

# San Benito Consolidated Independent School District



## Veterans Memorial Academy

## 2025-2026 Campus Improvement Plan

# Mission Statement

*The mission of San Benito Veterans Memorial Academy is to provide a premiere education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.*

# Vision

*The vision of San Benito Veterans Memorial Academy is to be the gold standard in all areas of public education.*

# Value Statement

*“Think gold and strive for excellence!*

*Challenge yourself and achieve all your goals.”*

*Our task is Graduating Every Student ... College and Career Ready!*

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

### SBCISD VMA Needs Assessment

During numerous needs assessment planning meetings, the San Benito Veterans Memorial Academy's site-based, campus improvement committee cited the numerous prioritized campus needs for the 2022-2023 school year.

Among various prioritized campus needs are: improved scientific, research-based programs at VMA for Reading, Writing, Math, Social Studies, Science, Foreign Language, Professional Development, Counseling and Post-secondary Educational Opportunities and Careers.

We shall continue to implement and employ reading programs and initiatives to help close performance and assessment gaps so that students read at or beyond grade level.

We shall continue to develop and implement practical writing programs across the curriculum and staff development activities structured to improve student achievement in all STAAR EOC components. These efforts will provide for professional development activities and training for all instructional staff targeting Special Populations success.

Technology updates and initiatives shall provide for greater computer access and use for all students and updates for software.

To provide for and address safety concerns, we shall continue to bolster security measures with staff and staff development as needed.

To address staff recruitment, we will participate in job fairs.

#### Evaluation Note:

Summative evaluations for all academic program objectives as well as attendance and dropout rate objectives are provided for and addressed Academic Excellence Indicator System (AEIS) reports.

# Demographics

## Summary

San Benito Veterans Memorial Academy, VMA, addresses the population of the three middle schools within the San Benito Consolidated School District. According to the Texas Academic Performance Report (TAPR) of 2023-2024, VMA had an enrollment of 685 registered students, 99.1% of which are Hispanic descent and .6% White. 81.2 of the population is classified as economically disadvantaged, 26.7% are Emergent Bilingual, 13.6 % Special Needs, and 64.5% At-Risk and a increase in dropout rate from 0.9 % to 1%; has over 600 Career Technology students and 40 Gifted and Talented students.

First and second year Emergent Bilingual students are provided a sheltered instructional class in the three core areas, in order to help transition them more effectively in to the English Language. Furthermore, the teachers are provided trainings to equip them to deliver instruction appropriately addressing the population diversity.

VMA has a (2023-2024) 19.4% mobility rate among the student population with 42 migrant students. The campus utilizes its migrant teacher to assist the students gain credits through Edgenuity for credit recovery. Our migrant students also receive 1:1 laptops for instructional purposes.

First and second year Emergent Bilingual students are provided a sheltered instructional class in the three core areas in order to help transition them more effectively into the English Language. Furthermore, the teachers are provided trainings to show them how to deliver instruction adequately.

VMA currently has a population of 19 Homeless students. Additional resources are provided to ensure student achievement, such as the Communities in Schools Outreach program,

Further information can be accessed on the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020index.html> and on the Veterans Memorial Academy website at <https://vma.sbcisd.net/>.

## Strengths

VMA has experienced staff. At our campus, 13.3% of our teachers have six to ten years experience and 15.6% of our teachers have 11-20 years of experience.

VMA has auxiliary staff (Migrant Teacher, Response to Intervention Teacher, Inclusion Teachers, ESOL Teacher) that supports our at-risk subgroups.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



A significant number of our students are part of subgroups that lack foundational knowledge, which interferes with their academic progress.

Academic foundational gaps coupled with at-risk conditions.

2

VMA continues to lose students to surrounding public, charter, and private schools.

The recruitment by local middle schools, outside our district, that offer advanced academic courses and a smaller student population. The COVID-19 pandemic has also affected our enrollment and school attendance negatively with rate of attendance still an issue to date.

 = Priority

# Student Learning

## Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2023-2024 school year, San Benito Veterans Memorial Academy met all three targets:

San Benito Veterans Memorial Academy scored an 82 out of 100 and met standard.

**Domain 1 - Student Achievement:** San Benito Veterans Memorial Academy achieved a score of out of 100 and met standard.

**Domain 2 - Student Progress:** San Benito Veterans Memorial Academy achieved a score of out of 100 and met standard.

**Domain 3 - Closing the Gaps:** San Benito Veterans Memorial Academy achieved a score of out of 100 and met standard.

San Benito Veterans Memorial Academy receiving a "B" from TEA.

The 2023 -2024 STAAR EOC performance results, the following scores for all grades show the percentage at Approaching Grade Level or Above:

- **Algebra I - 83%**
- **Biology I - 90%**
- **English I - 73%**

While the campus is showing overall growth, the amount of growth among student groups is not equal. When looking at this data, it is important to remember that the student groups vary in size. To address the differences, this campus has analyzed scores for each individual student and by each standard. Individual students will be identified for intervention and acceleration as needed.

The goal of this campus is to close the gaps between all student groups with emphasis on the Special Education and EB student group. Note the 2023-2024 STAAR scores listed below:

**STAAR End-of-Course tests results for special populations that scored approaches are listed below:**

- The Special Education students at San Benito Veterans Memorial Academy earned a 72% in Algebra I.
- The Special Education students at San Benito Veterans Memorial Academy earned a 79% in Biology.
- The Special Education students at San Benito Veterans Memorial Academy earned a 50% in English I.
- The EL students at San Benito Veterans Memorial Academy earned a 78% in Algebra I.
- The EL students at San Benito Veterans Memorial Academy earned a 84% in Biology.
- The EL students at San Benito Veterans Memorial Academy earned a 59% in English.

## Strengths

At San Benito Veterans Memorial Academy, we are proud to have a team of exemplary teachers who are dedicated to fostering an environment of academic excellence. Their commitment to innovative teaching methods and continuous professional development ensures that our students receive a high-quality education that prepares them for future success. Our teachers are not only knowledgeable in their respective fields but also passionate about inspiring and motivating students to reach their full potential.

Our students consistently demonstrate high achievement, reflecting their hard work and dedication to their studies. Their accomplishments are a testament to the supportive learning environment we cultivate, where students are encouraged to challenge

themselves and strive for excellence. We celebrate their successes and are committed to providing them with the resources and opportunities they need to continue excelling academically.

To support our special populations, Veterans Memorial Academy employs a variety of targeted strategies designed to ensure all students have the opportunity to succeed. We offer math intervention pull-outs that provide focused, individualized instruction to help students strengthen their mathematical skills. Additionally, we conduct weekly tutorials across all subjects, offering students extra time and support to master challenging concepts. Our collaboration with Summit-K12 further enhances our support system, providing specialized pull-outs that cater to the unique needs of our students, ensuring they receive the personalized attention necessary to thrive.

# Problem Statements Identifying Student Learning Needs

|        | Problem Statement  | Root Cause   |
|--------|--|--|
| 1<br>★ | Our special education students earned a 50% on the English I STAAR End-of-Course Exam which is below the state average of 70%.             | Students have large foundational gaps which makes it challenging for them to progress with grade level content. Master schedule for special education needs to be followed in order to provide services for all students in the program. |
| 2<br>★ | The Sheltered Strategic Plan for English Learners has deterred students from consistently meeting the state standards in all tested areas. | Current scheduling limits English Learners from broadening their exposure to the English language and social acquisition. For this school year, recent immigrants will only be grouped together for ESOL.                                |
| 3      | Student attendance rate for the 2023-2024 school year was at 89.6% and translates to having less funding available.                        | Procedures on educating parents on the importance of attendance is non-existent or is implemented without fidelity.  |

★ = Priority

# School Processes & Programs

## Summary

### Curriculum, Instruction, and Assessment

Assessment plays a major role in decision-making and takes on many different forms at VMA. The academy is committed to moving away from lower level assessments and further toward authentic assessments that allow students to demonstrate their learning through performance, products, and presentations. VMA is committed to assessing the curriculum being taught and is doing its due-diligence in providing the professional staff development necessary to achieve this goal. All instructional decisions are based on the analysis of scores and these decisions are on best practice.

Released STAAR End of Course exams and district constructed common formative assessments are administered throughout the year in order to monitor student progress. Students in special programs, such as special education, dyslexia, and bilingual, use the same instruments as required by law. The course curriculum is currently aligned with the State ELPS, TEKS, and CCRS; therefore, the student population determines the rigor in each class.

VMA administration allots a planning period for all core subjects in the master schedule to allow teachers to review the Year at a Glance to accommodate for the Block scheduling on campus. Through Eduphoria, the dean and departments have the capability to retrieve and analyze assessment data.

Additional resources can be found on:

[www.teksresourcesystem.net/module/content/search/tcmpcbrowse](http://www.teksresourcesystem.net/module/content/search/tcmpcbrowse)

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### School Context and Organization

At San Benito Veterans Memorial Academy our primary goal is to provide a premier education for all students through a positive and safe learning environment so that our graduates are college, career, and workforce ready. There is a strong emphasis on ensuring all students have the academic preparedness to undertake any endeavor successfully, as well as developing the soft skills needed in order to accomplish their goals.

When our students struggle with mastering the TEKS, we make instructional and school context adjustments. Through these modifications, which include academic support, our students are given the necessary tools to succeed. We work zealously to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. Professional Learning Communities (PLCs) are a cornerstone of our instructional foundation. Time is allotted for teachers so that planning, data disaggregation, and professional development are continual, and most importantly, a priority. Our strong focus on instruction and student mastery drives the VMA staff to provide the best educational opportunities for all students.

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### Technology

Technology enhances learner/teacher roles and relationships, resulting in improvement of the learning process. At San Benito Veterans Memorial Academy, our 21st century learners take responsibility for their education, while teachers become purveyor and

facilitators through the use of technology. Our campus has an ample array of tools to assist in this process. These tools, when used with collaborative learning methods and strong leadership, impact achievement in content area learning, promote higher-order thinking and problem solving skills, and prepare students for post-secondary education and the workforce.

Technology acquisitions for the campus and training on these will support teachers' use of evolving technology for planning, collaboration, inquiry, analysis, creativity, and content presentation. Participation in staff development that addresses the needs to integrate academic foundation and career and technology education knowledge and skills is vital to the fidelity of the technology plan.

## Strengths

### Curriculum, Instruction, and Assessment

1. In the area of assessment, during the 2023-2024 school year, Biology scores remain our highest scores in the low 90s.
  2. VMA teachers and staff dedicate time to ensure student success by providing before, during, and after school tutorial support.
  3. In the area of curriculum, VMA practices curriculum alignment through core content areas to improve and strengthen student achievement and success.
- 

### School Context and Organization

1. All campus administrators have been fully trained on Professional Learning Community (PLC).
  2. One hundred percent of campus departments, core and elective, conduct regular PLC meetings. An agenda is set and sent to pertaining staff prior to all PLC meetings.
  3. Interim assessments are administered during each accelerated semester. Data reviews will solicit information that determine student academic weaknesses, which will be addressed through intervention and tutorials.
  4. The campus master schedule and district-wide calendar have, in fact, allotted the amount of time spent on instruction, ensuring that special programs times are addressed.
  5. Interruptions to the instructional day are kept to a minimum. Safety drills are performed as efficiently as possible at different times of the day throughout the school year.
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### Technology

1. Campus Tech Rep is available to provide teachers and students assistance with Educational Technology software applications.
2. Campus Tech Rep is available to assist teachers with the integration of technology into the curriculum.
3. All classrooms are equipped with projectors, document cameras, and teacher laptops.
4. All classes have access to student desktop computers and/or class sets of laptop computers/and or Chromebooks and/or iPads.
5. All core classrooms are equipped with EPSON Interactive Projectors which has resulted in increased student engagement during instruction.
6. Staff professional development opportunities are delivered throughout the school year to all staff.
7. Technology hardware has enabled teachers to be more mobile in the classroom during delivery of instruction.
8. Collaboration and communication is ongoing using social media and other sources (website, Remind, School Messenger, Facebook, Instagram, and Twitter) for staff, teachers, parents, students, and the community.
9. Teachers are implementing G Suite applications for instruction, including Google Classroom.



# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement  | Root Cause  |
|--|---|
| <p><b>1</b><br/>★</p> <p>Emergent Bilingual resources predominantly target recent immigrants only resulting in minimal gains with this population.</p>                   | <p>Lack of fidelity in implementation of EB resources. Maximize resources available including instructional and testing accommodations.</p> |
| <p><b>2</b><br/>★</p> <p>Ineffective use of Technology in the Classroom.</p>   | <p>Sporadic training and lack of follow up/fidelity in using technology resources.</p>  |
| <p><b>3</b><br/>★</p> <p>A significant number of our students are part of subgroups that lack foundational knowledge, which interferes with their academic progress.</p> | <p>Academic foundational gaps coupled with at-risk conditions.</p>  |

★ = Priority

# Perceptions

## Summary

Veterans Memorial Academy is committed to creating life-long learning opportunities for students, families and the community. One of our top priorities at Veterans Memorial Academy is to engage and increase the involvement of families and the community as partners in education. This combined partnership will help to ensure that our students will be college, career and workforce ready.

The Family and Community Engagement department determined that life-long learning opportunities for students, family and the community are provided at VMA through the following ways:

1. High School Education Services provided to all Veterans Memorial Academy Students:

- Counseling (Academic and Individual)
- Referral Services (Communities in Schools, Texas Tropical, Buckner Services, etc.)
- Special Education/504 Services
- Gifted and Talented Services
- Migrant Services
- EL Services
- ESOL Services
- RTI Services
- Tutorials
- After School Centers on Education
- [Career and Technical Education Services/Career Pathways](#)
- [House Bill 5 Graduation Requirements](#) (Foundation Plan w/endorsement, Distinguished Achievement Plan)

2. Post-Secondary Education Services that provide awareness of college, universities, technical/trade schools and military service options.

- Career Pathways/Personal Graduation Plans
- TSI Review and Testing
- NJROTC
- Presentations regarding Post-Secondary Services
- College and Career Go Center

3. Parental Involvement Center located at Veterans Memorial Academy and communication through

- [School Messenger](#)
- Remind
- School Website
- Facebook
- Instagram
- Twitter
- Skyward

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Veterans Memorial Academy maintains facilities that are conducive to an effective learning environment in order to support ongoing academic programs.

Veterans Memorial Academy will ensure that facilities provide a safe and healthy environment and construct facilities that are conducive to effective learning. Veterans Memorial Academy will adhere to procedures and protocols that ensure a healthy, safe, orderly and friendly school environment for all students, parents, and employees. Some additions to the facility is our new fencing project for added safety and support.

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San Benito CISD has a formal mentoring program for all teaching staff new to the district as well as on-going support during their first

year. Professional development through the use of academies is available for all aspiring administrators along with a mentoring program.

## Strengths

1. Campus parent center at VMA utilizes a dedicated group of parent community volunteers.
  2. Family and Community Engagement Department District Events – Parent Conference, Special Events, Meet the Teacher Night, etc.
  3. Community Partnerships with local businesses, outreach service providers and non-profit agencies.
  4. District Community Relations Department – KSBG-TV, Live Stream Application
  5. Mobile Phone Applications such as Class Dojo.
  6. Career and Technical Education Department course offerings
  7. Advance Academic Opportunities at VMA
    - Honors courses
    - Dual Enrollment classes beginning at 9th grade.
    - TSI Test
    - PSAT Test
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Through the use procedures and process, discipline referrals have decreased. Veterans Memorial Academy, students have the capability to report any bullying and other incidents anonymously through the STOP IT App. in addition to reporting to our police officers, security, administration, or counselors.


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1. The district initiatives such as: Fundamental 5, Learning Walks, and Lead4ward strategies have been implemented on our campus.
2. Capturing Kids Hearts and Instructional walk-throughs in addition to evaluative walk-throughs have also been utilized and assist with our discipline.

# Problem Statements Identifying Perceptions Needs

|        | Problem Statement  | Root Cause   |
|--------|--|--|
| 1<br>★ | Parent School Volunteers are needed.   | Recruitment of parents is needed at Veterans Memorial Academy by Family and Community Engagement Department. |
| 2      | Transitioning from each class during rainy days is difficult without students getting wet. | The canopies leak and there is poor drainage of accumulating rainwater.                                      |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

The Sheltered Strategic Plan for English Learners has deterred students from consistently meeting the state standards in all tested areas.

Current scheduling limits English Learners from broadening their exposure to the English language and social acquisition. For this school year, recent immigrants will only be grouped together for ESOL.

2  
★

Our special education students earned a 50% on the English I STAAR End-of-Course Exam which is below the state average of 70%.

Students have large foundational gaps which makes it challenging for them to progress with grade level content. Master schedule for special education needs to be followed in order to provide services for all students in the program.

3  
★

Emergent Bilingual resources predominantly target recent immigrants only resulting in minimal gains with this population.

Lack of fidelity in implementation of EB resources. Maximize resources available including instructional and testing accommodations.

4  
★

Ineffective use of Technology in the Classroom.

Sporadic training and lack of follow up/fidelity in using technology resources.

5  
★

Parent School Volunteers are needed.

Recruitment of parents is needed at Veterans Memorial Academy by Family and Community Engagement Department.

6  
★

A significant number of our students are part of subgroups that lack foundational knowledge, which interferes with their academic progress.

Academic foundational gaps coupled with at-risk conditions.





# 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



# Goals

# Goal 1

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

## Performance Objective 1 High Priority

By June 2026, 80% of all students and 80% of each subgroup will meet Domian II satisfactory performance on STAAR Algebra 1, English 1, and Biology.

**Evaluation Data Source:** STAAR Reports for grade 9-EOC

### Strategy 1

1. Implement state scientific, research-based programs at VMA to achieve rigor for reading, writing, math, social studies, science, foreign language, professional development, counseling and vocational careers. (Title I SW: 1,2,3) (Target Group: All)

**Strategy's Expected Result/Impact:** Summative - TAPR Report; STAAR Summary Report

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** 211 - Title I, Part A, \$2,500, 212 - Title I, Part C, Migrant, \$500, 255 - Title II, Part A, TPTR, \$1,000, 263 - Title III, LEP, \$500

### Formative Reviews

Moderate Progress

December

March

May

June

### Strategy 2

Implement intentional, focused, and comprehensive tutoring after school, on Saturdays, and during Academic Team Planning Period. (Title I SW: 2,8,10) (Target Group: Migrant, LEP, SPED, At Risk)

**Strategy's Expected Result/Impact:** Summative - STAAR results

**Staff Responsible for Monitoring:** Assistant Principal(s), Core Subject Teachers, Counselor(s), Dean of Instruction, Department Heads, Migrant Teachers, Principal, Special- Ed Teachers, Teacher Assistants

**Funding Sources:** 211 - Title I, Part A, \$25,000, 212 - Title I, Part C, Migrant, \$10,000, 199 - General Fund, \$7,000

## Formative Reviews

Considerable Progress

December

March

May

June

## Strategy 3

Administer and analyze CFA diagnostic tests and interim assessments in order to provide instruction in target areas. (Title I SW: 1,2,8) (Target Group: All)

**Strategy's Expected Result/Impact:** Summative - Diagnostic tests & STAAR results

**Staff Responsible for Monitoring:** Deans of Instruction, Department Heads, Principal, Special Ed Teachers, Teacher(s), Testing Coordinator

**Funding Sources:** 211 - Title I, Part A, \$1,000

## Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 4

Provide additional training opportunities for teachers to address students with special needs.

**Strategy's Expected Result/Impact:** Improve scores for Special Education students

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Special Education Director, Special Education Coordinator

**Funding Sources:** 255 - Title II, Part A, TPTR, \$5,000

## Formative Reviews

Some Progress

December

March

May

June

## Performance Objective 2 High Priority

By June 2026, 100% of all VMA freshmen students will be placed into an appropriate Career Cluster that will help meet college-ready requirements.

**Evaluation Data Source:** TSIA2 scores, PSAT 8/9 scores, and CTE coherent sequence completion

## Strategy 1

Provide tutoring sessions to prepare students to be successful on TSIA2 ELAR MC/Writing and Math tests.

**Strategy's Expected Result/Impact:** TSIA2 test results

**Staff Responsible for Monitoring:** Assistant Principal/Dean

**Funding Sources:** \$3,000

### Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 2

Provide a College & Career Go Center on Campus and virtually.

**Strategy's Expected Result/Impact:** The College and Career Go Center will create a school -wide college-bound culture and promote college awareness for students.

**Staff Responsible for Monitoring:** Higher Education Coordinator

### Formative Reviews

Some Progress

December

March

May

June

## Strategy 3

Provide availability for TSIA2 testing

**Strategy's Expected Result/Impact:** Students will test to enroll in dual enrollment courses

**Staff Responsible for Monitoring:** Higher Education Coordinator

### Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 4

Offer Dual Enrollment courses during the Fall and Spring semester.

**Strategy's Expected Result/Impact:** Students will complete their dual enrollment courses.

**Staff Responsible for Monitoring:** Administration  
Higher Education Coordinator

**Funding Sources:**

**Formative Reviews**

Considerable Progress

December

March

May

June

**Performance Objective 3**  **High Priority**

Select, provide, and support short-term instructional strategies and interventions for students needing academic assistance as evident by assessment data. (Target Group: Migrant, LEP, SPED, At Risk, 504) (ESSA)

**Evaluation Data Source:** Weekly formative assessments, Interim Assessments, and MAPP

**Strategy 1**

Use data to drive instructional decisions and target academic deficiencies for special populations.

**Strategy's Expected Result/Impact:** Students will increase their performance and passing rates on CFAs, district benchmark exams, and state assessments such as STAAR EOC and TELPAS.

**Staff Responsible for Monitoring:** Dean of Instruction, District Directors, Principal, teacher(s)

**Formative Reviews**

Moderate Progress

December

March

May

June

**Strategy 2**

Provide summer school for student groups being retained and/or failing courses and will retest STAAR End-of-Course Exams.

**Strategy's Expected Result/Impact:** Students will be successful in earning their credits. There will be a reduction in retention rates and an increase in STAAR End-of-Course rates.

**Staff Responsible for Monitoring:** Deans of Instruction, Federal Programs Director, Principal

**Funding Sources:** 211 - Title I, Part A, \$25,000, 224 - IDEA B, Formula SpEd, \$10,000

**Formative Reviews**

No Progress

December

March

May

June

### Strategy 3

Be proactive in ensuring that all student groups and subpopulations are following the student code of conduct to reduce the number of special education students placed in ISS and at PRC.

**Strategy's Expected Result/Impact:** A reduction of students within subpopulation groups being assigned alternative discipline.

**Staff Responsible for Monitoring:** Assistant Principals, Dean of Instruction, Principals, SBCISD Police officer, Teacher(s)

#### Formative Reviews

Moderate Progress

December

March

May

June

### Performance Objective 4 High Priority

Write across the curriculum by incorporating a writing rubric and APES for support with teacher implementation in all subjects, including practical writing classes, to improve achievement in all STAAR EOC components. (Title I SW: 1,2,3) (Target Group: Migrant, LEP, SPED, AtRisk, Dys) (ESSA)

**Evaluation Data Source:** Summative- TAPR Report; STAAR Summary Report

### Strategy 1

Implement effective instruction for academic language to better prepare students in subpopulations. Students focusing on vocabulary attainment for reaching personal success across all content areas.

**Strategy's Expected Result/Impact:** Attain an increase in overall success in relation to state assessments.

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

#### Formative Reviews

Moderate Progress

December

March

May

June

### Strategy 2

Create, administer, and analyze assessments administered to special populations and RTI students which are aligned to the TEKS Resource curricular timelines. Use data to drive instruction for all accountability populations, to identify performance gaps to meet state standards.

**Strategy's Expected Result/Impact:** Instruction will be more data driven and targeted to ensure success on state assessments for all subpopulations.

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

### Formative Reviews

Moderate Progress

December

March

May

June

### Performance Objective 5 High Priority

By June 2026, 80% of VMA students participating in a reading program will show an improvement in over all literacy skills. (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED)

**Evaluation Data Source:** Summative- ELA Quarter Test Results; program usage reports

### Strategy 1

Continue to implement a reading program to improve achievement in all State STAAR EOC components using, Language Live , My Perspective -(See Savvas), Edgenuity, CommonLit, No Red Ink, EdPuzzle (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED)

**Strategy's Expected Result/Impact:** Over all improvement of literacy skills

**Staff Responsible for Monitoring:** Dean of Instruction  
Classroom Teachers

**Funding Sources:** 211 - Title I, Part A, \$4,000, 212 - Title I, Part C, Migrant, \$500, 224 - IDEA B, Formula SpEd, \$1,000

### Formative Reviews

Moderate Progress

December

March

May

June

### Performance Objective 6

90% of CTE organization members will compete at the Regional Leadership Conference by Spring Semester.

**Evaluation Data Source:** CTE courses will establish a student run organization (BPA, HOSA, SkillsUSA, etc.).

### Strategy 1

Students pursuing careers in CTE courses have the opportunity to compete in Regional, State, and National Leadership Conferences.

**Strategy's Expected Result/Impact:** CTE courses will be required to establish student run organizations (BPA, HOSA, SkillsUSA, etc.) which will allow students to explore, apply critical thinking skills, collaborate, and engage in competitions that will allow them to apply real world career applications and experiences.

**Staff Responsible for Monitoring:** Principal, CTE Director, Club Sponsors.

### Formative Reviews

No Progress

**December**

**March**

**May**

**June**

## Performance Objective 7 High Priority

By June 2026, 70% of EL students will earn their credits and pass EOC exams. (Title I SW: 1,2,9,10)  
(Target Group: ESL, LEP)

**Evaluation Data Source:** Summative-STAAR EOC Results

### Strategy 1

Coordinate program options for credit accrual, credit recovery and STAAR EOC Prep classes to ensure that EL students are accessing opportunities available to earn needed credits and pass the all STAAR EOC exams. (Title I SW: 1,2,9,10) (Target Group: EL, LEP)

**Strategy's Expected Result/Impact:** Success on earning credits and passing EOC exams

**Staff Responsible for Monitoring:** Administration

Dean of Instruction

Counselors

Classroom Teachers

### Formative Reviews

Some Progress

**December**

**March**

**May**

**June**

## Performance Objective 8

50% of CTE students will be certified in one or more areas of Microsoft Office Specialist (MOS) by the end of the school year.

**Evaluation Data Source:** CTE students will be certified through MOS certifications

### Strategy 1

CTE will offer MOS certifications to support student pathways with project based learning.

**Strategy's Expected Result/Impact:** 75% of CTE students will be certified through MOS certifications.

**Staff Responsible for Monitoring:** Principal, CTE Director, Teachers

### Formative Reviews

Some Progress

December

March

May

June

## Performance Objective 9 High Priority

By June 2026, 80% of subgroups will meet standards on all areas of the STAAR EOC assessments.

**Evaluation Data Source:** Formative assessments, Interim assessments, and STAAR EOC Results

### Strategy 1

Implement Best Practices for acquiring academic language to better prepare the subgroups: At-Risk, ELs, Special Education, Section 504, and migrant students-focusing on vocabulary attainment for reaching personal success including but not limited to the use of word walls, graphic organizers, S3Strategies, Texas Coach, and Sheltered Instruction. (Target Group 9th)

**Strategy's Expected Result/Impact:** Improvement in student academic vocabulary and usage

**Staff Responsible for Monitoring:** Administration

Dean of Instruction

Classroom Teachers

### Formative Reviews

Considerable Progress

December

March

May

June

## Performance Objective 10 High Priority

By June 2026, VMA will increase EB scores in both TELPAS and STAAR EOC through the implementation of Summit K-12 (World Geography, Science, and Reading).

**Evaluation Data Source:** STAAR EOC/TELPAS results

### Strategy 1

Implement staff development across the core subjects through PLCs and TELPAS trainings to ensure best practices for all students, focusing on ELs.

**Strategy's Expected Result/Impact:** Improvement in EOC and TELPAS scores

**Staff Responsible for Monitoring:** Administration  
Dean of instruction

**Funding Sources:** 263 - Title III, LEP, \$5,000

### Formative Reviews

Moderate Progress

**December**

**March**

**May**

**June**

## Performance Objective 11

By the end of the academic school year, Veterans Memorial Academy will differentiate instruction by providing rigorous curriculum and instruction for Gifted and Talented learners.

**Evaluation Data Source:** STAAR EOC results/Campus Masters Level percentages

### Strategy 1

Veterans Memorial Academy will provide opportunities for teachers to attend virtual training/conferences focused on differentiated, rigorous instruction and curriculum.

**Strategy's Expected Result/Impact:** Challenge gifted learners in the classroom.

**Staff Responsible for Monitoring:** District G/T Coordinator, Campus G/T Coordinator

**Funding Sources:** 211 - Title I, Part A, \$3,000

### Formative Reviews

Considerable Progress

**December**

**March**

**May**

**June**

### Strategy 2

All teachers of Gifted and Talented (G/T) students will receive the required 30 hours of G/T and 6 hour update.

**Strategy's Expected Result/Impact:** Improve percentage of students achieving Masters Grade Level on the STAAR EOC exams

**Staff Responsible for Monitoring:** Campus G/T Coordinator

### Formative Reviews

Considerable Progress

**December**

**March**

**May**

**June**

## Performance Objective 12 High Priority

By June 2026, 70% of VMA students, with a concentrated effort on all special populations, will meet established standards on the state assessment.s.

**Evaluation Data Source:** NWEA MAP testing, CFA's, and EOC resluts

### Strategy 1

Veterans Memorial Academy will maintain 100% highly effective staff and faculty.

**Strategy's Expected Result/Impact:** Improve student scores in order to meet state standards.

**Staff Responsible for Monitoring:** Administration, Dean of Instruction, and teachers.

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

December

March

May

June

## Performance Objective 13 High Priority

By June 2026, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 15% increments annually as measured by PEIMS.

**Evaluation Data Source:** Disciplinary Referrals, Disciplinary PEIMS Reports, Halo vape detectors.

### Strategy 1

VMA will implement positive behavior supports and the Student Code of Conduct, including campus-based consequences (ISS), to address student behavior, attendance, and school climate to ensure that students can experience academic success. VMA will implement a 24-48 turnaround timeframe per referral.

**Strategy's Expected Result/Impact:** Annual five percent reduction in student discipline reports coupled with an increase in student attendance

**Staff Responsible for Monitoring:** Administration

### Formative Reviews

Some Progress

December

March

May

June

## Strategy 2

VMA will train students through Counseling Google Classroom on the use of the STOPIT app to report bullying and any other incidents or situations of concern to our school community's safety.

**Strategy's Expected Result/Impact:** 100% of VMA students will know how to use the STOPIT app.

**Staff Responsible for Monitoring:** Administration

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Considerable Progress

**December**

**March**

**May**

**June**

# Goal 2 SBCISD/Veterans Memorial Academy will build a high-performing, compliant, and supportive workforce.

## Performance Objective 1

Veterans Memorial Academy will recruit, retain, and empower highly qualified faculty and staff. Post positions and interview to fill vacancies.

**Evaluation Data Source:** State Board of Education Official Record of Educator Certificates

### Strategy 1

VMA staff will attend job fair recruitment events in order to recruit new employees. Provide professional development to enhance instruction on an ongoing basis and opportunities for networking.

**Strategy's Expected Result/Impact:** Improve instruction and test scores

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

**Funding Sources:** 255 - Title II, Part A, TPTR, \$5,000

#### Formative Reviews

Considerable Progress

December

March

May

June

### Strategy 2

Veterans Memorial Academy will provide notice to parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified.

**Strategy's Expected Result/Impact:** Open communication with parents

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

#### Formative Reviews

Considerable Progress

December

March

May

June

### Strategy 3


Provide adequate training and follow-up for programs such as Edgenuity and Language Live.

**Strategy's Expected Result/Impact:** Less retention, improve student scores

**Staff Responsible for Monitoring:** Secondary Curriculum Director, Dean of Instruction

**Funding Sources:** 211 - Title I, Part A, \$7,100

### Formative Reviews

 Accomplished

December

March

May

June

## Strategy 4

Provide a campus mentor program for first and second year teachers and provide support for those new to the campus.

**Strategy's Expected Result/Impact:** Create collaboration, retain teachers, and improve campus climate

**Staff Responsible for Monitoring:** Administration

### Formative Reviews

Considerable Progress

December

March

May

June

## Performance Objective 2 High Priority

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

**Evaluation Data Source:** Staff development attendance, surveys, and feedback

## Strategy 1

VMA will implement professional development trainings to target all core areas, special education, counseling, and EL.

**Strategy's Expected Result/Impact:** VMA faculty and staff will be highly qualified and effective in all areas.

**Staff Responsible for Monitoring:** Administration

### Formative Reviews

Considerable Progress

December

March

May

June

### Performance Objective 3

Provide trainings to all staff in order for staff to implement activities and strategies to teach students alternatives to negative behavior.

**Evaluation Data Source:** Reduction in discipline referrals by 10% with the use of Skyward.

#### Strategy 1

Communicate student code of conduct, utilize canine services, provide staff classroom management training, conflict resolution and emergency response. Create protocol for "under the influence" students and create a standardization of discipline referral time frame.

**Strategy's Expected Result/Impact:** Reduction in the number of behavior referrals by 10% with the use of an electronic discipline referral software.

**Staff Responsible for Monitoring:** Assistant Principal, Principal, Deans of Instruction, RTI Teacher, counselors

**Funding Sources:** Pending Bids - Electronic Referral Software 199 - General Fund, \$1,000

#### Formative Reviews

Considerable Progress

December

March

May

June

### Performance Objective 4

VMA teachers will be trained in the fundamental five and use it as a foundation for academic success.

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

### Performance Objective 5 High Priority

Provide high quality staff development to all San Benito VMA employees and students regarding the Bullying Prevention and Interventions plan, a comprehensive approach to addressing bullying and cyberbullying.

**Evaluation Data Source:** Sign-in sheets- Use of documentation forms; Use of STOPIT app. to report incidents.

#### Strategy 1

All students will have access to QR codes to report bullying using the STOPIT app. All students will be trained in David's law SB 179.

**Strategy's Expected Result/Impact:** Disciplinary referrals will be reduced by 10% from previous year and attendance will be at 95% or higher

**Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principal(s), Principal, Deans of Instruction

**Funding Sources:** Trainings - Pending Bids 199 - General Fund,

**Formative Reviews**

 Accomplished

**December**

**March**

**May**

**June**

# Goal 3 SBCISD/ Veterans Memorial Academy will improve public relations, communciations, and ceommunity engagement skills.

## Performance Objective 1

Parents, student, and counselors will develop a personal graduation plan that will allow student to maintain focus and clarity on the road to graduation.

**Evaluation Data Source:** 100% of students will have a parent signed graduation plan in their student file.

### Strategy 1

Counselors and staff will meet with students every semester on a one-to-one basis as needed to discuss career pathways/graduation plans.

**Strategy's Expected Result/Impact:** Students will have clarity and goal oriented to maintain direction towards graduation.

**Staff Responsible for Monitoring:** Counselors and Staff

**Funding Sources:** updated career pathways/graduation plans 199 - General Fund,

#### Formative Reviews

Considerable Progress

December

March

May

June

## Performance Objective 2

Create Advertisements of school accomplishments by promoting at different public affairs, such as and not limited to, television, movie theaters, banners, public transportation, and etc.

**Evaluation Data Source:** By increasing the number of advertisements, there should be an increase, or maintain current, in student population at SBCISD.

### Strategy 1

Provide communication with the community via social media, campus website, Remind app, School Messenger, Fish Camp and on-site tours to promote advertisement and school information.

**Strategy's Expected Result/Impact:** Provide mass communication with staff, students, and parents

**Staff Responsible for Monitoring:** Principal and campus webmaster

**Funding Sources:** 199 - General Fund, \$50,000

## Formative Reviews

Considerable Progress

December

March

May

June

## Performance Objective 3

By June 2024, 70% of all students/parents/guardians/families will participate in at least one school sponsored activity.

### Strategy 1

VMA will host family events, including a Fish Camp; Meet the Teacher Night; TSIA2 Parent Information Sessions; Dual Enrollment Information Sessions; Spring Open House; Band, Conjunto, and Choir performances; annual quinceanera; and other extra-curricular family activities.

**Strategy's Expected Result/Impact:** Improved academic performance and campus climate

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 199 - General Fund, \$10,000

### Formative Reviews

Considerable Progress

December

March

May

June

# Goal 4

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

## Performance Objective 1

All students, staff, and community members will feel and see a clean and safe campus.

**Evaluation Data Source:** Administration walk-throughs of various sections of campus.

### Strategy 1

Students will attend classes 92% of the time.

**Strategy's Expected Result/Impact:** Students who are excessive will be placed on an attendance contract and will be subjected to calls to guardians/parents.

**Staff Responsible for Monitoring:** Administration, FACE personnel, attendance clerk, and teachers.

#### Formative Reviews

Considerable Progress

December

March

May

June

### Strategy 2

A teacher of the Quarter will be selected every nine weeks based on perfect attendance.

**Strategy's Expected Result/Impact:** Teachers with perfect attendance for the nine weeks will be entered into a raffle for reserved parking, snacks, and an extended lunch.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

Some Progress

December

March

May

June

## Performance Objective 2 High Priority

Increase security with additional surveillance equipment, personnel, and needed school safety training for all staff.

**Evaluation Data Source:** For equipment - purchase order, installation records, and inventory such as Halo vape detectors. For personnel - incident reports/referrals and logging system updates.

### Strategy 1

Install 360 degree security cameras in areas of need. Implement periodic maintenance of cameras bi-annually.

**Strategy's Expected Result/Impact:** Reduction in the numbers of incident reports/referrals.

**Staff Responsible for Monitoring:** Principal, SRO Officer, 2 SBCISD Police officers, Site Based Committee

**Funding Sources:** Pending Bids - Fence and Cameras 199 - General Fund, \$4,000

#### Formative Reviews

Considerable Progress

December

March

May

June

### Strategy 2

Implement Fire Extinguisher training to at least one person per pod to ensure preparedness in case of a fire on campus.

**Strategy's Expected Result/Impact:** Teachers will be prepared to handle a fire with a fire extinguisher. Due to COVID-19 protocols, limited staff interaction was in place.

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** The SBCISD provided the training free of charge from the San Benito Fire Department. 199 - State Compensatory Education (SCE),

#### Formative Reviews

No Progress

December

March

May

June

### Strategy 3

Increase our security staff to provide added vigilance and safety on our campus.

**Strategy's Expected Result/Impact:** Increase safety for everyone on campus.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Considerable Progress

**December**

**March**

**May**

**June**

## Strategy 4

Security will use the K-9 sporadically to reduce the number of illegal substances on campus.

**Strategy's Expected Result/Impact:** Decrease the number of illegal substances on campus.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

No Progress

**December**

**March**

**May**

**June**