

San Benito Consolidated Independent School District



San Benito High School

2025-2026 Campus Improvement Plan

Mission Statement

San Benito High School empowers students by using innovative instructional strategies that encourage critical thinking thus ensuring our students have the skills needed to impact the world as collaborative and open-minded leaders.

Vision

With passion and perseverance, the San Benito High School community takes pride in educating students academically and through extra-curricular opportunities that sharpen individual innate skills and prepare students for college and career readiness.

Value Statement

SAN BENITO HIGH SCHOOL BELIEVES IN:

LEARNING TODAY, LEADING TOMORROW

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Comprehensive Needs Assessment

Demographics

Summary

WHO ARE WE?

San Benito High School is a 10th-12th Grade campus which currently maintains a number of high performing programs. Based on the 2024-2025 District Accountability Rating San Benito High School was rated as a "D" with an overall scaled score of 69. The breakdown of the Accountability Rating Summary is as follows:

	Scaled Score
Overall	69
Student Achievement	69
STAAR Performance	65
College, Career and Military Readiness	73
Graduation Rate	70
School Progress	74
Academic Growth	54
Relative Performance (Eco. Dis. 81%)	74
Closing the Gaps	61

With the new state accountability measures, the predicted rating for the HS is a D for the 2024-2025 school year; many stakeholders including teachers, administrators, specialists and district-level leadership all come together to develop and implement the improvement plan and other initiatives to improve our accountability rating.

Our staff is highly qualified, fully certified and provide educational opportunities to all students including Gifted and Talented, CTE, ESL, Title I, Fine Arts, and Athletics. Our philosophy as a campus and as a working organization is to produce the best well-rounded students who are ready to tackle the challenges of the 21st Century.

Based on the district enrollment for 2024-2025 San Benito High School had a population of 2058 students. The campus classifies as a 6A school under UIL. The age of students at our campus ranges from 15 to 18 but also includes an 18+ population. SBHS is the only campus in the San Benito school district for grades 10-12 and is located at 450 S. Williams Road in San Benito Texas. San Benito high school houses many of our programs and facilities on site including all athletic fields (i.e. softball, baseball, tennis, football, and track) and we do have a few programs that are housed at Veterans Memorial Academy which is the 9th grade campus for the school district. Any students currently residing within the approximately 111 square miles of the San Benito school district zone are admitted along with any students from outside of our district contingent on them providing their own transportation. The school has students who live nearby and commute on foot (15 minute walk) and also accounts for students who travel as much as 14 miles to get to school by bus (roughly 30 min bus ride). San Benito High School is the only high school in city with a population of 24,780.

STUDENTS

Based on the TEA 2024 Fall Preliminary Data, the ethnic distribution at SBHS (San Benito High School) is as follows:

- African American 0%
- Hispanic 98.5%
- White 0.90%
- Asian 0%
- All other Race/Ethnicity categories are 0.60%

Since the population is predominantly Hispanic there is also a greater need for the Spanish language to be spoken in maintaining

communication with student's households.

Enrollment by student group is as follows:

- 81% Economically Disadvantaged
- 10.81% Special Education
- 12.88% Emergent Bilingual
- 18.3% of the student population are mobile
 - For the 2023-2024 school year SBHS had 413 students classified as mobile.
- 6.51% Migrant (Fall 2025 Data, On Data Suites)
 - For students who are migratory, we provide Migrant services including counseling, academic supports, and specific college and career guidance.

At SBHS, 48.99% of the 2024-2025 student population was identified as At-Risk.

Attendance Rate at SBHS for 2024-2025-86.6%

The Class of 2025 had a graduation rate of 91.8%. This was an decrease from the graduation rate of 94.3% for the class 2023. Multiple graduation initiatives exist to include access to the Gateway for Graduation Academy to help students who are in danger of dropping out or not completing their graduation plans in time in order to help support a high graduation rate.

Many students graduating from SBHS procure either a trade/industry certification through our CTE programs while enrolled in our school or continue on to a 2-year college (e.g. Texas State Technical College in Harlingen). A lower number of students graduating from SBHS procure Dual-Enrollment credits and go on to a 4-year college. Along with this are also students who do not complete any college hours and go straight to a 4-year university. A majority of the students attending either a 2 or 4 year college graduating from SBHS remain in-state for their postsecondary education.

The student enrollment for 2024-2025 by special program are as follows:

- EB (formally ESL) - 12.88%
- G/T - 4.08%
- Special Education - 10.3%
- Section 504 - 6.19
- Immigrant - 0.97%

SBHS currently has a population of 64 Homeless students and 6 students who are in Foster Care. Students are put in contact with Communities in Schools and families are provided assistance. Assistance comes in the form of food, clothing, supplies and access to local shelters and other resources.

STAFF QUALITY, RECRUITMENT AND RETENTION

During the 2024-2025 school year SBHS has a total staff of 199.6. This is comprised of:

- 214 Professional Staff
- 54 Teachers
- 33 Professional Support
- 7 Campus Administration
- 27 Educational Aides.

All staff is highly qualified and certified. 106.1 teachers hold Bachelor's Degrees, 35 teachers hold Masters Degrees.

The level of experience amongst teachers is as follows:

- Beginning - 4.4%
- 1-5 Years - 33%
- 6-10 Years - 32.6%
- 11-20 Years - 49.9%
- 21-30 Years - 13.2%
- Over 30 Years - 14.7%

Provided this data, it is evident there is a great need for teacher development and support provided a large group of teachers are within the 0-5 Years of experience.

Educational Aides are all certified and are indispensably used across the campus but primarily with our Special Needs Sub-groups, especially with Life Skills and Behavior Management Units.

New teachers are provided a mentor teacher to provide support and someone to refer to. At the district level, new teachers receive additional support in the form of experienced mentors and continuous professional development. The Human Resources Department has a Mentor Teacher Facilitator who ensures all new teachers are designated mentors and additional supports as needed.

Many of the professional development needs of the campus are determined by academic areas of improvement, but current district initiatives are driving the course of campus professional development. Three major initiatives include:

- A partnership with Capturing Kids Hearts to train coach and support our professional staff to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture and student connectedness
- Implementation of the TEKS Resource System as the base curriculum for all core-content courses
- Support of Lead4Ward strategies and tools to support student achievement and growth.
- Professional development to re-energize the Collaborative Training Meetings (CTM's) which use the PLC process to guide our lesson planning and student growth models
- Using the Fundamental 5 book as a guide for campus and district level Power Walks to observe lesson delivery and meaningful follow-up with teachers to drive student growth

Principals and other school leaders attended Lead4Ward conferences to garner a better understanding of the tools and resources which will support academic success in the core content areas. All other areas of the school (Electives, CTE, and Athletics) seek out and attend professional development sessions or conferences based on their departmental needs.

All professional staff is evaluated on a yearly basis and provided feedback, tools, resources and action plans for improving their performance. Teachers in particular who have students performing at a low level are conferenced with by an administrator. San Benito High School has a Campus Plan of Action that includes having at least one Differentiated Instruction Representative per department. Each Department will be updated at least once per semester.

Core-content area teachers all partake in Collaborative Training Meetings which use the Professional Learning Community process to guide their discussion process on lesson planning and student learning objectives. Teachers are provided at least two 90 or 61 minute sessions a week to share and speak about best practices based on their data and their own observations and experiences. Teachers, though, may benefit from opportunities to observe or partner up with effective teachers in order to improve the quality of their lesson delivery and overall professional performance.

All FTE's are evaluated for their professional performance either using T-TESS.

The average class size at SBHS is 21.4. The average is low because of specialty classes and programs which allow only for very few students to enroll because of program restrictions. General Education core content classrooms, though, typically account for over 20 students and can reach up to 32-34 students in some cases.

PARENTS/GUARDIANS and COMMUNITY

Based on the US Census Bureau 2022 data, the median household income in San Benito is currently \$38,100 and the city has a 29.8% poverty rate. The percent of the population who are high school graduate or higher is 29.8% and 8.6% have a Bachelor's degree or higher.

Community expectations for SBHS graduates are of course to attend college but a greater number of households want their students to be workforce ready and expect the school and its programs to prepare them.

A juvenile detention center (Darrell Hester) is located in San Benito. It services our students as well as neighboring school districts. SBHS provides core content instruction to the Serving Children and Adults in Need (SCAN) Youth Recovery Home in San Benito. The Youth Recovery Home is a gender specific residential substance abuse treatment program for male adolescents ages 13 to 17 who are dependent on drugs and/or alcohol.

Adult Education is available through the local Adult Literacy Center. SBCISD also tries to help individuals seeking adult education.

There are currently no colleges or universities located in San Benito but the school district does maintain a partnership with Texas Southmost College offering our students opportunities to garner college credit.

Strengths

SBHS DEMOGRAPHIC STRENGTHS:

- Highly-qualified and fully certified staff
- High Graduation Rates
- CTE programs

- Improved CCMR (IBC's/TSI)
- Data Driven PLC's
- Partnerships with Colleges and Universitites (TSC/UT)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.	Lack of follow through with systematic supports for low performing students to increase academic success.
2 ★	Student attendance rate is low.	Lack of student engagement or connection to school.

★ = Priority

Student Learning

Summary

San Benito High School reviewed the 2023 - 2024 Texas Academic Performance Report (TAPR) report, the Campus Report card and the Results-Driven Accountability (RDA) reports to analyze the student learning. The summary is focused on areas of concern for San Benito High School.

First is the performance on all STAAR End of Course (EOC) exams among all student populations. There was some improvement in student STAAR EOC passing percentages but the campus is below the state average passing rate for ELA and Mathematics. Based on the 2023-2024 TAPR report and TEA accountability for 2024-2025 San Benito High School's passing rate was as follows:

EOC Exam	2022 Passing Percent	2023 Passing Percent	2024 Passing Percent	Increase/Decrease
ELA 1	28%	40%	34%	-6%
ELA 2	57%	64%	69%	+5%
Algebra 1	41%	66%	68%	+2%
Biology	47%	50%	66%	+16%
US History	82%	91%	94%	+3%

EOC 2024-2025 SY	Fall 2024 Percent	Spring 2025 Percent
ELA 1	18%	13%
ELA 2	42%	48%
Algebra 1	35%	32%
Biology	56%	48%
US History	88%	89%

The majority of students attending San Benito High School have taken their ELA1, Algebra 1, and Biology STAAR End of Course (EOC) exams while attending Veterans Memorial Academy or any one of the district's middle school campuses. Students taking the ELA 1, Algebra 1, and Biology exams at San Benito High school didn't meet grade level as a "first-time tester" and are placed in Algebraic Reasoning and/or Research & Technical Writing courses to remediate learning for the STAAR EOC exams. SBHS does receive a small percentage of students who haven't taken Algebra 1, Biology, or ELA 1 before enrolling at the high school. SBHS ensures it's up-to-date on all TEA-approved accommodations that can be provided to students.

SBHS constantly updates the technology necessary for the successful administration of state online assessments. Working with the technology department, SBHS annually conducts a technology inventory to identify technology needing replacement due to wear and tear.

The following data shows growth in the number of students passing at Meets or Masters:

Exam	Meets Percent	Meets Increase/Decrease	Masters Percent	Masters Increase/Decrease
ELA 1	7%	+0%	0%	+0%
ELA 2	45%	+10%	+4%	+1%
Algebra 1	8%	+0%	1%	-1%
Biology	5%	+4%	0%	+0%
US History	51%	-3%	19%	-4%

STAAR EOC performance among our Emergent Bilingual (EB) and Special Education (SpEd) populations:

Exam	EB	SpEd
	Passing Increase/Decrease	Passing Increase/Decrease
ELA 1	+0%	-3%
ELA 2	+13%	+8%
Algebra 1	+10%	+14%
Biology	+20%	+39%
US History	+0%	+31%

San Benito High School continues to offer tutoring after school and on Saturdays for first-time testers identified as needing interventions to pass their STAAR EOC exams. SBHS English 2 teachers provide tutoring for students based on prior performance on STAAR EOC exams, STAAR Interim assessments, and NWEA MAP performance. Students who earned "Did Not Meet High" are pulled out during the school day for targeted "blitzes" focused on specific, individualized TEKS identified as the root causes hindering student success. To improve academic achievement and student success, SBHS has allocated funds purchase student support resources.

The second area of concern for San Benito High School is the participation and performance on Advanced Placement (AP) exams and SAT/ACT exams. Based on data, a low percentage of students demonstrate success on the AP exams. Both after school and Saturday tutoring are available for all Advanced Placement (AP) courses along with supplemental resources provided by College Board. SBHS has all students take the PSAT and SAT exams on the testing dates provided by College Board. All 10th and 11th grade students take the PSAT exams and all 12th grade students take the SAT exams in October. All seniors will take the SAT exam again when it is offered in the Fall of 2025.

Strengths

Student Academic Achievement Strengths:

- 18 students graduated with their Associate Degrees.
- Students that received a 3 or better on AP exams grew by 77%.
- Overall growth in IBC certifications.
- More students attempted the TSI exam.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Below State Average Performance in all EOC Examinations for the ELL populations.	Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.
2 ★	Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.	Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.
3	Explicit instruction in the classroom is lacking to promote student success.	Ineffective teaching approach that fails to promote clarity, independent thinking, and advanced cognitive skills.

★ = Priority

School Processes & Programs

Summary

PROFESSIONAL PRACTICES

SBCISD currently has several initiatives determining campus-level Professional Development. The utilization of the TCMPC Resource System (TCMPC) continues to be one of our Professional Development initiatives. TCMPC is the district's viable curriculum for all grade levels in the four major content areas (Math, ELA, Science, and Social Studies). Currently the district and campus promote the use of Lead4Ward Resources as well as the implementation of the Fundamental 5. The SBCISD Superintendent's Advisory Council (SAC) provides feedback and suggestions to the district-level Professional Development Department for other areas needing training and growth. This committee approves the Fall, Spring and Summer Professional Development plans. There is a distinct campus need for training in areas such as Skyward, Google applications, and Eduphoria, for new teachers hired throughout the year.

Typically, during collaborative meetings, teachers work on the ongoing development of their instructional components using the Professional Learning Community process. Collaborative Meetings gather weekly with the Dean of Instruction and daily with their team. Often times, issues and concerns may come up which administrators can address or if needed bring to the campus principal or Site Based Decision Making committee (SBDM). Many times, these concerns result in immediate changes which teachers can carry out in their instruction to improve student achievement. Our campus site-based decision-making committee (SBDM) along with the Campus Department Heads are the primary decision-making bodies on campus. Department Heads gather with the principal and provide feedback periodically. When decisions which will affect a wide-range of students or teachers is to be made, Department Heads meet together to provide feedback and help guide the best decision for their teachers' and students' needs.

The goals for the district and campus are aligned. Primarily, efforts are concerted at improving student performance on State assessments. Different targets and goals have been established based on special programs and student needs, but as a campus a measurable increase of at least 10% is set as a standard goal for all areas being tested. Each content area is focused on meeting their goals with regard to their distinctions as well. Throughout the school year, teachers have been administering district-level Common Unit Assessments in tested areas every three weeks. These assessments test recently taught material to then provide data relevant to student achievement and teacher instructional approaches. Previously taught information is also spiraled into the next assessments to ensure the cumulative level of achievement is approaching our desired results. Teachers, administrators, and students all receive the performance data to reflect, analyze and grow from in attempts to improve overall academic achievement.

Communication will be key in the process to root out our needs and priorities. An open and transparent process for decision-making is necessary for this to occur. Alongside this transparency must also come guidelines, structures, and processes for individuals/ departments to share their needs and seek solvency. At this point in time, PLC's are in effect which provide a forum for analyzing our needs, but the mindset, Big 4 (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?), as well, training and processes for focusing on challenges and formulating solutions is still an area which requires a great deal of improvement.

PROGRAMS AND OPPORTUNITIES FOR STUDENTS

The greatest tool SBHS uses to increase student achievement is the Master Schedule. Courses are offered for students to address their particular needs whether it may be enrichment or acceleration. Especially the at-risk population is considered when the Master Schedule is developed. Data in hand, our administrator in charge of Master Schedule along with the Counseling Team are able to determine the needs of the students. Given our school day already runs from 8:30-4:10 PM, there is a clear opportunity to provide students with remediation, advancement, and on-time program completion. Students who fail to meet State standards on their End-of-Course exams are provided intensive instruction through additional measures of ELA, Science, Math, and Social Studies. Teachers here are able to concentrate on student data and maximizing the amount and quality of learning time necessary for these students to meet State standards. Students are also allotted opportunities to make up credits through local credit courses when needing to retake or complete a portion of a course they may have lost due to extenuating circumstances. This initiative is supported by an online learning platform (Edgenuity) which allows students to log on and complete coursework at their own pace. Students can now access lessons at home as well with a school device. The 100% graduation rate acts as data that supports the current scheduling and practices at SBHS. Students are afforded multiple opportunities regardless of their abilities and are provided the tools to meet challenging state academic standards. One of the challenges is the amount of learning time necessary for students to

pass their Advanced Placement (AP) exams. These courses are scheduled for the Fall and these tests are not taken until the Spring. This clear gap in instruction can be seen as a root cause for the low number of students participating and passing the AP exams. Additionally, the rigor of these exams also demands a greater amount of instructional time which the 90-minute period for a semester many times does not afford. We can begin to resolve this problem by providing students with tutorials in the Spring for preparation for AP exams.

Postsecondary Readiness is a top priority for SBHS. As students enroll, counselors ensure the following: check to see if they have a graduation plan with the correct number of credits that they fall under one of the career clusters (programs of study), that they are working towards an endorsement and that their planned schedule continues to prepare them for their postsecondary goals.

As previously mentioned, the technology plan for the campus is currently to provide students a 1-to-1 device in all of their core content areas. Teachers are aware of and trained on blended learning experiences through Professional Development. As more and more technologies become available there is a growing need for training which supports teachers in blended approaches in their instruction. An unsaid goal and realization many teachers are coming to, with the implementation of new technologies, is the movement towards paperless classrooms. Of course, vital improvements to the infrastructure and network capabilities will undergo testing and troubleshooting.

Coordinated School Health Services have an overall positive effect on our student population. Physical Education and Athletics provide cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports which students find motivation in and meet and surpass personal challenges. This is an effective tool for encouraging students to maintain good attendance and maintain passing averages in their classes.

Our Child Nutrition Program provides students access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. Our school nutrition program reflects the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity and promote active thinking, good choices, and good general health for our students. Students are provided with a hot meal after school when staying for after school tutorials.

Our Counseling Services are provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. SBCISD has also extended these services to include Family Counseling after school hours for families who may be going through difficult moments or simply need the resource. Although these efforts are in place, we still have areas to improve when it comes to student health especially in relation to their social relationships with peers.

PROCEDURES, FACILITIES AND SAFETY

School Safety Plans are in place. A Campus Crisis Intervention Plan has been developed to address situations ranging from natural disasters, to fires, to potential human threats inside and outside the building. Teachers have received training through a video produced by our campus administrator in charge of safety. Fire Drills are held every month allowing for practice and for solving potential issues. Lock down Drills are also held which allow teachers to stress the importance of safety awareness to students. As a campus, the Texas Schools Risk Managers Association conducted an audit of the school's areas of improvement. The following areas of improvement were listed: Assembly Areas had no maximum occupancy numbers posted, not all entrances and exits are monitored during student arrival and dismissal, different signage is needed around the building, entrances need to be labeled, evacuation notices must be posted in all areas where students congregate, evacuation notices should show primary and secondary routes of evacuation, classroom doors should be locked from the inside to prevent unauthorized persons from entering the classroom, all staff members should wear their identification badges, shelves should be anchored to the wall, staff should be trained in proper use of a fire extinguisher, and multiple measures need to be addressed in the Science Labs including ensuring each lab has a sign with the total square footage to meet space requirements (Should be over 50 sq feet), ensuring each lab has a clearly labeled and easily accessible chemical spill kit, ensuring each lab has a clearly labeled corrosive cabinet, ensuring each lab has a clearly labeled and easily accessible flammable materials cabinet, ensuring a sink with hot water is available in the lab, and a clearly marked secondary exit should be labeled for each lab. Additionally, data garnered from discussions with the Science Department Head expressed there are gas lines, but there is no gas due to a gas leak before 2015 and the showers and eye wash stations are not functioning properly.

Along with these safety concerns, the facilities require some updates. The College and Career Center has been moved to accommodate large groups particularly on Financial Aid Nights, college recruitment events, and general training's. Approximately 15 desktop computers along with COWs to construct the lab. A room for working with students who need specialized instruction such as Braille is needed. General classroom furniture needs to be updated as many of the desks, tables and chairs are mismatched and are very dated. Some of this has been resolved with the newly remodeled A,B,C,D wings. Much of the hardware on these pieces of furniture are also old, damaged and worn. Library furniture is also out dated and requires upgrades to improve student use and to create a flexible space.

Strengths

School Processes & Programs Strengths

- District-wide Professional Development Initiatives;
- Flexible Master Schedule to meet student needs for Graduation Requirements;
- Purchases to implement 1-to-1 student device initiatives;
- Strong Coordinated School Health Services including Athletics, CNP, and Counseling Departments;
- School Safety Plans in place and practiced often.
- School utilizes HID access door cards into campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.</p>	<p>Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.</p>
<p>2 ★</p> <p>The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need.</p>	<p>Students fail courses due to instructional gaps, lack of remediation, and absenteeism.</p>
<p>3</p> <p>The HS requires improvements to spaces for students, new furniture purchases, and discretionary beautification.</p>	<p>The campus requires ongoing maintenance due to its aging infrastructure and demand.</p>

★ = Priority

Perceptions

Summary

How well do we do business?

STUDENT ENGAGEMENT

The culture of San Benito high school has always been a positive one. All staff provide students with support academically and personally. Students know that they can always speak with staff in confidence. San Benito high school is continuing its participation in the Capturing Kids Hearts program and the building of relationships between teachers and students to create a safe and welcoming learning environment. Capturing Kids Hearts also promotes the development of skills and techniques used for conflict resolution.

San Benito high school utilizes the Restorative Discipline process with all students who have been subject to disciplinary action due to referrals. The high school also has a dedicated counselor who meets with all students who have been placed in alternative discipline settings such as JJAEP and PRC. The counselor completes a transition process consisting of counseling on both the personal and academic level to prevent recidivism. The table below is the summary of the Student Disciplinary Action for the 2024-2025 school year

Discipline by Offense		
San Benito High School		
School Year:	2025	
Offense Code(s):	01; 02; 04; 05; 06; 07; 08; 09; 10; 11; 12; 13; 14; 16; 17; 18; 19; 22; 23; 26; 27; 28; 29; 30; 31; 32; 35; 36; 37; 41; 46; 47; 48; 49; 55; 56; 57; 58; 59; 99; 60; 61; 62; 63; 64; [No Data]	
Incident Date Range:	08/12/2024 - 05/30/2025	
Grad Year(s):	All	
Student Range:	AAA	ZZZ
05	Alcohol Posses/Use/Sold	Total Incidents: 1
07	Public Lewdness or Indecen	Total Incidents: 1
23	Emergency Placement / Expulsio	Total Incidents: 1
26	Terroristic Threat	Total Incidents: 3
27	Assault Employee/Volunteer	Total Incidents: 4
28	Assault Against Person Not Sch	Total Incidents: 16
35	False Alarm	Total Incidents: 1
41	Fighting/Mutual Combat	Total Incidents: 14
62	Possessed, Sold, Gave, Used, Delivered, Or W	Total Incidents: 59
63	Possessed, Sold, Gave, Delivered, Or Used E-	Total Incidents: 25
64	Possessed, Sold, Gave, Used, Delivered, Or W	Total Incidents: 11
99	Other	Total Incidents: 2

With the passage of David's Law, our district has implemented several initiatives to work at reducing the threat of bullying. These efforts are coordinated through our Counseling Department and include several components. Counselors provide presentations to students and teachers about the dangers of bullying for victims and offenders. Our district has also begun the implementation of an anonymous tips page where individuals can reach out for help. SBHS has has trainers come to give presentations to all SBHS staff in David's Law.

Students who struggle with behavior may be referred to a counselor. Sometimes counseling sessions along with administrator and teacher feedback may result in an RtI referral especially in cases of excessive absences and unwillingness to attend school.

STAFF ENGAGEMENT

San Benito CISD (SBCISD) has worked to improve teacher retention across the district. Teachers are currently earning some of the highest average wages in the region.

Inexperienced teachers are afforded a campus mentor teacher for which they can refer to for questions or concerns. They are also included in our Professional Learning Communities which enables them to garner ideas and feedback from other more experienced teachers. All new/inexperienced teachers are evaluated directly by the campus head principal which conferences with them periodically to see their progress and provide any learning experience and opportunities as needed for them to grow. Additionally, SBCISD also provides inexperienced/new teachers with a district-level mentor. These mentors are experienced ex-principals and individuals who have worked in education who provide valuable feedback and direction for inexperienced teachers. Although these initiatives are in place, developing and working with inexperienced teachers is an area the campus wants to improve and grow in.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

SBHS encourages parents to participate in the education of their children. SBHS houses an office for Family and Community Engagement (FACE) personnel and an office for a Community Involvement Specialist (CIS). Many events for parents are held throughout the year; SBCISD Annual Parent Conference, FASFA Night, Band Night, Theatre Arts showcase, Volunteer Income Tax Assistance (VITA).

The campus currently makes use of common social media outlets to inform the public, parents, and students of special events, special recognition's, and major announcements. This includes Facebook, Instagram, and Twitter. The school also maintains a school website which highlights major school activities and provides important information to parents and students. When needed, the school may mail out and issue flyers or letters to relay important information to parents. SBCISD has started distributing their own publication as well to inform the public of all of the things occurring and accomplished across the district. Although we make use of these applications and avenues of publicizing information, we are still working on developing better real-time updates and a stronger Facebook, etc. followers base to improve communication with the community.

The campus currently does not translate everything provided to students, but if information is needed or requested by a parent we may have translated documents. When translated documents are not available, we offer oral translations to best communicate important information with parents.

The Site-Based Decision Making Committee makes use of parent members. We reach out to our parent liaison who then in turn helps us find parents who are interested in taking part in the decision making body's meetings. There, parents can provide feedback and participate in the process to best establish transparency and a shared decision-making role with community/parent members.

One of the greatest barriers to parent/guardian participation is coordination of scheduled meeting times. Parents typically hold jobs that require they work during the hours of 8:00 AM – 5:00 PM and stops them from coming during the hours of school operation. Given SBHS has a large student population, many times it is also difficult to find a facility large enough to host an event for the majority of the school parental community.

Strengths


Culture, Climate, Values, and Beliefs

- Lower incidence of off-site DAEP placements;
- Increased effort to reducing the threat of bullying through the "Stop It" App;
- RtI Specialist on campus dedicated to At-risk students;
- Increased efforts from the district level to retain teachers through pay incentives;
- Improved efforts from the district-level to work with new and inexperienced teachers;
- Multiple school-wide events held to improve Parental Involvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Promotion of restorative practices for student discipline is inconsistent.	The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.
2	Teacher, staff, parents and students collaboration to maximize student achievement is lacking.	Parent collaboration and attendance in academic school events, meetings, and graduations requirements is lacking.
3	Messages, news and pertinent information is not received by all parents and stakeholders.	Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student attendance rate is low.

Lack of student engagement or connection to school.

2
★

Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.

Lack of follow through with systematic supports for low performing students to increase academic success.

3
★

Below State Average Performance in all EOC Examinations for the ELL populations.

Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

4
★

Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.

Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

5
★

Promotion of restorative practices for student discipline is inconsistent.

The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.

6
★

Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.

Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.

7



The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need.

Students fail courses due to instructional gaps, lack of remediation, and absenteeism.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority

By July 2026, SBHS will increase student academic growth of all students and passing rate on STAAR End of Course exam.

Evaluation Data Source: Texas Academic Performance Report 2021-2022.
Performance-Based Monitoring Analysis System
Eduphoria Aware
NWEA-MAP Growth Reports
Cambium STAAR EOC Centralized Reporting System

Strategy 1

SBHS will disaggregate all of the STAAR End of Course (EOC) scores to include a breakdown by reporting category, by student expectations (SE), and readiness standards.

Strategy's Expected Result/Impact: 1. T-TESS Formative and Summative Evaluation indicating implementation of strategies and student growth with all students and special populations.

Staff Responsible for Monitoring: Principals, Assistant Principals, Dean of Instruction, Counseling Department, Department Leaders, Teachers, Special Population Teachers (inclusion teachers)

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

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Strategy 2

SBHS will conduct departmental Collaborative Training Meetings and utilize the Professional Learning Communities process to review data and plan for required interventions.

Strategy's Expected Result/Impact: Increased and improved collaboration among all staff in development curriculum and lessons to drive student growth. Expected result will be increased student growth and an increase in students scoring Meets and Masters on their STAAR End of Course assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leaders & professional teaching staff.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 3

SBHS will utilize campus deans and district instructional coaches to assist with critical areas and all necessary resources developed in common planning for instruction.

Strategy's Expected Result/Impact: Increase teacher support for foundational courses.

Staff Responsible for Monitoring: Secondary Director, Principal, Dean of Instruction, Assistant Principals

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

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Strategy 4

SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of all students.

Strategy's Expected Result/Impact: 10% performance increase on STAAR EOCs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Teachers, After School Program Site Coordinator

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 5

SBHS will utilize technology (in particular student laptops) to continue to address learning gaps in instruction and increase student academic performance. Teachers will be provided with technology to address gaps in instruction and student learning.

Strategy's Expected Result/Impact: Increased student familiarity with device use for instructional needs and performance assessments.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

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Strategy 6

In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exams and glasses.

Strategy's Expected Result/Impact: Reduce the impact of not having necessary access to eye wear.

Staff Responsible for Monitoring: Principal, School Nurse, Communities in School

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1	Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.
	Lack of follow through with systematic supports for low performing students to increase academic success.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	Below State Average Performance in all EOC Examinations for the ELL populations.
	Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

Performance Objective 2 High Priority

By May 2026, SBHS will have growth of 10% in the College, Career and Military Readiness (CCMR) accountability rating compared to the 2024-2025 SY.

Evaluation Data Source: TSI scores
SAT scores
ACT scores
CTE coherent sequence completion
Military Enlistment

Strategy 1

SBHS will provide multiple opportunities for students to take the Texas Success Initiative (TSIA2), ACT and SAT exams throughout the 2025-2026 school year including a school-wide SAT day.

Strategy's Expected Result/Impact: SBHS will have a 10 percent increase in the number of students who pass both the Reading and Math TSIA exams and well as a 10 increase in the number of students who take the ACT and SAT exams.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Higher Education Coordinator

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

SBHS will meet periodically to review TSIA percentages and discuss various campus initiatives to improve TSIA outcomes.

Strategy's Expected Result/Impact: Increase of TSIA completion from the student population.

Staff Responsible for Monitoring: Secondary Director, Principal, Assistant Principals, Higher Education Coordinator, Counselors.

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

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Strategy 3

Periodic and scheduled presentations will be conducted and arranged by SBHS CCMR Center

Strategy's Expected Result/Impact: Agenda, Sign-in Sheets,

Staff Responsible for Monitoring: Principal, Higher Education Coordinator,

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2	Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.
	Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Performance Objective 3 High Priority

By July 2026, increase the Meets and Masters Grade Level performance of all students taking STAAR End of Course US History, and ELA 2 exams including SPED and LEP populations.

Evaluation Data Source: Texas Assessment Performance Report
 Performance-Based Monitoring Analysis System
 Eduphoria Aware
 Cambium Centralized Reporting System

Strategy 1

The Deans of Instruction will work with all core content teachers to identify and select supplemental resources such as online curriculum and test preparation to be used to support teacher lessons and provide high level instruction with a concentration on special populations.

Strategy's Expected Result/Impact: Use digital resources for teachers to supplement and support their instruction. Digital supports that students can access from home.

Staff Responsible for Monitoring: Dean of Instruction, Department Leaders, Teachers

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

ELA and Math teachers will use online Test Preparation programs to establish a data baseline and a projected student performance goal on TSI Math and English.

Strategy's Expected Result/Impact: Students will take the online pre-assessment to anticipate likelihood of passing the TSI Math /English exam. Based on results students will attend TSI Math/ English tutorials prior to attempting the TSI exam. Passing TSIA2 Math and/or Reading will replace EOC exams requirement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders, TSI Proctor Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 3

EOC re-testers will have the opportunity to participate in interventions in the form of tutorials, blitzes, and Saturday school.

Strategy's Expected Result/Impact: Increase the percentage of passing for our EOC re-testers.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

Moderate Progress

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.	Lack of follow through with systematic supports for low performing students to increase academic success.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Below State Average Performance in all EOC Examinations for the ELL populations.	Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.
2 Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.	Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Performance Objective 4 High Priority

By July 2026, SBHS will improve Special Population (Special Education, Section 504. Emergent Bilingual, Migrant and At Risk) instruction and STAAR End of Course exam results with a focus on student growth and performance.

Evaluation Data Source: TAPR, PBMAS, Eduphoria, IEPs, TxEIS Grade Report, Student Promotion and Graduation Rate and Plan NWEA and MAP Growth Reports

Strategy 1

Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through: - Opportunities for staff development - Provision of instructional materials and supplementary aides and services as needed for IEP implementation - Monitoring the frequency and duration of the IEP - Consideration of language, cultural, and other sociological factors throughout the process

Strategy's Expected Result/Impact: ARD Sign-in Sheets, IEP, eStar, 10% increase in students passing core subjects and meeting standard on STAAR EOC.

Staff Responsible for Monitoring: Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Manager

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

Utilize latest technologies available to work with At-Risk students including students in RTI, 504, Dyslexia, ELL and SPED programs to develop their reading and language skills.

Strategy's Expected Result/Impact: Increased student ability to read (greater Lexiles and a smaller gap between ability and actual grade level).

Staff Responsible for Monitoring: RTI, Principal, Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

Moderate Progress

December

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.</p>	<p>Lack of follow through with systematic supports for low performing students to increase academic success.</p>

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Below State Average Performance in all EOC Examinations for the ELL populations.</p>	<p>Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.</p>

Performance Objective 5 High Priority

By May 2026, SBHS will increase the percentage of students successfully passing the Texas Success Initiative (TSI) assessment by the conclusion of the academic year.

Evaluation Data Source: * TSI Assessment Results

* Tutoring Participation Records

* Progress Monitoring Reports

* TSI In-class & Saturday Blitz (specialized groups) tutoring Records

Strategy 1

Students in English III and English IV will test BOY, MOY, and EOY and receive support for successful TSI results.

Strategy's Expected Result/Impact: Increase in TSI scores thus increasing CCMR percentage.

Staff Responsible for Monitoring: Teachers, Deans, Administration

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

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Strategy 2

Students will have scheduled test dates during the week with the Student Advisor to re-test and have a personalized plan for TSI success.

Strategy's Expected Result/Impact: Increase the number of student successful on TSI

Staff Responsible for Monitoring: Higher Education Coordinator, Assistant Principals, Deans, Principals

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Below State Average Performance in all EOC Examinations for the ELL populations.

Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

2

Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.

Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Performance Objective 6 High Priority

By 2026, San Benito High School will increase the number of students earning college credit through AP exams by 10% from the previous year.

Evaluation Data Source: AP Current Year Score Summary
AP District Summary by School
AP District Score Roster

Strategy 1

AP teachers will use Advanced Placement exam preparation programs to support their curriculum and administer practice exams over specific content to monitor student progress and make necessary adjustments to lessons so students will be successful on AP exams.

Strategy's Expected Result/Impact: Improved classroom instruction resulting in improved AP-exam scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2

Increase AP enrollment by promoting AP courses to a wider range of students, and emphasizing the benefits of college credit.

Strategy's Expected Result/Impact: Increase the number of students taking AP courses.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Some Progress

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Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.

Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.

Performance Objective 7 High Priority

Increase parental engagement in College and Career activities and events by 20% by the conclusion of

the academic year.

Evaluation Data Source: * Event Attendance Records

* Surveys and Feedback Forms

* Program Participation Data

Strategy 1

Designated personnel along as support staff will conference with students and families to promote awareness of the importance of graduating CCMR complete.

Strategy's Expected Result/Impact: TSI, SAT, Dual Enrollment, AP course participation will increase.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselors, Assistant principals, Deans, and Principal

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Increase the importance of scheduling for students to increase CCMR percentages.

Strategy's Expected Result/Impact: Higher number of students graduating as CCMR complete.

Staff Responsible for Monitoring: Counselors, Deans, Assistant Principal, Principal.

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2	Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.
	Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Performance Objective 8 High Priority

All students and staff will be trained on the most up to date safety and security measures as released by TEA. All Safety and Security measures will be strictly enforced.

Evaluation Data Source: Training sign in sheets
Spot check documents

Strategy 1

All administration will attend training provided with designated training personal such as police and fire personal. Administration will train all staff and rehearse roles and responsibilities. Administration and staff will review all procedures with all students and make sure they all understand roles and responsibilities.

Strategy's Expected Result/Impact: Increased awareness of safety and security measures. All students and staff and stakeholders will know how to safely and confidentially report any safety and security issues. All reports will be thoroughly investigated with appropriate actions taken.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction. Counselors. Security Officers. All Staff

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

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Strategy 2

Student safety will be enhanced via the use of technology (surveillance cameras), security and police officers, use of trained K9, and active monitoring by campus faculty and staff.

Strategy's Expected Result/Impact: Reduction of student referral.
Reduction of incident reports.

Staff Responsible for Monitoring: Principal
Assistant Principals
Chief of Police
SBHS Security Head

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 3

Student Safety will increase due to vape detectors in the restrooms.

Strategy's Expected Result/Impact: Less students vaping in the school.

Staff Responsible for Monitoring: Principal
Assistant Principals
Chief of Police
SBHS Security Head

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

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Performance Objective 8 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Promotion of restorative practices for student discipline is inconsistent.

The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.

Performance Objective 9

SBHS Counseling Department will conduct presentations of Cyberbullying, Bullying, Suicide Prevention, Dating Violence, and Sexual Harassment.

Evaluation Data Source: Agendas, Sign-in Sheets of participants

Strategy 1

The counseling department will visit classrooms and conduct presentations on Cyberbullying to reduce the number of bullying incidences.

Strategy's Expected Result/Impact: Reduce incidents of cyberbullying and bullying and make sure that all students are aware of how to safely report incidents of cyberbullying and bullying.

Staff Responsible for Monitoring: Principal, Assistant Principals, Lead Counselor

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

The counseling department will provide training on Suicide Prevention for professional and paraprofessional staff on procedures to identify warning sign, responding to outcry and reporting incidents.

Strategy's Expected Result/Impact: All students and staff will know how to safely and confidentially report thoughts of suicide by a student or staff member.

Staff Responsible for Monitoring: Campus Crisis Team

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 9 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Promotion of restorative practices for student discipline is inconsistent.</p>	<p>The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.</p>

Performance Objective 10

100% of students will receive drug awareness and prevention education to the dangers of vaping, tobacco, and alcohol use.

Evaluation Data Source: Physical Education rosters and TEKS objective timelines.

Strategy 1

The counseling department will visit classrooms and have presentations for students on drug awareness and prevention.

Strategy's Expected Result/Impact: Counselor Presentations, agendas, sign-in sheets, PE Instructors lesson plans

Staff Responsible for Monitoring: Principal, Assistant Principals Counselors, PE Instructors

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

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Strategy 2

Students will have guest speakers who focus on drug prevention.

Strategy's Expected Result/Impact: Students will be well versed on the harm of drugs.

Staff Responsible for Monitoring: Counselors

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
December

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Performance Objective 10 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Promotion of restorative practices for student discipline is inconsistent.

The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.

Performance Objective 11 High Priority

SBHS will provide sessions and conduct school-wide events with all staff members to promote a healthy and positive work environment.

Evaluation Data Source: discipline referrals, counselor sign-in sheets

Strategy 1

Working luncheons will be held for all staff to improve morale and create a positive work environment.

Strategy's Expected Result/Impact: increase attendance

Staff Responsible for Monitoring: administrators
counselors

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

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Strategy 2

Staff and students will be recognized every month and voted on by their peers and/or teachers for their outstanding work.

Strategy's Expected Result/Impact: Positive campus climate

Staff Responsible for Monitoring: Administration, Deans

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

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Performance Objective 12 High Priority

Provide the OFSDP for students

Evaluation Data Source: Student Data

Strategy 1

Identify students at-risk that qualify for the program.

Strategy's Expected Result/Impact: Students will get credit for the time they are in class.

Staff Responsible for Monitoring: Teachers, Attendance Clerks, PEIMS

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

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Strategy 2

Parental Meetings to inform parents of the program

Strategy's Expected Result/Impact: Increase in students that qualify for program

Staff Responsible for Monitoring: Attendance Committee, Principal, Assistant principal, RTI, PEIMS

Problem Statements: Demographics 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Performance Objective 12 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student attendance rate is low.

Lack of student engagement or connection to school.

Performance Objective 12 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need.

Students fail courses due to instructional gaps, lack of remediation, and absenteeism.

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

Performance Objective 1

SBCISD/SBHS will recruit, retain, and empower highly qualified faculty and staff by posting positions and using content specific interview questions to fill vacancies.

Strategy 1

Jobs fairs will be available at the campus during the spring for upcoming vacancies.

Strategy's Expected Result/Impact: Vetting of professional staff that are well versed in content specific curriculum

Staff Responsible for Monitoring: Principal, Assistant Principals, Deans, and Department Heads

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Formative Reviews

No Progress
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Strategy 2

Provide a mentor for all novice teachers at the campus.

Strategy's Expected Result/Impact: Teachers working collaboratively to improve student outcomes.

Staff Responsible for Monitoring: Deans of Instruction

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

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May

June

Strategy 3

Ensure all staff are highly qualified and certified in their respective areas.

Strategy's Expected Result/Impact: Students will receive quality instruction with a teacher that is well versed in their content.

Staff Responsible for Monitoring: HR, Administration, Deans of Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: 199 - General Fund,

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.

Lack of follow through with systematic supports for low performing students to increase academic success.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Below State Average Performance in all EOC Examinations for the ELL populations.

Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.

Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.

Performance Objective 2

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

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

Strategy 1

Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops.

Strategy's Expected Result/Impact: Improved curriculum development and lesson delivery. Increased awareness of new technology and software.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Department Leaders

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development.

Strategy's Expected Result/Impact: Teachers will be using pacing guides and resources to demonstrate student achievement.

Staff Responsible for Monitoring: Deans of Instruction

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1	Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.
	Lack of follow through with systematic supports for low performing students to increase academic success.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	Below State Average Performance in all EOC Examinations for the ELL populations.
	Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

Performance Objective 3 High Priority

By June 2026, all of professional staff will receive professional development in the strategies and processes of The Fundamental 5 book.

Evaluation Data Source: T-TESS Summative Evaluation
T-TESS Walkthrough Data

Strategy 1

SBHS Administration and staff will review The Fundamental 5 book and provide professional development opportunities to understand the instructional practices discussed in the book.

Strategy's Expected Result/Impact: Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

The teachers will utilize the critical writing of Fundamental 5 to support writing in all content areas.

Strategy's Expected Result/Impact: Increased writing scores across all content areas.

Staff Responsible for Monitoring: Principal, AP's, and Deans of Instruction.

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Below State Average Performance in all EOC Examinations for the ELL populations.

Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.

Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.

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

Performance Objective 1 High Priority

ESSA: By June 2026, SBHS will have an increase in parents/guardians/families participation in at least one school sponsored academic activity.

Evaluation Data Source: Parental Involvement Documentation
Sign-in Sheets for sponsored academic activity

Strategy 1

Information regarding school sponsored academic activities will be announced using SBCISD district website banner, San Benito High School website, school messengers announcements to parents, social media sites and poster flyers at SBHS campus entrance and hallways. Communications through SBHS Parental Involvement Liaison.

Strategy's Expected Result/Impact: Increased student participation in academic activities such as various honor societies, dual enrollment classes, AP classes, TSI, ACT, SAT and ASVAB testing. Increased parent communication with College and Career center and counselors regarding academic opportunities for students at SBHS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counseling Department, Parental Involvement Liaison.

Problem Statements: Student Learning 2

Funding Sources: 199 - General Fund,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Meetings with the principal will be done once per six weeks to increase collaboration between parents and the campus.

Strategy's Expected Result/Impact: Increased parental involvement with administration at the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, FACE Representative.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.

Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.

Performance Objective 2 High Priority

By June 2026, SBHS will have an increase in community events (i.e. community service, community parades, etc.) from students, teachers, and administrators.

Evaluation Data Source: Sign-in Sheets for sponsored academic activity
Rotation of events

Strategy 1

Invitations for community events will be passed to our SBHS clubs to increase participation.

Strategy's Expected Result/Impact: Increased community involvement by teachers and students.

Staff Responsible for Monitoring: Club sponsors

Problem Statements: Demographics 2

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Administration will participate in large community events to collaborate once per quarter.

Strategy's Expected Result/Impact: Increased collaboration between community and campus administrators

Staff Responsible for Monitoring: Principal/Assistant Principals/Deans

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student attendance rate is low.

Lack of student engagement or connection to school.

Performance Objective 3 High Priority

By 2026, SBHS will decrease of the number of discipline referrals due to parent partnerships.

Evaluation Data Source: PEIMS data

Strategy 1

Administration and Teachers will meet with parents through scheduled and non-scheduled meetings to discuss student behavioral concerns.

Strategy's Expected Result/Impact: Less discipline referrals allowing students to maximize instruction.

Staff Responsible for Monitoring: Assistant Principals, Principals, PEIMS

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Counselors will meet with at-risk youth to counsel them on all social emotional concerns.

Strategy's Expected Result/Impact: Student and Counselor partnership and safe space.

Staff Responsible for Monitoring: Counselors, Student Specialist

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Promotion of restorative practices for student discipline is inconsistent.

The lack of implementation and monitoring of character education to minimize the number of referrals needs improvement.

Performance Objective 4 High Priority

SBHS will track and review attendance data to identify students that do not meet a 95% Average Daily Attendance.

Evaluation Data Source: Attendance Reports to check for patterns in absenteeism.

Strategy 1

Attendance Committee will meet once per six week period to address attendance reports for staff and students.

Strategy's Expected Result/Impact: Increased attendance from students and staff members.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, and Attendance Committee.

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Students identified will be give the option to retain loss credit due to absences.

Strategy's Expected Result/Impact: Students will make up course work if needed on Edgenutiy.

Staff Responsible for Monitoring: Attendance Committee, counselor, assistant principal, attendance clerks

Problem Statements: Demographics 2

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student attendance rate is low.

Lack of student engagement or connection to school.

Performance Objective 5 High Priority

SBHS will increase parental awareness on the importance of attendance.

Evaluation Data Source: Parent sign in sheets

Strategy 1

Parental Attendance Meetings to discuss credit recovery options.

Strategy's Expected Result/Impact: Increase the number of students that lost credit due to attendance

Staff Responsible for Monitoring: Principal, assistant principal, counselors, RTI

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Guest Speakers to discuss attendance importance

Strategy's Expected Result/Impact: Parental Awareness

Staff Responsible for Monitoring: Attendance committee, assistant principal, principal, counselors, RTI

Problem Statements: Demographics 2

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No Progress

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student attendance rate is low.

Lack of student engagement or connection to school.

Goal 4

SBCISD/SBHS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1 High Priority

Compliance and fiscal responsibility of Title One funds will be used to target improvement in student achievement.

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

Strategy 1

Tutorials will be provided for students for success in End of Course exams (English I, English II, Algebra, Biology, U.S. History) needed for graduation.

Strategy's Expected Result/Impact: Increase of student success and/or growth in EOC exams.

Staff Responsible for Monitoring: Administration, Deans of Instruction, Teachers

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Tutorial Materials 199 - State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Tutorials will be provided for students that have lost credit due to excessive absences and/or due to failing grade.

Strategy's Expected Result/Impact: Increase in number of student being promoted to the next grade level and/or increase in graduation percentage.

Staff Responsible for Monitoring: Administration, Dean of Instruction, Counselors, Teachers

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

Funding Sources: Resources Needed 199 - State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.

Lack of follow through with systematic supports for low performing students to increase academic success.

2

Student attendance rate is low.

Lack of student engagement or connection to school.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Below State Average Performance in all EOC Examinations for the ELL populations.

Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need.

Students fail courses due to instructional gaps, lack of remediation, and absenteeism.

Performance Objective 2 High Priority

Compliance and fiscal responsibility of Federal Funds will be used for students, classrooms so that they are quipped with up-to-date technologies and improved infrastructures to promote environments conducive to high levels of learning and address gaps in instruction.

Strategy 1

New Technology will be purchased for student use and to support platforms needed for student success.

Strategy's Expected Result/Impact: Increase of student success on EOC examinations.

Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Funding Sources: New Ipads 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

SBHS will continue to outfit as many classrooms as possible with interactive TV's for instruction and provide training to teachers who are receiving the technology.

Strategy's Expected Result/Impact: Lessons will incorporate many more interactive components enhancing engagement in the classroom to improve student performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Technology Director

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2

Funding Sources: Interactive TVs 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Develop technology inventory system to account for all technology on campus and age of technology. Have systems in place to replace old technology with new up to date technology on a yearly bases.

Strategy's Expected Result/Impact: System in place to remove old and out dated technology and replace with newer technology to meet the growing needs our students.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Higher Education Coordinator, Librarian

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards.</p>	<p>Lack of follow through with systematic supports for low performing students to increase academic success.</p>
<p>2 Student attendance rate is low.</p>	<p>Lack of student engagement or connection to school.</p>

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Below State Average Performance in all EOC Examinations for the ELL populations.</p>	<p>Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students.</p>
<p>2 Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations.</p>	<p>Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountability for post secondary readiness.</p>

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards.</p>	<p>Students lack of readiness skills and knowledge of rigorous academic opportunities to perform successfully in advanced course work.</p>
<p>2 The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need.</p>	<p>Students fail courses due to instructional gaps, lack of remediation, and absenteeism.</p>