 6: Identify and recruit migrant children and youth, including conducting annual residency verification and other identification and recruitment activities as required by ESEA program Strategy's Expected Result/Impact: Increase in the identification of migrant students Staff Responsible for Monitoring: Migrant Director and Recruiters Title I: 2.4, 2.6 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				
Strategy 7 Details	Reviews			
Strategy 7: Adhere to all timelines established in the ID&R Manual to encode all required data into the New Generation System (NGS) database. Strategy's Expected Result/Impact: 100% compliance Staff Responsible for Monitoring: Migrant Staff Title I: 2.6 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide support services to all migrant students who are considered low income based on the completed district survey by providing school supplies. Strategy's Expected Result/Impact: Increase STAAR Scores and increase in meeting promotion requirements Staff Responsible for Monitoring: Migrant staff Title I: 2.6, 4.2 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				

Strategy 9 Details	Reviews			
Strategy 9: Implement & purchase a management system, develop district procedures and utilize the NGS system to assist migrant students in consolidation of partial credits, credit recovery, & make up coursework needed, as well as the deployment of technology. Strategy's Expected Result/Impact: Increase grade promotion rates and graduation rates Staff Responsible for Monitoring: Migrant Staff Title I: 2.6, 4.2 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				
Strategy 10 Details	Reviews			
Strategy 10: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer State Assessment remediation/acceleration. Strategy's Expected Result/Impact: 100% participation on STAAR tests Staff Responsible for Monitoring: Migrant Staff Title I: 2.6 Funding Sources: - 212 - Title I, Part C, Migrant	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2021-2023 School Year.

Performance Objective 6: Following the online instruction procedures provided by the district, 100% of students have opportunities to master grade level content with meaningful and relevant at-home lessons while school is closed due to COVID-19 or a hybrid model of face to face instruction and at-home lessons.

Evaluation Data Sources: Students will be monitored for accessibility and progress of online and hybrid models of face to face learning.

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on the use of selected online platforms for providing at home instruction. Strategy's Expected Result/Impact: All students will continue with instruction without interruption from Face to Face or online instruction. Staff Responsible for Monitoring: PD Director Title I: 2.4, 2.6 Funding Sources: ESSER Funding - 211 - Title I, Part A	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create and implement check-out procedures to ensure every student has a district-owned laptop at home or internet hotspot as needed. Strategy's Expected Result/Impact: All students will continue with instruction without interruption from Face to Face or online instruction Staff Responsible for Monitoring: Technology Department, Campus Administration Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SBCISD will recruit, develop and support effective teachers, principals and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2021-2023 school year.

Performance Objective 1: ESSA: Quality professional development during the 2021-2022 school year will be provided to 100% of instructional staff thus ensuring student success.

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

Strategy 1 Details	Reviews			
Strategy 1: San Benito CISD Professional Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that all stakeholders have a better understanding of the TEKS. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Instructional Coaches Principals Asst. Principals Teachers Support Staff Title I: 2.4 Funding Sources: Staff Development and supplies - 199 - State Compensatory Education (SCE) - \$60,000, Staff Development and supplies - 255 - Title II, Part A, TPTR - \$60,000, Staff Development and supplies - 211 - Title I, Part A - \$60,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details	Reviews			
Strategy 2: In order to meet the academic needs of all students, administrators and Special Education Teachers will be provided the tools through Training Academies for Special Populations. (i.e. Writing TEKS based IEPS, ARD Committee Decision Making Process as it relates to the state assessment etc.) Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Principal Asst. Principals Teachers Support Staff Title I: 2.4 Funding Sources: staff development and supplies - 199 - State Special Education (State SpEd) - \$10,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: In order to facilitate the instruction provided to all San Benito CISD students, the district will provide professional development in instructional strategies for English learners, linguistic accommodations, and iStation to all campus staff including administrators. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Instructional Coaches Principals Asst. Principals Teachers Support Staff Title I: 2.4, 2.5, 2.6 Funding Sources: staff development and supplies - 199 - State Bilingual/ESL - \$45,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: The Professional Development Department will offer varied professional staff development sessions based on identified needs for the district throughout the school year. Strategy's Expected Result/Impact: Increase the scores on: STAAR/EOC PBMAS ISIP Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff Title I: 2.4 Funding Sources: consultant - 199 - General Fund - \$75,000, Consultant - 199 - State Compensatory Education (SCE) - \$75,000, Consultant - 211 - Title I, Part A - \$75,000, Consultant - 255 - Title II, Part A, TPTR - \$15,000	Formative			Summative
	Dec	Mar	May	June
				

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

Strategy 6 Details	Reviews			
Strategy 6: In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers and administrators on technology use in the classroom, including but not restricted to, assistive technology. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP TELPAS PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff Title I: 2.4, 2.5 Funding Sources: Staff Development - 211 - Title I, Part A - \$5,000, General Supplies - 255 - Title II, Part A, TPTR - \$1,500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 7 Details		Reviews			
Strategy 7: To provide educational rigor to all students, GT teachers will be required to complete a yearly six-hour update after the initial 30 hour training. Training will have an emphasis on the Texas Performance Standards. Extra duty pay will be provided at the rate noted in the Compensation Plan. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principals Asst. Principals Teachers Support Staff Funding Sources: stipends - 199 - State Gifted and Talented (G/T) - \$100,000, staff development - 199 - State Gifted and Talented (G/T) - \$150,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 8 Details		Reviews			
Strategy 8: To ensure that students attending Summer School receive the greatest opportunity, Professional Development will be provided to all summer school teachers, including but not limited Bilingual, Title 1, Migrant and Special Education. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Bilingual Education Director of Federal Programs PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Title I: 2.5 Funding Sources: staff development - 199 - State Bilingual/ESL - \$5,000, staff development - 199 - State Compensatory Education (SCE) - \$15,000, staff development - 211 - Title I, Part A - \$25,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 9 Details	Reviews			
Strategy 9: To ensure that new teachers to our district receive the proper foundation in order to provide the highest level of education to the students of San Benito CISD during the first year, new teachers will receive additional professional development and be provided a campus mentor. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Education Teacher Mentor Facilitator Mentor Teachers Instructional Coaches Principals Asst. Principals Teachers Support Staff Title I: 2.6 Funding Sources: - 199 - General Fund - \$2,500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 10 Details	Reviews			
Strategy 10: Professional development opportunities will be provided to all staff members throughout the calendar year in order to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD. Instructional staff will have the opportunity to attend local, state, and out of state conferences to stay abreast of current best practices. Strategy's Expected Result/Impact: increase scores on: STAAR/EOC TELPAS ISIP PBMAS Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Principals Asst. Principals Teachers Support Staff Title I: 2.6 Funding Sources: staff development - 255 - Title II, Part A, TPTR - \$135,000, staff development - 199 - State Special Education (State SpEd) - \$15,000, staff development - 199 - State Bilingual/ESL - \$15,000, staff development - 211 - Title I, Part A - \$150,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 11 Details	Reviews			
Strategy 11: In order to provide quality professional development, a director and secretary will be designated by the district to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD. Strategy's Expected Result/Impact: increase scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Funding Sources: Professional FTE - 199 - General Fund - \$150,000, Paraprofessional FTE - 199 - General Fund - \$75,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 12 Details	Reviews			
Strategy 12: The district will provide character education and social emotional learning professional development to selected campuses to positively impact school culture, student achievement, and attendance. Strategy's Expected Result/Impact: Increase on: Graduation Rates Attendance Teacher Satisfaction Student Performance Lower discipline referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principal Assistant Principal Teachers Title I: 2.5 Funding Sources: - 289 - Title IV - 289-13-6291 - \$213,400	Formative			Summative
	Dec	Mar	May	June
				

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

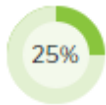
Goal 2: SBCISD will recruit, develop and support effective teachers, principals and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2021-2023 school year.

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

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
Strategy 1: In order to attract and retain highly qualified teachers, the district will implement the Recruitment Retention Plan to hire teachers that meet certification criteria. Strategy's Expected Result/Impact: Teacher retention rate increases by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Principals Campus administrations Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Title I: 2.4, 2.5, 2.6 Funding Sources: - 255 - Title II, Part A, TPTR, - 199 - General Fund, - ESSER III	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details	Reviews			
Strategy 2: To ensure that low income and minority students are taught by qualified, in-field, and/or experienced teachers, all candidates will be vetted by the district before they can be interviewed. Strategy's Expected Result/Impact: At Risk student STAAR Scores will increase by 10% Economically Disadvantaged student STAAR Scores will increase by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus administration Teacher Title I: 2.5, 2.6 Funding Sources: Professional Development - 211 - Title I, Part A - \$0	Formative			Summative
	Dec	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: In order to provide a varied pool of applicants, the District will provide recruitment opportunities through job fairs by the District, Region One ESC, Universities/Colleges and other employment agencies. Job postings will be available on various job search engines. Strategy's Expected Result/Impact: Increase teacher/staff retention rate by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
				

Strategy 4 Details		Reviews			
Strategy 4: SBCISD will increase teacher retention by 10% by implementing a district level mentoring program, offering annual professional development and support, and offering teacher incentives for academic performance. Strategy's Expected Result/Impact: Increase teacher/staff retention rate by 10% Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Title I: 2.5 Funding Sources: - ESSER III		Formative			Summative
		Dec	Mar	May	June
					
Strategy 5 Details		Reviews			
Strategy 5: In order to attract and retain highly qualified teachers, a stipend will be paid to Bilingual, Special Education , Math , and Science according to the board approved district compensation plan. Strategy's Expected Result/Impact: Increase scores on: STAAR/EOC ISIP TELPAS PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services Director of Professional Development Director of Special Services Director of Bilingual Education Special Education Staff Bilingual Staff Principal Asst. Principal Teachers Title I: 2.5 Funding Sources: - 255 - Title II, Part A, TPTR, - 263 - Title III, LEP, - 224 - IDEA B, Formula SpEd		Formative			Summative
		Dec	Mar	May	June
					

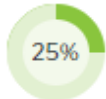
Strategy 6 Details	Reviews			
Strategy 6: In order to provide the students of the district with a gold standard education, only qualified teachers will be allowed to interview for teaching positions. Qualifications will be based on program requirements. Strategy's Expected Result/Impact: Increase in scores on: STAAR/EOC ISIP PBMAS Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers Title I: 2.5 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

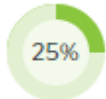
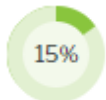
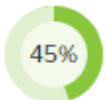
Goal 3: SBCISD will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 1: ESSA: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

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

Strategy 1 Details	Reviews			
Strategy 1: In order to provide a multitude of opportunities to the students of San Benito CISD, the district will provide a coordinator and clerk to guide and monitor this process. Strategy's Expected Result/Impact: Increase rate of students passing: TSI, PSAT, SAT,ACT Increase number of students taking Dual enrollment Increase number of students completing university application Increase number of students accepted into University Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Higher Education Coordinator Counselors Principals Campus administrators Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Professional FTE - 199 - General Fund - \$100,000, Paraprofessional FTE - 199 - General Fund - \$75,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details		Reviews			
Strategy 2: Offer Dual Enrollment College courses to students that are eligible to take. Partner up with an Institution of Higher Education (IHE) that will credential our teachers to teach dual enrollment and register our students to take and receive college credit. Strategy's Expected Result/Impact: More students will be college ready. Students will take more rigorous and challenging courses. Students in Dual enrollment will have a more seamless process to matriculate to college from HS. Staff Responsible for Monitoring: Higher Education Coordinator Campus Administrators District Administrators Title I: 2.4, 2.5, 2.6		Formative			Summative
		Dec	Mar	May	June
					
Strategy 3 Details		Reviews			
Strategy 3: Multiple testing opportunities on TSI, SAT, ACT, and AP Exams will be provided for students to ensure that a large percentage of students test in a timely manner and are college ready. Strategy's Expected Result/Impact: Increase rate of students passing: TSI, SAT, ACT, and AP Exams Increase number of students taking Dual enrollment Increase numbers of students obtaining college credit through AP Exams Increase number of students completing university application Increase number of students accepted into University Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Principals Higher Education Coordinator Campus Administrators Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Testing - 199 - General Fund - \$50,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 4 Details	Reviews			
Strategy 4: FAFSA nights will be provided as needed where students and parents receive information and an opportunity to complete the FAFSA application. Strategy's Expected Result/Impact: Increase percent of students entering college Increase in university 2 year and 4 year graduation rates [Student ClearingHouse] Staff Responsible for Monitoring: Higher Education Coordinator High School Campus Administrators High School Counselors Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide and promote post secondary events district wide. [college fairs, college presentations and financial aid awareness.] Strategy's Expected Result/Impact: Increase percentage of students entering college Increase in higher education initiatives awareness Promote a District college-going culture Increase in graduation rates Staff Responsible for Monitoring: Higher Education Coordinator Campus Administrators District Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: In order to provide a better understanding of CTE programs and the Ind. Cert. that can be earned while in SBCISD, the CTE program will host CTE Showcase at schools. Strategy's Expected Result/Impact: Increase enrollment in the CTE programs that offer Ind. Cert. Staff Responsible for Monitoring: CTE Dir. CTE Teachers Campus administrators Title I: 2.5 Funding Sources: - 199 - State Career & Technical Education (State CT - \$500)	Formative			Summative
	Dec	Mar	May	June
				

Strategy 7 Details	Reviews			
Strategy 7: The after-school program will create partnerships with local universities (internships, college fairs, college night, financial aid awareness, etc.) Strategy's Expected Result/Impact: Prepare students to be college ready. Staff Responsible for Monitoring: After-School Director and Site Coordinators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

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

Strategy 1 Details	Reviews			
Strategy 1: In order to increase the number of students graduating college and career ready, SBCISD will provide resources and staff development opportunities to ensure courses are up to date and relevant. Strategy's Expected Result/Impact: Increase scores in: STAAR/EOC PBMAS ISIP Increase: Graduation Rates Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Director of Professional Development Principal Asst. Principal Teachers Higher Ed Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: Staff Development - 211 - Title I, Part A - \$15,000, staff development - 255 - Title II, Part A, TPTR - \$50,000, Resources - 199 - State Compensatory Education (SCE) - \$20,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details		Reviews			
Strategy 2: Provide all interested San Benito High School students the needed assistance with the university application process. Strategy's Expected Result/Impact: Increase College Awareness Increase Graduation Rates Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: Naviance - 211 - Title I, Part A - \$50,000, staff development supplies - 211 - Title I, Part A - \$5,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 3 Details		Reviews			
Strategy 3: VMA, San Benito High School, and Gateway will continue to be a testing center for TSI so that students may have more opportunities to test, which will increase their opportunities for taking dual enrollment classes. Strategy's Expected Result/Impact: Increase Dual Enrollment Participation Increase in College Readiness Increase Graduation Rates Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator Title I: 2.4, 2.5, 2.6		Formative			Summative
		Dec	Mar	May	June
					

Strategy 4 Details	Reviews			
Strategy 4: To increase the number of students graduating college and career, military ready students will be given the opportunity to test for the TSI, ACT and/or SAT. Strategy's Expected Result/Impact: Increase scores in: STAAR/EOC PBMAS TPRI ISIP Increase: Graduation Rates Number of student taking dual credit classes Number of students that are accepted at a University/College Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: Testing materials - 199 - General Fund - \$50,000, Extra Duty pay - 199 - General Fund - \$20,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 5 Details	Reviews			
Strategy 5: In order to increase the number of students that are college, career military ready, the San Benito CISD will provide students with a College & Career Center focused on assisting students with meeting all requirements for attending a University/College Strategy's Expected Result/Impact: Increase college awareness Increase completed college applications Increase matriculation into Universities/Colleges Staff Responsible for Monitoring: Chief Academic Officer Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: Go Center - 199 - State Gifted and Talented (G/T) - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

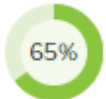
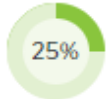
Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

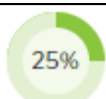
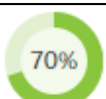
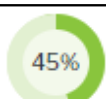
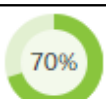
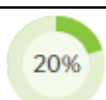
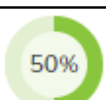
Performance Objective 1: ESSA: By July 2022, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

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

Strategy 1 Details	Reviews			
Strategy 1: In order to decrease the number of disciplinary referrals, SBCISD will provide staff development on both legal requirements an best practice for situations involving bullying, harassment, cyber safety, and abuse. Strategy's Expected Result/Impact: Decrease: Number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Funding Sources: - 265 - Title IV, Part A - \$25,000, - 255 - Title II, Part A, TPTR - \$10,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: To create a safe and secure environment for the students of SBCISD, all students and staff will receive training on safety and security measures and the effective implementation of these. Strategy's Expected Result/Impact: Decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Title I: 2.6 Funding Sources: - 265 - Title IV, Part A - \$1,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: To establish a collaboration between students and staff, SBCISD will conduct orientation meetings with students and staff to solicit feedback on the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures. Strategy's Expected Result/Impact: decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Funding Sources: - 199 - General Fund - \$1,500	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Establish a School Health Advisory Council (SHAC) to provide assistance and direction in informing students, parents/families, and the community of current issues regarding wellness, health, and safety. This will include nutrition programs, bullying awareness, alcohol/drug prevention, sex education programs, and the student dating violence policy. Strategy's Expected Result/Impact: decrease number of disciplinary referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Title I: 2.6 Funding Sources: - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 5 Details		Reviews			
Strategy 5: Through the use of the Raptor System, the Access Control System, and school-established campuses will maintain a safe and secure environment for each instructional facility. Strategy's Expected Result/Impact: Increase safety procedures for the SBCISD students Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Funding Sources: - 199 - General Fund - \$15,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 6 Details		Reviews			
Strategy 6: The SBCISD will provide staff development for the adoption and implementation of the PBIS disciplinary program on the district campuses. Strategy's Expected Result/Impact: Decrease number of discipline referrals Staff Responsible for Monitoring: Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Title I: 2.6 Funding Sources: - 199 - General Fund - \$10,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Plan, conduct, and coordinate the Health/Wellness events that promote healthy lifestyles through community organizations and district departments that provide health and wellness activities. Strategy's Expected Result/Impact: Fitness Gram results will indicate students are physical fitness levels are in normal range. Staff Responsible for Monitoring: PE Teachers Coaches Classroom Teachers		Formative			Summative
		Dec	Mar	May	June
					

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

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

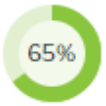
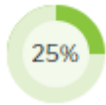
Performance Objective 2: ASP

Strategy 1 Details	Reviews			
Strategy 1: The After-School Program will coordinate and provide health/wellness opportunities for students and parents through academic and enrichment activities. Staff Responsible for Monitoring: After-school staff and campus administration Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: The After-School Program will launch a campaign to reduce substance abuse and gang affiliation at the middle schools and high school. Strategy's Expected Result/Impact: Reduce substance abuse and gang affiliation district-wide. Staff Responsible for Monitoring: After School Program Director/Site Coordinators and UTRGV social worker program (internship) Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: The After-School Program will provide engaging enrichment activities to keep our youth safe in a supportive environment. Strategy's Expected Result/Impact: Reduce substance abuse and gang affiliation district-wide. Staff Responsible for Monitoring: After Program School Director/Site Coordinators and UTRGV Social Workers (Internship Program) Funding Sources: - 352 - 21st Century Grant (9)	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 3: During the second semester of the 2022-2023 school year, counselors will provide guidance activities to 100% of 6th - 12th grade students on Dating Violence, including but not limited to, the definition of bullying, the legal framework, SBCISD policy, statistics, and consequences.

Evaluation Data Sources: SCUTA Counseling reports
Counselor's Scope and Sequence
Campus Counseling Plan

Strategy 1 Details	Reviews			
Strategy 1: Developmentally appropriate classroom presentations, will be conducted by counselors through students' classes. Strategy's Expected Result/Impact: Combined 50% decrease in reported and unreported incidents of dating violence on and off campus. Staff Responsible for Monitoring: Campus Administrators Counselors SBCISD Security Teachers Staff 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Informational posters on Dating Violence will be printed and displayed throughout each secondary campus. Strategy's Expected Result/Impact: Combined 50% decrease in reported and unreported incidents of dating violence on and off campus. Staff Responsible for Monitoring: Campus Administrators Counselors Teachers 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6 Funding Sources: Printing Costs - 289 - Title IV - \$500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: English and Spanish informational flyers will be mailed out with report cards and/or progress reports to all SBCISD parents during the second semester. Strategy's Expected Result/Impact: Combined 50% decrease in reported and unreported incidents of dating violence on and off campus. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6, 4.1	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: As a reinforcement of the Vector Solutions Safe Schools Training on Child Abuse conducted in August of 2021, a presentation for school staff will be provided by Maggie's House Staff in the Spring of 2022. Strategy's Expected Result/Impact: Reinforcement of August 2021 training to create a heightened awareness for staff. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Counselors will coordinate with their campus FACE liaison to provide a Dating Violence awareness and education session for parents. Strategy's Expected Result/Impact: Increased awareness among parents resulting in an increase of conversations between children and parents concerning the topic of Dating Violence. An increase in reports of Dating Violence. Staff Responsible for Monitoring: Campus Administrators Counselors Director of Family and Community Engagement 504/Dyslexia/Counseling Coordinator Title I: 4.1, 4.2	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 4: During the 2022-2023 school year, counselors will provide responsive services to 100% of students who disclose concerns regarding Dating Violence.

Evaluation Data Sources: SCUTA Counseling Reports
 Campus Counseling Plan
 Counseling Referrals
 Ripple Effects Reports
 Administrative incident reports

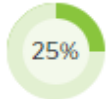
Strategy 1 Details	Reviews			
Strategy 1: Individual counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Group counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change, in a small group setting. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				

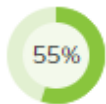
Strategy 3 Details		Reviews			
Strategy 3: Counselors will provide referrals to State and community social service agencies will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will benefit from receiving specialized and more targeted counseling services from community agencies. Staff Responsible for Monitoring: Counselor 504/Dyslexia/Counseling Coordinator Title I: 2.6		Formative			Summative
		Dec	Mar	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 5: During the second semester of the 2022-2023 school year, counselors will provide and/or facilitate developmentally appropriate Child Abuse Prevention guidance activities to 100% of PK-5th grade students.

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

Strategy 1 Details	Reviews			
Strategy 1: Developmentally appropriate classroom presentations, will be conducted by counselors through students' classes. Strategy's Expected Result/Impact: An increased awareness of what constitutes Child Abuse and where to go for help. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Awareness posters will be printed and displayed throughout each school, especially during March, which is National Child Abuse Prevention Month. Strategy's Expected Result/Impact: An increase of our students' awareness of what constitutes Child Abuse and where they can go for help. Staff Responsible for Monitoring: Campus Administrators Counselors Teachers 504/Dyslexia/Counseling Coordinator Funding Sources: Printing Costs - 289 - Title IV - \$500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: During the second semester of the 2021-2022 School year, English and Spanish informational flyers will be mailed out with report cards/progress reports to all SBCISD parents. Strategy's Expected Result/Impact: An increased awareness among our parents resulting in an increase in child/parent conversations and a decrease in reported and unreported cases. Staff Responsible for Monitoring: Campus Administrator Counselor 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6, 4.1	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Developmentally appropriate presentations by staff from Maggie's House will be scheduled by school counselors for grade levels and/or classrooms. Strategy's Expected Result/Impact: An increased awareness among our parents resulting in an increase in child/parent conversations and a decrease in reported and unreported cases. Staff Responsible for Monitoring: Campus Administrator Counselor 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: As a reinforcement of the Vector Solutions Safe Schools Training on Child Abuse conducted in August of 2021, a presentation for school staff will be provided by Maggie's House Staff in the Spring of 2022. Strategy's Expected Result/Impact: Reinforcement of August 2021 training to create a heightened awareness for staff. Staff Responsible for Monitoring: Campus Administrator Counselor 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 6: During the 2022-2023 School Year, counselors will provide responsive services to 100% of students who disclose concerns regarding Child Abuse to school staff.

Evaluation Data Sources: SCUTA Counseling Reports
Nursing Documentation
CPS Referrals
Counseling Referrals

Strategy 1 Details	Reviews			
Strategy 1: Individual counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Group counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change, in a small group setting. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide referrals to State and community social service agencies will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will benefit from receiving specialized and more targeted counseling services from community agencies. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 7: During the first semester of the 2022-2023 school year, counselors will provide and/or facilitate, 100% of 3rd-12th grade students with developmentally appropriate information explaining the detrimental effects of vaping, tobacco, drug, and/or alcohol use, including but not limited to the definition of, the legal framework, SBCISD policy, statistics, and disciplinary and legal consequences.

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

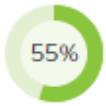
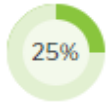
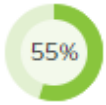
Strategy 1 Details	Reviews			
Strategy 1: Developmentally appropriate classroom presentations, will be conducted by counselors through students' classes. Strategy's Expected Result/Impact: An increased awareness of the detrimental effects of tobacco, drug, and/or alcohol use. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Developmentally appropriate posters will be printed and displayed throughout each school. Strategy's Expected Result/Impact: An increased awareness of the detrimental effects of tobacco, drug, and/or alcohol use and where to go for help. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				

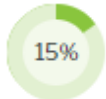
Strategy 3 Details	Reviews			
Strategy 3: During the first semester of the 2021-2022 school year, English and Spanish informational flyers will be mailed out with report cards/progress reports to all SBCISD parents. Strategy's Expected Result/Impact: An increased awareness among our parents resulting in an increase in child/parent conversations and a decrease in reported and unreported cases. Staff Responsible for Monitoring: Campus Administrators Counselors Title I: 2.6, 4.1	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Counselors will ensure that all schools will continue to plan and implement drug awareness and prevention activities throughout the year, but especially during Red Ribbon Week. Strategy's Expected Result/Impact: An increased awareness of the effects and consequences of drug, tobacco, and alcohol use. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: The SBCISD Police Department, guest speakers, and consultants will be invited to address students' awareness and questions on positive and negative behaviors, specifically as it applies to drugs, tobacco, and alcohol. Strategy's Expected Result/Impact: An increased awareness of the effects and consequences of drug, tobacco, and alcohol use. A decrease in experimenting with tobacco, drugs, and/or alcohol. Staff Responsible for Monitoring: Campus Administrators Counselors SBCISD Security Guest Speakers Consultants 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6 Funding Sources: - 289 - Title IV - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 8: During the 2022-2023 school year, counselors will provide responsive services to 100% of students who are subject to disciplinary action for, or for 100% of students who disclose concerns regarding vaping, tobacco, drug and/or alcohol use to school staff.

Evaluation Data Sources: SCUTA Counseling Reports
Counseling Referrals
Campus Counseling Plan

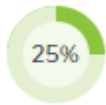
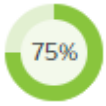
Strategy 1 Details	Reviews			
Strategy 1: Individual counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Group counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change, in a small group setting. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide referrals to State and community social service agencies will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will benefit from receiving specialized and more targeted counseling services from community agencies. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students returning from a treatment facility, or the District's Alternative Education Placement (PRC), will be assigned Ripple Effects lesson(s) by their counselor/administrator as part of their DAEP Counseling program and by their home campus as part of their transition plan when returning to campus. Strategy's Expected Result/Impact: A 25% decrease in repeated referrals to the District AEP. An increased awareness of positive and negative behaviors and a better understanding of self. Staff Responsible for Monitoring: PRC Administration PRC Counselor Home Campus Administration Home Campus Counselor 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 9: During the month of September of the 2022-2023 school year, counselors will provide guidance activities to address bullying, harassment and other concerning behaviors, including but not limited to the definition of bullying, the legal framework, David's Law, SBCISD policy, statistics, consequences, and STOPit, our anonymous reporting application to 100% of SBCISD students.

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

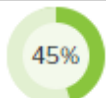
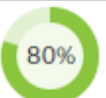
Strategy 1 Details	Reviews			
Strategy 1: Developmentally appropriate classroom presentations to "roll out" the SBCISD's bullying and concerning behaviors effort, to include but not limited to STOPit, will be conducted by counselors through students' classes. Strategy's Expected Result/Impact: An increased awareness of bullying, harassment, and concerning behaviors. A decrease in incidents involved bullying, harassment, and concerning behaviors. Staff Responsible for Monitoring: Campus Administrators Director of Student Services Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bullying Prevention/STOPit posters will be printed and displayed throughout each school. Strategy's Expected Result/Impact: An increased awareness of bullying, harassment, and concerning behaviors. A decrease in incidents involved bullying, harassment, and concerning behaviors. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6 Funding Sources: Printing Costs - 289 - Title IV - \$500	Formative			Summative
	Dec	Mar	May	June
				

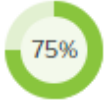
Strategy 3 Details	Reviews			
Strategy 3: During the first Quarter of the 2021-2022 school year, English and Spanish informational flyers will be mailed out with report cards/progress reports to all SBCISD parents. Strategy's Expected Result/Impact: An increased awareness among our parents resulting in an increase in child/parent conversations and a decrease in reported and unreported cases. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.5, 2.6, 4.1	Formative			Summative
	Dec	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students will be made aware of the STOPit Solutions website to report bullying and other behaviors of concern anonymously and in good faith. Strategy's Expected Result/Impact: An increased awareness of bullying, harassment, and concerning behaviors. A decrease in incidents involved bullying, harassment, and concerning behaviors. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: During the first semester of the 2021-2022 school year, counselors will coordinate with their campus FACE liaison to provide a Bullying and Concerning Behaviors awareness and education session for parents. Strategy's Expected Result/Impact: An increased awareness of bullying, harassment, and concerning behaviors. A decrease in incidents involved bullying, harassment, and concerning behaviors. Increased conversations between child and parents. Staff Responsible for Monitoring: Campus Administrators Director of Family and Community Engagement Counselors 504/Dyslexia/Counseling Coordinator	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 10: During the 2022-2023 school year, counselors will provide responsive services to 100% of students who are subject to disciplinary action for, or who disclose being a victim of bullying, and/or concerning behavior to school staff.

Evaluation Data Sources: SCUTA Counseling Reports
Campus Counseling Plan
Counseling Referrals

Strategy 1 Details	Reviews			
Strategy 1: Individual counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Group counseling will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will explore their feelings while working through challenging aspects of their lives they would like to change, understand themselves and others better, set personal goals, and work toward desired change, in a small group setting. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator	Formative			Summative
	Dec	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Referrals to State and community social service agencies will be offered by the school counselor as deemed appropriate. Strategy's Expected Result/Impact: Students will benefit from receiving specialized and more targeted counseling services from community agencies. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				

Strategy 4 Details		Reviews			
Strategy 4: Students will be assigned Ripple Effects lessons as deemed appropriate by the counselor and/or administrator. Strategy's Expected Result/Impact: Students will benefit from having the opportunity to increase their knowledge, their awareness, and socio-emotional skills by completing lessons in the Ripple Effects program. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator		Formative			Summative
		Dec	Mar	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

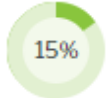
Performance Objective 11: During the 2022-23 School Year, the counselors will gather data by using the SCUTA counseling activities documentation platform, to determine the extent of the need of counseling, guidance and responsive services, needs for EC - 12 prevention, intervention, and post-vention programs.

Evaluation Data Sources: SCUTA Counseling Reports

Campus discipline referrals

Texas Youth Tobacco Survey

Texas Youth Drug and Alcohol Survey

Strategy 1 Details	Reviews			
Strategy 1: During the 2021-2022 school year, the SBCISD will facilitate the administration of an anonymous youth drug and alcohol survey to a random sample of our secondary school students, sponsored and designed by the Texas Department of State Health Services and facilitated by the Public Policy Research Institute at Texas A&M University. Strategy's Expected Result/Impact: Data will be used to determine the extent of a need for a drug prevention, intervention, and post-vention program. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6 Funding Sources: Survey Administration/Analysis - 289 - Title IV - \$2,500	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: During the 2021-2022 school year, counselors will collect data from all campus discipline referrals and screened for drug and alcohol related referrals, including but not limited to Alternative Education Placement. Strategy's Expected Result/Impact: Data will be used to determine the extent of a need for a drug prevention, intervention, and post-vention program. Staff Responsible for Monitoring: Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 12: During the 2022-2023 School Year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

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

Strategy 1 Details	Reviews			
Strategy 1: Counselors will attend conferences/workshops specifically addressing the issues of chemical dependency. Strategy's Expected Result/Impact: An increase in knowledge and skills pertaining to drug and alcohol prevention, intervention, and post-vention practices. Staff Responsible for Monitoring: Director of Professional Development Campus Administrators Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6 Funding Sources: Professional Development - 289 - Title IV - \$20,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: A committee of counselors will work on a PK-12 curriculum to address the drug and alcohol prevention, intervention, and postvention facets using a research-based developmentally appropriate materials and approach, should there be a need to seek SBCISD Board approval. Strategy's Expected Result/Impact: An increase in knowledge and skills pertaining to drug and alcohol prevention, intervention, and post-vention practices, resulting in a custom-made curriculum that best fits the needs of our students.. Staff Responsible for Monitoring: Counselors 504/Dyslexia/Counseling Coordinator Title I: 2.6 Funding Sources: Extra Duty Pay - 289 - Title IV - \$12,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will attend a refresher professional development sessions on suicide awareness, prevention, and intervention, counseling theories, human trafficking, as well as group counseling dynamics.. Strategy's Expected Result/Impact: An increase in counselor knowledge and skills to ensure a safer environment conducive to learning. Staff Responsible for Monitoring: 504/Dyslexia/Counseling Coordinator University Consultants Title I: 2.6 Funding Sources: Consultant Fees - 289 - Title IV - \$10,000	Formative			Summative
	Dec	Mar	May	June
	 40%	 85%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 13: During the 2022-2023 School Year, counselors will provide and/or facilitate guidance activities addressing mental health to include, but not limited to, anxiety, fear, COVID concerns, stress management, to 100% of our students.

Evaluation Data Sources: SCUTA Counseling Reports
Campus Counseling Plan
Ripple Effects Reports

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 14: During the 2022-2023 School Year, counselors will provide responsive services to 100% of students who exhibit mental health concerns to include, but not limited to, self harm ideation, threatening comments and/or behavior with respect to other students, the school, and school staff.

Evaluation Data Sources: SCUTA Counseling Reports
Campus Counseling Plan
Threat Assessment Team Documentation
Counseling Referrals

Goal 4: SBCISD will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 15: During the 2022-2023 School Year, all counselors will use the SCUTA counseling activities platform to establish compliance with the requirements of SB 179 (aka, the 80/20 rule).

Evaluation Data Sources: SCUTA Counseling Reports
Campus Guidance Plan

Goal 5: SBCISD will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2021-2023 school year.

Performance Objective 1: By May 2023, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Review district and campus documentation to include: invitations, sign in sheets, agendas, and meeting notes.

Review the parent policies and compacts both at the district and campus level.

Review methods used to distribute the compliance information.

Review assessment and achievement data.

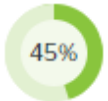
Strategy 1 Details	Reviews			
Strategy 1: Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. Ensure that the parents (families) of all elementary students are provided a school/parent compact during a parent/teacher conference within the 2022-2023 school year. Strategy's Expected Result/Impact: Increase community engagement by 5%; validated through parent/community session sign-in sheets. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.6, 4.1, 4.2 Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 2 Details		Reviews			
Strategy 2: Conduct at least two annual Title I meetings at each Title I campus (district-wide). The meetings should be held on two different dates and different time periods Strategy's Expected Result/Impact: Ensure ESSA Title I Part A Parental Engagement requirements for all SBCISD Campuses are met. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.6, 4.1, 4.2 Funding Sources: - 211 - Title I, Part A - \$1,000		Formative			Summative
		Dec	Mar	May	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide a district-wide Family and Community Engagement activities for students, parents, families, and the community. These activities may include sessions on specific topics, family conferences, and student events. The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Strategy's Expected Result/Impact: Provide awareness in the areas of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$50,000, - 211 - Title I, Part A - \$20,000		Formative			Summative
		Dec	Mar	May	June
					

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental assistance to the Campus FACE Centers and Parent Specialists that provide educational-related services for parents and families of Title I students. Coordinate through the District Family and Community Engagement Department, activities to assist, inform, and support students, parents, families, and the community to be active partners in the education of all students enrolled in SBCISD. Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$30,000, - 211 - Title I, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Actively invite and recruit parents (families) to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), School Health Advisory Committee (SHAC), and Campus Level Site-Based Decision-Making Committees (SBDM), PTA/PTO, or Special Topic Task-force or Focus Groups. Also assist with inviting and recruiting parents for in the Migrant Parent Advisory Council (PAC) for Migrant Education, Federal and Title Programs, Bilingual Parent Committees including serving as a member of LPACC. Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$1,000, - 211 - Title I, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 6 Details	Reviews			
Strategy 6: Actively recruit and engage parents and families to participate in campus and district-wide services that include student academic offerings, adult education opportunities, college and career readiness, and health, social, and mental health awareness. Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$5,000, - 211 - Title I, Part A - \$5,000, - 265 - Title IV, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 7 Details	Reviews			
Strategy 7: The District Homeless Liaison and the Family and Community Engagement Department staff will conduct an assessment of each student and family that is referred for McKinney Vento homeless services. This will also extend to students and families serviced under the 2022-2023 Texas Homeless Children and Youth Grant awarded to San Benito CISD. Strategy's Expected Result/Impact: Ensure that all identified homeless students receive the resources necessary to attend school, are supported with academic interventions, and are provided with a well-rounded educational experience. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 - Title I, Part A - \$20,000, - 211 - Title I, Part A - TEHCY Grant - \$19,800	Formative			Summative
	Dec	Mar	May	June
				

Strategy 8 Details	Reviews			
Strategy 8: The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, career and technology programs, and other support services the district provided students. Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$5,000, - 244 - Perkins Career and Technical Education (Fed - \$10,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 9 Details	Reviews			
Strategy 9: To promote and actively engage students, parents (families), and staff to participate and understand all bilingual education opportunities through periodically planned parent meetings and training sessions at the FACE Campus Parent Centers or other district events. Strategy's Expected Result/Impact: Increase family engagement with support and participation in the educational process of their children Increase scores on: STAAR/EOC and TELPAS Staff Responsible for Monitoring: Principals, Campus Administrators, Director of Bilingual Education, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1 Funding Sources: - 263 - Title III, LEP - \$500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 10 Details	Reviews			
Strategy 10: The Family and Community Engagement Department Staff will attend staff development and training within the district, within the Region One ESC services area, through various social services agencies and educational institutions, and State Level Title I Statewide Conferences, Homeless Organizations Training, ACET Conferences, Sessions, and other approved education-related training. Strategy's Expected Result/Impact: Ensure all FACE Department Staff receives continued and up to date professional development in their assigned service areas, Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1 Funding Sources: - 199 - General Fund - \$10,000, - 211 - Title I, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide students, parents, families, and the community sessions on State STAAR and EOC testing requirements, LPAC, TELPAS, TEKS Resource System, and college prep PSAT, TSI, and SAT/ACT testing information. These sessions will also include information on academic interventions for at-risk students such as RtI, extended day tutorials, school day intervention sessions, Saturday Academies, and approved sessions targeting improved student achievement. Strategy's Expected Result/Impact: Increase STAAR/EOC scores, college readiness, and overall student academic achievement. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$2,000	Formative			Summative
	Dec	Mar	May	June
				

Strategy 12 Details	Reviews			
Strategy 12: Provide district-level family engagement learning opportunities for parents and families with students in Title I schools utilizing a researched-based program or curriculum (ex.-PRACTICAL PARENTING EDUCATION). Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$5,000, - 211 - Title I, Part A - \$5,000	Formative			Summative
	Dec	Mar	May	June
				
Strategy 13 Details	Reviews			
Strategy 13: Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities. Strategy's Expected Result/Impact: The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 4.1, 4.2 Funding Sources: - 211 - Title I, Part A - \$1,500	Formative			Summative
	Dec	Mar	May	June
				

Strategy 14 Details	Reviews			
Strategy 14: The FACE Department staff includes a Director, Secretary, and (17) Parental Specialists to be the direct delivery staff that will build capacity between the district and the students, families, and community. Those FTEs will be split funded for the Director and Department Secretary with 50% Title 1 and 50% Local funding. The (17) Parent Specialist are fully funded with Title I funds. Additionally, the FACE Department staff includes (5) Attendance Officers that provide daily monitoring of student attendance (ADA), truancy interventions, and dropout prevention activities. Those FTEs are fully funded with Local Funds. Strategy's Expected Result/Impact: Increase family and community engagement Increase student attendance (ADA) rates Promote career and college readiness Support At-Risk students including foster care and McKinney Vento Homeless Increase scores: STAAR/EOC, TELPAS, ISIP, PBMAS Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 - Title I, Part A, - 212 - Title I, Part C, Migrant, - 199 - General Fund	Formative			Summative
	Dec	Mar	May	June
				
Strategy 15 Details	Reviews			
Strategy 15: The FACE Department will support all activities that will adhere to the Texas School Compulsory Attendance Laws and follow HB 2398 for Truancy Prevention Measures for students experiencing truancy and excessive unexcused absences. As a district-wide incentive, a Student and Teacher Attendance Incentive Program will be implemented that will promote high ADA rates and award students for meeting district attendance goals and perfect attendance. Strategy's Expected Result/Impact: Improve district and campus-level Average Daily Attendance (ADA) Implement a Student and Teacher Attendance Incentive Program (Each Six Weeks Period) Improved ADA will also result in a strong academic preparation for State assessments and tests. Staff Responsible for Monitoring: Principals, Campus Administrators, Executive Director of Administrative Services, Director of Family and Community Engagement, Parent Specialists and Attendance Officers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$100,000	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: SBCISD will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

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

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

Strategy 1 Details	Reviews			
Strategy 1: HVAC department will maintain and replace Boilers, Chillers and Air Handlers as needed to assure optimum performance of HVAC systems. Strategy's Expected Result/Impact: Improved Air Quality Staff Responsible for Monitoring: HVAC Director Title I: 2.5 Funding Sources: Chillers, Boilers, Air Handlers and equipment. - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: SBCISD will maintain all supplies needed to manage and run a successful HVAC Department. Strategy's Expected Result/Impact: Supplies check list, Employee list, Adequate parts and materials to sustain the HVAC Department. Staff Responsible for Monitoring: HVAC Director Title I: 2.5 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: SBCISD will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

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

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

Strategy 1 Details	Reviews			
Strategy 1: SBCISD Maintenance Department will assure all cleaning materials and equipment are on hand and ready for use for sanitization purposes. Title I: 2.5 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintenance Department will work on replacing all carpets in the district with allergy resistant flooring. Strategy's Expected Result/Impact: Reduce the spread of infectious diseases. Staff Responsible for Monitoring: Director of Maintenance. Title I: 2.5 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: SBCISD will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 3: SBCISD Will maintain a transportation department with plans to assure that all transportation services are maintained clean and disinfected for the safety of staff and students.

Strategy 1 Details	Reviews			
Strategy 1: SBCISD Transportation Department will maintain the appropriate number of Busses for student transportation to help with social distancing. Strategy's Expected Result/Impact: Decrease the Spread of infectious diseases. Staff Responsible for Monitoring: Transportation Director Title I: 2.4, 2.6	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: SBCISD will equip Busses with Air Purification devices to help battle the spread of infectious diseases. Strategy's Expected Result/Impact: Help in decreasing the spread of infectious diseases. Staff Responsible for Monitoring: Transportation Director Title I: 2.4, 2.6 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: In the event of students a District having to switch to Virtual learning, the Transportation department will be used for student meal delivery as needed for a continuum of educational services. Strategy's Expected Result/Impact: Continuum of Educational services Staff Responsible for Monitoring: District Administrator, Transportation Director Title I: 2.4, 2.5, 2.6 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: SBCISD will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 4: SBCISD will maintain proper documentation of COVID Testing, Close Contact Tracing and maintain an up to date "Return to School Plan".

Evaluation Data Sources: Medical Record keeping, Student and staff COVID tracking

Strategy 1 Details	Reviews			
Strategy 1: SBCISD will maintain all nurses stations with the adequit supplies and tools for campuses nurses to address any Strategy's Expected Result/Impact: Provide proper services for students Staff Responsible for Monitoring: Campus Nurses Title I: 2.5, 2.6 Funding Sources: Nurse Supplies / Nurses station Supplies - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: SBCISD will utilize District Administrators and Campuses Nurses to perform COVID Testing. Strategy's Expected Result/Impact: Slow the spread of COVID 19 / Staff Responsible for Monitoring: District Administration / Campus Nurses Title I: 2.4, 2.5, 2.6 Funding Sources: - ESSER III	Formative			Summative
	Dec	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue the implementation of Professional Learning Communities (PLCs) districtwide.
1	2	1	1) In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 4 weeks of enrollment for English Language Learners.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>

Plan Notes

Friday, August 25, 2017 10:27 AM

Good Morning Mrs. Trevino,

Please be advised that you are now the point person in charge of ensuring that the DIP is completed as well as ensuring that the campus principals complete their CIPs as well. Mrs. Servellon is out today; however, please meet with her on Monday so that she can catch you up on where she is leaving off with these projects.

Thank you!

Raul J. Treviño

Executive Director for Leadership & Performance

956-361-6100

rjtrevino@sbcisd.net

Transition meeting with Mrs. Trevino

August 28th 2017 @ 8:30am-10:30

Review of CNA, goals, performance objectives, strategies, problems/root causes, strengths, and budgetary documentation.

District Funding Summary

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	12		289-13-6291	\$213,400.00
4	3	2	Printing Costs		\$500.00
4	5	2	Printing Costs		\$500.00
4	7	5			\$5,000.00
4	9	2	Printing Costs		\$500.00
4	11	1	Survey Administration/Analysis		\$2,500.00
4	12	1	Professional Development		\$20,000.00
4	12	2	Extra Duty Pay		\$12,000.00
4	12	3	Consultant Fees		\$10,000.00
Sub-Total					\$264,400.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials		\$300,000.00
1	1	14	CIS Staff	199 30 A	\$150,000.00
1	1	15	Summer School		\$200,000.00
1	1	16			\$25,000.00
1	1	19	Lead teacher stipends		\$500,000.00
1	1	23			\$0.00
1	4	4			\$0.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	4	Consultant		\$75,000.00
2	1	8	staff development		\$15,000.00
3	2	1	Resources		\$20,000.00
Sub-Total					\$1,345,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Software		\$75,000.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	6	2			\$0.00
2	1	4	consultant		\$75,000.00
2	1	9			\$2,500.00
2	1	11	Professional FTE		\$150,000.00
2	1	11	Paraprofessional FTE		\$75,000.00
2	2	1			\$0.00
2	2	3			\$0.00
3	1	1	Professional FTE		\$100,000.00
3	1	1	Paraprofessional FTE		\$75,000.00
3	1	3	Testing		\$50,000.00
3	2	4	Testing materials		\$50,000.00
3	2	4	Extra Duty pay		\$20,000.00
4	1	3			\$1,500.00
4	1	4			\$1,000.00
4	1	5			\$15,000.00
4	1	6			\$10,000.00
5	1	3			\$50,000.00
5	1	4			\$30,000.00
5	1	5			\$1,000.00
5	1	6			\$5,000.00
5	1	8			\$5,000.00
5	1	10			\$10,000.00
5	1	11			\$2,000.00
5	1	12			\$5,000.00
5	1	14			\$0.00
5	1	15			\$100,000.00
Sub-Total					\$908,000.00

199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		199 11A	\$20,000.00
1	3	9			\$0.00
3	1	6			\$500.00
Sub-Total					\$20,500.00
199 - State Special Education (State SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Resources/Services		\$500,000.00
1	1	15	Summer School		\$50,000.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
2	1	2	staff development and supplies		\$10,000.00
2	1	10	staff development		\$15,000.00
Sub-Total					\$575,000.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Summer School		\$50,000.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
2	1	3	staff development and supplies		\$45,000.00
2	1	8	staff development		\$5,000.00
2	1	10	staff development		\$15,000.00
Sub-Total					\$115,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	RtI Teachers		\$900,000.00
1	1	4	TEKS Resource System		\$55,000.00
1	1	4	Eduphoria		\$40,000.00
1	1	5	Benchmark printing		\$2,000.00
1	1	6	Reading Resources		\$200,000.00
1	1	8	resources and supplies		\$10,000.00
1	1	9	CNA/CIP meetings	211	\$8,000.00
1	1	10	Software	Writing	\$35,000.00
1	1	12	Hardware		\$600,000.00
1	1	12	software		\$10,000.00
1	1	15	Summer School		\$200,000.00
1	1	16	Consumable Supplies		\$25,000.00
1	1	21			\$86,940.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	6	1	ESSER Funding		\$0.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	4	Consultant		\$75,000.00
2	1	5	Staff Development		\$10,000.00
2	1	6	Staff Development		\$5,000.00
2	1	8	staff development		\$25,000.00
2	1	10	staff development		\$150,000.00
2	2	2	Professional Development		\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Staff Development		\$15,000.00
3	2	2	Naviance		\$50,000.00
3	2	2	staff development supplies		\$5,000.00
5	1	1			\$1,000.00
5	1	2			\$1,000.00
5	1	3			\$20,000.00
5	1	4			\$5,000.00
5	1	5			\$5,000.00
5	1	6			\$5,000.00
5	1	7			\$20,000.00
5	1	7		TEHCY Grant	\$19,800.00
5	1	10			\$5,000.00
5	1	12			\$5,000.00
5	1	13			\$1,500.00
5	1	14			\$0.00
Sub-Total					\$2,655,240.00
212 - Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials	100000	\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
1	5	10			\$0.00
5	1	14			\$0.00

212 - Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
224 - IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials		\$0.00
1	1	13	Resources		\$50,000.00
1	1	15	ESY		\$25,000.00
1	1	16			\$20,000.00
1	4	1			\$0.00
2	2	5			\$0.00
Sub-Total					\$95,000.00
225 - IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
244 - Perkins Career and Technical Education (Fed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8			\$10,000.00
Sub-Total					\$10,000.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	255	\$10,000.00
1	3	7			\$0.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	4	Consultant		\$15,000.00
2	1	5	general supplies		\$1,500.00
2	1	6	General Supplies		\$1,500.00
2	1	10	staff development		\$135,000.00
2	1	13	G.O.L.D. Academy promotional items and books for book study		\$5,000.00
2	2	1			\$0.00
2	2	5			\$0.00

255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	staff development		\$50,000.00
4	1	1			\$10,000.00
Sub-Total					\$288,000.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
5	1	9			\$500.00
Sub-Total					\$500.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$25,000.00
4	1	2			\$1,000.00
5	1	6			\$5,000.00
Sub-Total					\$31,000.00
276 - Texas Title I Priority Schools					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Eudophoria		\$125,000.00
Sub-Total					\$125,000.00
199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	GT testing Materials		\$75,000.00
1	1	18	Naviance College Readiness		\$5,000.00
1	1	18	Encore Summer Camp Program		\$50,000.00
1	1	18	GT staff development		\$10,000.00
1	1	18	GT Stipends		\$10,000.00
2	1	7	stipends		\$100,000.00
2	1	7	staff development		\$150,000.00
3	2	5	Go Center		\$5,000.00
Sub-Total					\$405,000.00

352 - 21st Century Grant (9)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	22			\$0.00
1	1	24			\$0.00
1	1	25			\$0.00
1	1	26	After School Program		\$750,000.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$750,000.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$126,000.00
1	1	6	Tutors		\$126,000.00
1	1	26	Tutors		\$126,000.00
2	2	1			\$0.00
2	2	4			\$0.00
2	2	6			\$0.00
6	1	1	Chillers, Boilers, Air Handlers and equipment.		\$0.00
6	1	2			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	3	2			\$0.00
6	3	3			\$0.00
6	4	1	Nurse Supplies / Nurses station Supplies		\$0.00
6	4	2			\$0.00
Sub-Total					\$378,000.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: San Benito CISD
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Alfredo Perez
Date: July 28, 2021

School Year: 2021-2022

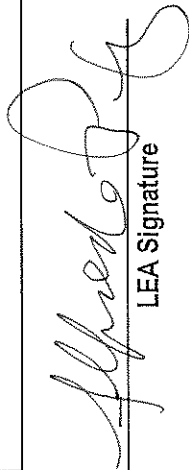
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
Provide supplemental instructional and support to Priority for Service (PFS) Students, to ensure students are college, career and military ready	100% of PFS students will have available access to instructional opportunities to support the individual needs. Provide support services for our PFS students that target areas of need in the order to increase scores of the state academic achievement standards. Utilize various testing measures to monitor student progress

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	MEP Director	NGS PFS Monthly Reports

Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 10	MEP Director	
Additional Activities			
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September - May	Migrant Director/NGS Clerk/MEP Staff	NGS PFS Reports Signature Logs
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Quarterly	Migrant Director/ MEP Staff/Teachers	Parent Meetings Sign in Agendas, Contact Logs, Signature Logs
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Quarterly	Migrant Director/ MEP Teachers	Parent Contacts Logs/Signature Logs, Progress Reports
Additional Activities			
Provide services to PFS migrant students.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Quarterly	Migrant Director/ MEP Staff/Teachers	Daily Logs, Schedules, PFS Students Progress Review, Progress Reports
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Quarterly	Migrant Director/ MEP Staff/Teachers	Daily Logs, Schedules, PFS Students Progress Review, Progress Reports, Expenditure

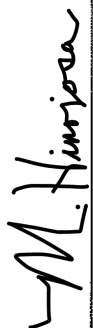
			Reports, and Title 1 Part C Budget Report
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.			
Additional Activities			
▪			



 LEA Signature

 7-28-21

 Date Completed



 ESC Signature

 07/28/2021

 Date Received

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 (2) U.S.C. 6394(d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	▪ Who have made a qualifying move within the previous 1-year period; <u>AND</u> ▪ Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	▪ Who have made a qualifying move within the previous 1-year period; <u>AND</u> ▪ Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component <u>or</u> ▪ For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: San Benito CISD
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Alfredo Perez
Date: August 2, 2022

School Year: 2022-2023

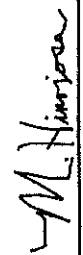
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):
Provide supplemental instructional and support to Priority for Service (PFS) Students, to ensure students are college, career and military ready	100% of PFS students will have available access to instructional opportunities to support the individual needs. Provide support services for our PFS students that target areas of need in the order to increase scores of the state academic achievement standards. Utilize various testing measures to monitor student progress

Required Strategies				Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.					
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.				MEP Director	NGS PFS Monthly Reports

Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 5	MEP Director	PFS Action Plan
Additional Activities			
Required Strategies			
	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September - May	Migrant Director/NGS Clerk/MEP Staff	NGS PFS Reports Signature Logs
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Quarterly	Migrant Director/MEP Staff/Teachers	Parent Meetings Sign in Agendas, Contact Logs, Signature Logs
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children.	Quarterly	Migrant Director/MEP Teachers	Parent Contacts Logs/Signature Logs, Progress Reports
Additional Activities			
Provide services to PFS migrant students.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Quarterly	Migrant Director/MEP Staff/Teachers	Daily Logs, Schedules, PFS Students Progress Review, Progress Reports
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Quarterly	Migrant Director/MEP Staff/Teachers	Daily Logs, Schedules, PFS Students Progress Review, Progress Reports, Expenditure

				Reports, and Title 1 Part C Budget Report
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Monthly		MEP Director	PFS Teacher Lpgs
Additional Activities				
The PFS Migrant students in grades 9-12 will receive counseling services once each semester.	Once each Semester		MEP Director/MEP Staff/Teachers	Agendas and Signature Logs

LEA Signature ESC Signature Date Completed Date Received

8-2-22 8/2/2022