

**San Benito Consolidated Independent School District**  
**District Improvement Plan**  
**2018-2020 Improvement Plan**

**Accountability Rating: C**



# Mission Statement

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

# Vision

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

# Value Statement

Core Values San Benito CISD believes that:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Benito is known as the "Resaca City". The Resaca de Los Fresnos, 400-foot (120 m) wide, flows through the city. As indicated by its Spanish name, the resaca was a dry riverbed. It is now the main canal of a large irrigation system. (From Wikipedia). As per the Texas State Historical Association, San Benito is on U.S. Highway 77/83 five miles south of Harlingen and twenty miles north of Brownsville in Cameron County, at the approximate center of the county. Population in 2014: 24,506 (97% urban, 3% rural). Population change since 2000: +4.5 percentage as noted on the listed link: <http://www.city-data.com/city/San-Benito Texas.html>

The San Benito Consolidated Independent School District serves San Benito. The local high school is San Benito High School. SBCISD has two high schools, Veterans Memorial Academy [9th grade only] and San Benito High School [10th through 12th grades]; three middle schools, Riverside, Berta Cabaza, and Miller Jordan; eleven elementary schools, Fred Booth Elementary, Dr. C.M. Cash Elementary, Ed Downs Elementary, Rangerville Elementary, Frank Roberts Elementary, Sullivan Elementary, La Encantada Elementary, La Paloma Elementary, Dr. Raul Garza Elementary, Oscar De La Fuente Elementary, Angela G. Leal Elementary and four alternative schools Positive Redirection Center, A.R. Rodriguez Juvenile Boot Camp, RGV Youth Recovery Home, and Gateway to Graduation Academy.

According to the Texas Academic Performance Report (TAPR) in 2016, the district had an enrollment of 10,621 students, 99% of which are the Hispanic descent, .7% are White. 84.2% or 8,943 of our students population is classified as economically disadvantaged, 22.8% are English Language Learners, and 56.9% are classified as at-risk. Student enrollment at San Benito CISD unfortunately is continuing to decrease during 2016-2017, a pattern we have seen for the last three years. Enrollment decreased from the previous year by 2.09 percent. San Benito CISD had 681 graduates in 2016 with 78.5% of them being college and career ready graduates.

The district has identified 625 students who are migrant. Attendance rates have steadily remained the same over the last three years. At 95.3%, the attendance rate is one of the highest in the school district. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. The district is predominately a neighborhood school, with about 3/4 of the students reside within the city limits and 1/4 of students live in a rural area north of the city. San Benito CISD's student groups include 22.42% English Language Learners (ELLs), 2.93% Gifted and Talented, and 8.76% Special Education. Additionally, 83.57% are economically disadvantaged, 57.94% are identified as at-risk.

### Demographics Strengths

Attendance rates at the elementary level are high [over 94%].

Graduation rates have increased over the past three years.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student enrollment has decreased at SBCISD. Students zoned to SBCISD are enrolling in neighboring districts and charter schools.

**Root Cause:** Students residing in SBCISD have additional schools of choice.

**Problem Statement 2:** Student drop out rate in 7th through 12th grades fluctuates yearly. **Root Cause:** Outline specific procedures for secondary schools in locating students.

# Student Academic Achievement

## Student Academic Achievement Summary

A comparison of STAAR scores at the All Students level show that the 2017 and 2018 scores show increases in 4 of the 5 subject areas. The largest change is in SOCIAL STUDIES with a 5% gain.

ALL GRADE LEVELS		
	2017	2018
<b>READING</b>	64	66
<b>MATH</b>	71	75
<b>WRITING</b>	63	63
<b>SCIENCE</b>	72	73
<b>SOCIAL STUDIES</b>	66	71

The 2018 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are on track for college and career readiness with few or no academic interventions.

2018 STAAR	APPROACHES	MEETS	MASTERS	2018 STAAR	APPROACHES	MEETS	MASTERS
ALL	Grade Level	Level	Grade Level	ALL	Grade Level	Level	Grade Level
STUDENTS	Performance	Performance	Performance	STUDENTS	Performance	Performance	Performance
3rd Math	77	45	21	6th Math	64	29	8
4th Math	81	50	29	7th Math	57	26	8
5th Math	88	55	28	8th Math	77	35	3
3rd Reading	74	34	16	6th Reading	57	25	8
4th Reading	72	42	20	7th Reading	60	32	17
5th Reading	78	41	17	8th Reading	76	32	15
4th Writing	70	42	7	7th Writing	55	31	8
5th Science	76	39	15	8th Science	61	28	9
Algebra I	80	37	19	8th Soc. St.	49	18	6

Biology	79	43	12	U.S. History	90	56	23
English I	53	31	3	English II	60	36	3

## READING

Looking deeper, STAAR 2017 and 2018 READING scores at Approaches Grade Level, Meets Grade Level, and Masters Grade Level Performance are as follows:

### STAAR READING

	2017			2018		
	Appr GL	Meets GL	Masters	Appr GL	Meets GL	Masters
3rd Grade	68	37	22	74	34	16
4th Grade	64	33	17	72	42	20
5th Grade	83	41	17	78	41	17
6th Grade	55	26	10	57	25	8
7th Grade	56	23	11	60	32	17
8th Grade	76	36	15	76	32	16
English I	57	35	4	53	31	3
English II	58	32	2	60	36	3

An analysis of scores for each student group at each grade level in READING revealed the following:

- At Risk student scores are significantly lower than all students scores. The greatest variance is in 3rd grade, 6th grade, 7th grade, English I and English II.
- The Special Education scores show the greatest variance of all student groups. In 4<sup>th</sup> grade reading 21% of the special needs student scored Approaches as compared with 72% of non-Sped. In 7<sup>th</sup> grade reading 7% of the special needs student scored Approaches as compared with 60% of non-Sped students.

## MATHEMATICS

Looking deeper, STAAR 2017 and 2018 MATHEMATICS scores at Approaches Grade Level, Meets Grade Level, and Masters Grade Level Performance are as follows:

### STAAR MATHEMATICS

	2017			2018		
	Appr GL	Meets GL	Masters	Appr GL	Meets GL	Masters
3rd Grade	76	44	23	77	45	21
4th Grade	72	45	25	81	50	29
5th Grade	83	41	17	88	55	28
6th Grade	54	21	6	64	29	8



7th Grade	49	18	5	57	26	8
8th Grade	76	33	6	77	35	3
Algebra I	80	39	17	80	37	19

An analysis of scores for each student group at each grade level in MATH revealed the following:

- At Risk student scores are significantly lower than all students scores. The greatest variance is in 6th grade and 7th grade
- In Algebra I 8.7 % of the special needs students scored Approaches as compared with 80% of non-Sped students.

### Writing

Looking deeper, STAAR 2017 and 2018 WRITING scores at Approaches Grade Level, Meets Grade Level, and Masters Grade Level Performance are as follows:

#### STAAR WRITING

	2017			2018		
	Appr GL	Meets GL	Masters	Appr GL	Meets GL	Masters
4th Grade	67	31	7	70	42	7
7th Grade	58	24	4	55	31	8

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- At Risk student scores are significantly lower than all students scores at approaches grade level, meets grade level, and masters grade level. The percentage of students in 4th grade at approaches grade level was 58% and 32% in 7th grade for the 2018 school year.
- In 7<sup>th</sup> grade Writing 6% of the special needs student scored Approaches as compared with 55% of non-Sped students.
- 

### Science

Looking deeper, STAAR 2017 and 2018 SCIENCE scores at Approaches Grade Level, Meets Grade Level, and Masters Grade Level Performance are as follows:

## STAAR SCIENCE

	2017			2018		
	Appr GL	Meets GL	Masters	Appr GL	Meets GL	Masters
5th Grade	75	35	17	76	39	15
8th Grade	41	13	6	61	28	9
Biology	82	42	7	79	43	12

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- At Risk student scores are significantly lower than all students scores. The greatest variance is in 5th grade at meets and masters grade level and for 8th grade and Biology at all performance levels.

## SOCIAL STUDIES

Looking deeper, STAAR 2017 and 2018 SOCIAL STUDIES scores at Approaches Grade Level, Meets Grade Level, and Masters Grade Level Performance are as follows:

### STAAR SOCIAL STUDIES

	2017			2018		
	Appr GL	Meets GL	Masters	Appr GL	Meets GL	Masters
8th Grade	57	26	6	49	18	6
US History	88	46	16	90	56	23

An analysis of scores for each student group at each grade level in SOCIAL STUDIES revealed the following:

- At Risk student scores are significantly lower than all students scores. The greatest variance is in U.S. History at meets and masters grade level and for 8th grade at all performance levels.

## Student Academic Achievement Strengths

- The Special Education scores displayed improvement when compared to the 2016-2017 school year. In 3<sup>rd</sup> grade reading 28% of the special needs student scored Approaches in the 2016-2017 as compared to 38% in the 2017-2018 school year. In 5<sup>th</sup> grade reading 29% of the special needs student scored Approaches in the 2016-2017 as compared to 39% in the 2017-2018 school year. There was a 10% improvement in both grade levels.
- In 3<sup>rd</sup> grade math 33% of the special needs student scored Approaches in the 2016-2017 as compared to 43% in the 2017-2018 school year. In 4<sup>th</sup> grade math 20% of the special needs student scored Approaches in the 2016-2017 as compared to 37% in the 2017-2018 school year. In 5<sup>th</sup> grade math 42% of the special needs student scored Approaches in the 2016-2017 as compared to 59% in the 2017-2018 school year. There was a 17% increase in the 5<sup>th</sup> grade math scores.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments. **Root Cause:** Lack of alignment and rigor in district curriculum.

**Problem Statement 2:** The district results show significant gaps in the performance of sub-populations in comparison to all students. **Root Cause:** Interventions and strategies are not addressing the student needs necessary to close the gap in performance.

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

# District Processes & Programs

## District Processes & Programs Summary

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

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. We work hard to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. PLCs are a cornerstone of our instructional foundation. Time is allotted for teachers in elementary, middle, and high school so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Our strong focus on instruction and student mastery drives the SBCISD staff to provide the best educational opportunities for all students.

The curriculum audit, specified areas that needed further evaluation. An emphasis on communicating policies and procedures was brought to the forefront. With this in mind, SBCISD wants to ensure that all staff, students, and parents are cognizant of the services the district has available, as well as procedures that affect our community as a whole.

## District Processes & Programs Strengths

1. 100% of campuses conduct PLC Meetings. An agenda is set and sent to staff prior to PLC meeting.
2. Full day Prekindergarten has been implemented at SBCISD.
3. District-wide Benchmarks are administered for grades 3<sup>rd</sup> through 8<sup>th</sup> once a year.
4. A campus master schedules and district wide calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.

## Problem Statements Identifying District Processes & Programs Needs

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

# Perceptions

## Perceptions Summary

SBCISD adopted PBIS as the behavior management system for the 2018-2019 school year. An integral component of PBIS involves the creation of desired behavior expectations for students, which should be observable, measurable, objective and specific. Defining behaviors in this way also makes it much easier to model them for students, so they can see concrete examples of what they are expected to do. Students and teachers agree that rules and behavioral expectations are clearly in place.

One of our district CORE values states: Respect for all individuals is essential. Students and teachers at all levels agree that teachers treat students with respect; however, the percentage of agreement drops significantly, about 30%, when asked if students treat each other well. This notable difference in the lack of respect among students has some obvious implications and must be addressed and corrected for the 2018-2019 school year.

Another very important component of PBIS is the establishment and promotion of a reward system for recognizing students who achieve the high expectations we have for positive behavior and the establishment of consequences for students who do not meet these expectations. Like the expectations, the rewards and consequences should be age-appropriate and consistent.

After the first year of PBIS implementation, the SBCISD School Culture & Climate Survey revealed that approximately one third of our elementary and secondary students feel that they are not recognized often for good behavior by the adults in our schools. Furthermore, 41% of elementary students and 27% of secondary students state that the behavior of students in their classes do not allow their teachers to teach.

Teacher responses in the survey indicated that only 68% of the teachers strongly agree or agree that adults in our schools use effective discipline strategies in the classroom. Forty-eight percent of teachers strongly agree or agree that students do not threaten or bully each other at school, and 60% strongly agree or agree that threats by students against one another are rare. Finally, 46% of teachers strongly agree or agree that bullying and mean behaviors are not issues in our schools, and only 50% of teachers strongly agree or agree that students are not regularly picked on, called names, or teased by other students.

These results readily indicate that a high percentage of students and teachers agree that students do not treat each other well to the degree that they feel bullied, teased, or picked on by their peers while they are at school. Unfortunately, this creates a negative school culture and climate for the affected students.

Another very important non-negotiable characteristic of higher performing school systems regarding culture and climate requires the maximized inclusion of teachers in decision-making. Teacher inclusion and buy-in is highly important to the success of any district or campus level initiative; yet nearly a third of all teachers feel that they are excluded from decision-making.

Sixty-nine percent of the teachers surveyed strongly agree or agree that teachers and staff are involved in the decision-making process with regard to materials and resources. Sixty-five percent of the teachers strongly agree or agree that they have the materials they need to effectively teach their classes. Sixty-nine percent strongly agree or agree that the campus administration encourages staff involvement in decision making for the school.

## Perceptions Strengths

In summary, SBCISD has many important strengths supporting a positive school culture and climate in our schools; however, we still need to build capacity in several areas. Of greatest importance is the need to embed a Character Development program into our curriculum that is age-appropriate for all levels of instruction: elementary, middle school, and high school. This will provide the reinforcement and reward system needed for the positive behaviors that are demonstrated every day in our great schools by the majority of our students. In addition, it will provide the instruction needed to educate ALL of our students in the desired behaviors of good citizenship, fairness, respect, acceptance, and good will towards their classmates and teachers. Ultimately, students who feel accepted, respected, and treated well by their peers will excel in their education and personal goal attainment.

### School Culture and Climate Strengths:

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

### Problem Statements Identifying Perceptions Needs

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

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Student enrollment has decreased at SBCISD. Students zoned to SBCISD are enrolling in neighboring districts and charter schools.

**Root Cause 2:** Students residing in SBCISD have additional schools of choice.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student drop out rate in 7th through 12th grades fluctuates yearly.

**Root Cause 3:** Outline specific procedures for secondary schools in locating students.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Processes and procedures are not specifically defined in all service areas.

**Root Cause 4:** All departments need written procedures to ensure procedural information is delineated.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments.

**Root Cause 5:** Lack of alignment and rigor in district curriculum.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** The district results show significant gaps in the performance of sub-populations in comparison to all students.

**Root Cause 6:** Interventions and strategies are not addressing the student needs necessary to close the gap in performance.

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** One third of instructional staff feel that they are not included in the decision making process.

**Root Cause 7:** Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** The district has not met the post secondary readiness standard as per state accountability requirements.

**Root Cause 8:** The percent of students meeting the meets grade level performance is below the state standard.

**Problem Statement 8 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

# Goals


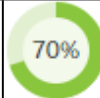
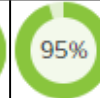
## Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.




**Performance Objective 1:** ESSA: By June 2019, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.




**Evaluation Data Source(s) 1:** STAAR Reports for grades 3-EOC







**Summative Evaluation 1:**




**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue the implementation of Professional Learning Communities (PLCs) districtwide.</p>	2.6	Principals Assistant Principals Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation	Increase scores in: ISIP STAAR/EOC PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 10000.00</p>							




<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Implement district-wide process for response to intervention (RTI) for students with academic, behavioral, social and/or emotional needs.</p>	<p>2.6</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals and teachers After-school director, site coordinators, and tutors</p>	<p>Increase in STAAR/EOC Scores</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I, Part A - 900000.00, 265 - 21st Century Grant (8) - 20000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) District and campus level leaders will work collaboratively on the analysis of data to drive instructional decisions and will consult with PSPs for IR campuses on these matters when applicable. All student information will be reviewed to ensure seamless assistance to all students.</p>	<p>2.6</p>	<p>Assistant Superintendent of Academic Services Director of Special Services Director of Assessment, Research, and Evaluation Director of Bilingual Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principal Assistant Principal Teachers Diagnosticians LLSP SLP 504 staff RTI Dyslexia staff</p>	<p>STARR/EOC Results ISIP PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 276 - Texas Title I Priority Schools - 125000.00</p>							




<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) For all subjects the TEKS Resource System YAG for ELAR, Science, Social Studies and Math will be followed by all K - 12 teachers in combination with TRS. Monitoring for technical assistance from central office administrators will be provided.</p>	2.4, 2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Professional Development Principals Campus Administrators Teachers Support Staff	YAGS Unit Plans Lesson Plans STARR/EOC Scores SRI Results PBMAS				
<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 95000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) To monitor progress towards TEKS mastery, the district will administer district benchmarks in the spring semesters in grades 3rd - 12th. Six week common formative assessments will be available for grades 1-EOC math and ELAR and other STAAR subjects as applicable.</p>	2.4	Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Assessment Director of Professional Development Campus Administration Teachers Support Staff	Increase scores on: STAAR/EOC ISIP PBMAS				
<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I, Part A - 2000.00							







<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) A strong focus on literacy will be supported by the implementation of research based programs.</p>	<p>2.4, 2.5</p>	<p>Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Principal Assistant Principals Teachers Technology Specialists Teachers Support Staff afterschool director, site coordinators, and tutors</p>	<p>Usage Reports Master Schedule STAAR/EOC Data ISIP PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 200000.00, 265 - 21st Century Grant (8) - 0.00</p>							







<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Provide specialized instruction to serve at-risk, bilingual, and special education students with academic, behavioral, and attendance needs.</p>	<p>Assistant Superintendent of Academic Services Director of Special Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Bilingual Education Principals Assistant Principals Teachers RtI Teacher</p>	<p>Increase in scores on: ISIP, STAAR/EOC PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 199 - State Special Education (State SpEd) - 500000.00, 199 - State Compensatory Education (SCE) - 300000.00, 224 - IDEA B, Formula SpEd - 0.00, 212 - Title I, Part C, Migrant - 0.00, 265 - 21st Century Grant (8) - 50000.00</p>						







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>8) To ensure compliance and fiscal responsibility the district will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.</p>	<p>Assistant Superintendent of Academic Services Federal Programs Director Director of Special Services Director of Bilingual Education Director of Assessment, Research and Evaluation Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Campus Principal</p>	<p>Compliance Reports Budget Reports</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 5000.00</p>						












<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) To meet the needs of all students, the District will coordinate and integrate Title I A services with other educational services such as Head Start, Pre-K, services for ELL students and students with disabilities, migratory students, neglected and delinquent youth, and immigrant children to eliminate duplication, and to reduce fragmentation of the instructional program.</p>	<p>Assistant Superintendent of Academic Services Director of Federal Programs Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Title 1 Coordinator Elementary Campus Administrators Pre-K Teachers Director of Special Services Director of Bilingual Education</p>	<p>Increase on: EOY/STAAR Circle test ISIP</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 10000.00</p>						







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) In order to ensure that the needs of the students are being met, a district Comprehensive Needs Assessment (CNA) will be conducted to determine priority areas for professional development and hiring to coordinate Title I A and Title II A programs, activities, and funding in preparation for the 2018-2019 LEA application for funding.</p>	<p>2.5, 2.6</p>	<p>Assistant Superintendent of Academic Services Director of Federal Programs, Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Assessment, Research and Evaluation Director of Professional Development Principals Campus administration Support Staff</p>	<p>Increase of scores on: STAAR/EOC ISIP PBMAS</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 8000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) To ensure financial responsibility an annual review/monitoring of the progress of each campus served under Title I, Part A will be conducted using state and federal accountability data. The results will then be coordinated with the review of the CNA.</p>		<p>Assistant Superintendent of Academic Services Director of Federal Programs Director of Assessment, Research and Evaluation Principals</p>	<p>10% increase in scores on: STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>							







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) To ensure that the needs of all students are being met, the district will allocate and distribute federal funds to eligible campuses including Darrell Hester, Amador Rodriguez, SCAN, and participating Private schools for instructional supplies, including technology software.</p>		Assistant Superintendent of Academic Services Director of Federal Programs Director of After School Programs Principals Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Technology Support Staff	Increase scores on: STAAR/EOC scores PBMAS ISIP  Increase attendance rate Decrease Disciplinary referrals				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 211 - Title I, Part A - 225000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) In order to meet grant compliance, the district will communicate and provide a consultation with all private schools within the area of San Benito that are interested in receiving services with federal funds. Provide ongoing consultation, intervention, and academic evaluation of agreed upon interventions for eligible private school students.</p>	2.4	Assistant Superintendent of Academic Services Director of Federal Programs	Compliance with Federal and State guidelines for grant				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>							

<p>14) Monitor and improve alignment of core/elective programs and interventions to increase academic achievement and close the achievement gaps in math, reading, writing, science, social studies in all tests for all students.</p>	<p>Assistant Superintendent of Academic Services          Director of Elementary Instructional Implementation          Director of Secondary Instructional Implementation          Director of Federal Programs          Director of Staff Development          Principals          Assistant Principals          Teachers          Support Staff</p>	<p>Increase STAAR/EOC scores          ISIP          PBMAS          TELPAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1  <b>Funding Sources:</b> 211 - Title I, Part A - 35000.00</p>						
<p>15) Continue the implementation of the P20 college readiness plan and revise the college preparedness processes to increase percentage of students meeting Texas College Career Military Readiness Standards.</p>	<p>Assistant Superintendent of Academic Services          Director of Secondary Instructional Implementation          High School Principals          Director of Advanced Academics          Coordinator of Higher Education          Assistant Principals</p>	<p>Increase the number of students attending post-secondary institution</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 199 - State Career &amp; Technical Education (State CT - 20000.00</p>						






<p>16) To support curriculum implementation and thus provide the San Benito students with the "gold standard" education, the district will provide scientifically-research based instructional resources and supplies including: technology hardware and software digital materials.</p>	<p>Assistant Superintendent of Academic Services          Director of Elementary Instructional Implementation          Director of Secondary Instructional Implementation          Director of Professional Development          Director of Assessment          Principals          Assistant Principals          Support Staff          Teacher</p>	<p>Increase scores on:          ISIP          STAAR/EOC          PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 211 - Title I, Part A - 610000.00</p>						


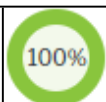
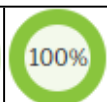
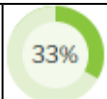
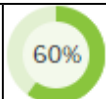
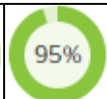
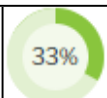
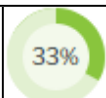
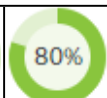
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) To ensure that all San Benito students have their needs met, Special Education teachers will provide students access to the full range of a rigorous curriculum.</p>		Assistant Superintendent of Academic Services Director of Special Education Campus Special Education and Regular Education Teachers Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Staff Development Campus Administration Support Staff Teachers	Increase results on: ISIP STAAR/EOC PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 1  <b>Funding Sources:</b> 224 - IDEA B, Formula SpEd - 50000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>18) To ensure full compliance with grant requirements, the district will conduct full and individual initial evaluations in accordance with IDEA laws and guidelines. This will include providing parents of special education students and students suspected of a disability, the Notice of Procedural Safeguards and the Guide to the Admission Review and Dismissal Process.</p>		Assistant Superintendent of Academic Services Director of Special Education Principal Asst Principal Special Education teachers Diagnostician	Increase progress of special education students on: STAAR/EOC PBMAS ISIP				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 224 - IDEA B, Formula SpEd - 600000.00, 199 - State Special Education (State SpEd) - 400000.00</p>							










<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) In order to meet the needs of all students, a qualified teacher will be provided to teach students diagnosed to have dyslexia and related disorders.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Special Services Coordinator of 504, Dyslexia, &amp; Counselors RTI Teachers Principals Assistant Principals Teachers Support Staff</p>	<p>Decrease gap between student populations by increasing the scores on:</p> <p>STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 500000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) In order to better serve the needs of the San Benito students, the district will ensure that 504 students who meet eligibility receive a 504 service plan that governs the provision of a Free Appropriate Public Education (FAPE) to the student. The student will receive Manifestation Determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the non-discrimination protections of 504.</p>	<p>Assistant Superintendent of Academic Services Director of Special Services Coordinator of 504, Dyslexia, &amp; Counselors Diagnosticians Principals Assistant Principals Teacher</p>	<p>Increase scores on</p> <p>STAAR/EOC ISIP PBMAS</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 10000.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>21) In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 30 days of enrollment for English Language Learners.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education Principals Asst. Principals Teachers LPAC Lead teacher Teachers	increase access to services by ensuring student is properly labeled. Increase scores on: STAAR/EOC TSIP PBMAS				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 199 - State Bilingual/ESL - 15000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>22) In order to better serve the San Benito students, campus administrators will expand their knowledge of bilingual requirements and will ensure teachers are using best practices in the classroom.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principal Asst Principal Teachers	increase scores thus decreasing gap between subpopulations Increase scores on: STAAR/EOC PBMAS ISIP				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 250000.00</p>							















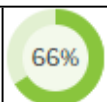
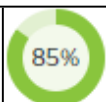
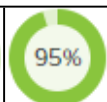
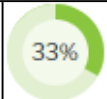
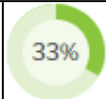

<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>23) To ensure fiscal responsibility the district will renew the software contract and continue using ELlevation software system to document all data related to the bilingual identification, time and treatment, and LPAC.</p>	<p>Assistant Superintendent of Academic Services Director of Bilingual Education Principals Asst. Principals Teachers LPAC Lead teacher Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation</p>	<p>Increase scores and decrease gap between subpopulations Increase: STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - State Bilingual/ESL - 73900.00</p>						
<p><b>Critical Success Factors</b> CSF 2</p> <p>24) To ensure that funds are being used in a financially responsible manner, the district will contract with the University of Texas for the analysis of immigrant student transcripts and the software ASK Me Program through LUCHA services.</p>	<p>Assistant Superintendent of Academic Services Bilingual Director Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Campus Administrator Campus LPAC Representative LUCHA Teacher</p>	<p>Student transcripts Increase graduation rates Increase students attending post-secondary institutions</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 20000.00, 199 - State Bilingual/ESL - 50000.00</p>						













<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>25) To ensure that the needs of the bilingual child are being met in a manner that is in compliance with state requirements, a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level using ELlevation and a copy will be placed in the students' permanent record file.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education Principals Asst Principals Campus LPAC Coordinator Teachers	Documentation for LPAC Report Increase of scores due to proper services Increase STAAR/EOC PBMAS TELPAS ISIP				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 199 - State Bilingual/ESL - 200000.00</p>							
<p><b>Critical Success Factors</b> CSF 7</p> <p>26) In order to meet the compliance requirements of the grant, all staff funded with federal funds will read, review and sign their job description.</p>		Assistant Superintendent of Academic Services Director of Federal Programs Director of Bilingual Education Director of Special Services Principal Teacher Coordinator of Migrant Program	Comply with Federal and State guidelines for grant				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 0.00, 211 - Title I, Part A - 500000.00, 212 - Title I, Part C, Migrant - 0.00, 224 - IDEA B, Formula SpEd - 0.00, 265 - 21st Century Grant (8) - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>27) To ensure compliance, all federally split funded personnel will maintain time and effort. All staff funded with federal funds will sign the school time certification 2x a year.</p>		Assistant Superintendent of Academic Services Federal Programs Director District and Campus Administration Federally funded employees	Employee Distribution Report data verifies staff certified and trained				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 211 - Title I, Part A - 200000.00, 199 - State Compensatory Education (SCE) - 200000.00</p>							







28) To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute state funds to designated campuses to provide services through the Communities In School program.	2.4	Asst. Superintendent of Academics Curriculum Directors	Service Logs				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 150000.00							
<b>Critical Success Factors</b> CSF 1 CSF 6 29) To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute federal funds to eligible campuses to acquire the probation officers for students needing monitoring while on campus.		Assistant Superintendent of Academic Services Federal Programs Director Principals Campus administration Director of Secondary Instructional Implementation Support Staff	Budgets Compliance Report Increase attendance decrease referrals				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 120000.00							
<b>Critical Success Factors</b> CSF 7 30) To guarantee program fidelity, teachers of bilingual students will receive training on program compliance. This may include ISIP, ELPS, Performance learning, Time and Treatment and other relevant subjects.		Assistant Superintendent of Academic Services Principal Asst. Principal Director of Bilingual Education Bilingual teachers	bilingual education provided with consistency Increase scores STAAR/EOC PBMAS TSIP				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 199 - State Bilingual/ESL - 25000.00, 263 - Title III, LEP - 25000.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>31) To ensure that the program is implemented with fidelity, bilingual/ESL teachers will be paid a stipend to compensate them for the extra effort required to comply with bilingual requirements. A bilingual LPAC Lead Teacher may also be paid a stipend. The stipend will be paid according to the latest compensation plan approved by the board.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education Principal Asst. Principal LPAC Lead Teacher Bilingual Teachers	Retention of highly qualified teachers				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 263 - Title III, LEP - 200000.00</p>							
<p><b>Critical Success Factors</b> CSF 2</p> <p>32) To ensure fiscal responsibility, the bilingual program will be evaluated to ensure progress and compliance. Evaluation may be done by internal or external source.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education	Ensure compliance with Bilingual grant.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 199 - State Bilingual/ESL - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>33) To promote parental and community participation and communication the district will provide a Parental Specialist to be the Point-of-contact between the parent and the educational environment. FTEs will be split funded.</p>		Assistant Superintendent of Academic Services Director of Federal Programs Coordinator of Parental Involvement Parental Specialists Principals	Increase parental involvement Increase attendance rate Decrease discipline referrals Increase scores: STAAR/EOC TELPAS ISIP PBMAS				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 211 - Title I, Part A - 400000.00, 212 - Title I, Part C, Migrant - 125000.00</p>							
<p><b>Critical Success Factors</b> CSF 5</p> <p>34) To increase and promote parental participation and understanding of the bilingual program, parent meetings and training will be held periodically.</p>		Assistant Superintendent of Academic Services Director of Bilingual Education Parental Specialists Principal	Increase parental support and participation in the education of their child/ren Increase scores on: STAAR/EOC PBMAS				
<p><b>Funding Sources:</b> 199 - State Bilingual/ESL - 1500.00</p>							

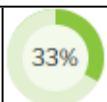
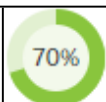
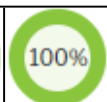
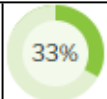
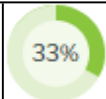

<p>35) Title I School Improvement and Title II funds will be used to assist campuses that have been identified for School Improvement or have an academic need.</p>		<p>Assistant Superintendent of Academic Services Director of Federal Programs Principals</p>	<p>Increase teacher attention on the student Increase scores: STAAR/EOC PBMAS TELPAS ISIP</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I, Part A - 50000.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>36) To meet the needs of all students, the district purchased ENIL kits will be used by bilingual classroom teachers to assess the reading proficiency level of bilingual students receiving Spanish reading instruction.</p>		<p>Assistant Superintendent of Academic Services Director of Bilingual Education Principal Asst. Principal LPAC Lead teacher Bilingual Teachers</p>	<p>Increase scores: STAAR/EOC TELPAS ISIP PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199 - State Bilingual/ESL - 20000.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>37) To ensure proper monitoring and timely identification of academic needs, campuses will continue to use the district purchased SchoolPACE program to record and monitor students' Spanish reading progress.</p>		<p>Assistant Superintendent of Academic Services Director of Bilingual Education Principal Asst. Principal LPAC Lead Teacher Bilingual Teachers</p>	<p>Increase Scores: STAAR/EOC TELPAS ISIP PBMAS</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 263 - Title III, LEP - 60500.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>38) In order to serve all needs of students, all eligible students will have the opportunity to receive needed eye exam and possible glasses.</p>		<p>Assistant Superintendent for Finance Director of Federal Programs Nurses Principals Asst Principals</p>	<p>Increase Scores: STAAR/EOC TELPAS ISIP PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I, Part A - 5000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>39) Proper documentation is maintained of all federal grant monies and State Comp monies to ensure proper grant utilization.</p>		<p>Assistant Superintendent of Academic Services Director of Federal Programs Title I Coordinator</p>	<p>Compliance with Federal and State regulations</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 199 - State Career &amp; Technical Education (State CT - 100000.00, 211 - Title I, Part A - 150000.00, 199 - State Compensatory Education (SCE) - 25000.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>40) Summer school will be offered to students at risk of failing the academic school year.</p>		<p>Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Elementary Instructional Implementation Director of Federal Programs Director of Bilingual Education Director of Special Services Principals Director of Professional Development Teachers</p>	<p>Increase Scores: STAAR/EOC TELPAS ISIP PBMAS</p> <p>Increase graduation rate</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 200000.00, 199 - State Special Education (State SpEd) - 50000.00, 199 - State Bilingual/ESL - 50000.00, 211 - Title I, Part A - 200000.00, 224 - IDEA B, Formula SpEd - 25000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>41) In order to increase San Benito CISD students' access to the "gold standard" of education, the After School Program will coordinate with the Districts' C&amp;I department to provide both academic and enrichment opportunities to students and parents through enhanced academic tutorials, parental involvement activities, post-secondary education awareness activities, and career planning.</p>		Assistant Superintendent of Academic Services Director of After School Program Principals Assistant Principals Teachers	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase parental involvement				
<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 265 - 21st Century Grant (8) - 750000.00, 352 - 21st Century Grant (9) - 750000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>42) The District will implement a Migrant Program aimed at meeting the specific needs of the migrant child and their family.</p>		Assistant Superintendent of Finance Director of Federal Programs Title I Coordinator Migrant Staff Principals Teachers	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase attendance Increase graduation rate				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 330000.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>43) Purchase materials for teachers to enhance and supplement instructional delivery.</p>	2.4	District Administration Campus Administration	Increase STAAR Scores by 10%				
<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 211 - Title I, Part A - 25000.00, 199 - State Compensatory Education (SCE) - 25000.00, 224 - IDEA B, Formula SpEd - 20000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>44) In order to meet compliance requirements, NGS system will be used by the Migrant Program to document and monitor student academic progress</p>		Assistant Superintendent of Finance Title I Coordinator Migrant Staff Principals Teachers	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS Increase: Attendance Graduation Rate				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 40000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>45) All compliance requirements of the Migrant Program will be met: Migrant Parent Advisory Council (PAC), conference attendance, identification and recruitment of children, conducting annual residency verification, providing of supplies for school, and evaluating the program.</p>		Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists Migrant Staff	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS  Increase: Attendance rate Graduation rate Decrease: Disciplinary Referrals				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 75000.00</p>							
<p align="center"><b>TEA Priorities</b> Connect high school to career and college</p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>46) In order to increase the number of migrant students that graduate and go to college/University, the district will allow all migrant students to have the opportunity to attend MAARS Summer Camp, MUSE at UTRGV, Close Up in Washington DC, summer school for credit recovery, and trips to universities in the state of Texas.</p>	2.4, 2.5, 2.6	Assistant Superintendent of Finance Title I Coordinator Principals Parent Specialists Migrant Staff	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS  Increase: Attendance rate Graduation rate Decrease: Disciplinary Referral				
<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 200000.00</p>							



<p>47) In order to ensure proper identification of GT students, the district will allow all students the opportunity to be tested for Gifted and Talented (GT) Program between grades K-12. All Kindergarten students will be tested during the fall semester. Students in 1st - 11th can be tested according to the District policy.</p>		Assistant Superintendent of Academic Services Coordinator of Higher Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS  Increase: Attendance rate Graduation rate  Decrease: Disciplinary Referral				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 199 - State Gifted and Talented (G/T) - 75000.00</p>							
<p><b>Critical Success Factors</b>          CSF 1 CSF 4</p> <p>48) In order to meet the needs of all students, GT students will be given the opportunity to perform academically at a more rigorous level. These opportunities include:          Encore Summer Camp Program, College Readiness program, and classroom instruction by GT certified teacher. The GT Handbook, posted on the district website can provide more information.</p>		Assistant Superintendent of Academic Services Director of Higher Education Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Teachers Counselors	Increase Scores: STAAR/EOC TELPAS ISIP PBMAS  Increase: Attendance rate Graduation rate  Decrease: Disciplinary Referral				
<p><b>Problem Statements:</b> Student Academic Achievement 1  <b>Funding Sources:</b> 199 - State Gifted and Talented (G/T) - 75000.00</p>							

<p><b>Critical Success Factors</b> CSF 1</p> <p>49) In order to provide SBCISD students with a gold standard education, instructional coaches will provide support in ELAR, Mathematics, Science, and Social Studies for grades K-12.</p>	Assistant Superintendent of Academic Services	Increase Scores on: STAAR/EOC TELPAS				
	Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Instructional Coaches	ISIP PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 500000.00</p>						
<p>50) Migrant recruiters will travel to student homes to ensure attendance and academic support.</p>	Migrant Recruiters Federal Programs Director	100% of Migrant students identified				
	<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 85000.00</p>					
<p>51) Identify and recruit migrant children and youth, including conducting annual residency verification and other identification and recruitment activities as required by ESEA program</p>	Migrant Director and Recruiters	Increase in the identification of migrant students				
	<p><b>Problem Statements:</b> Demographics 2</p>					
<p>52) Adhere to all timelines established in the ID&amp;R Manual to encode all required data into the New Generation System (NGS) database.</p>	Migrant Staff	100% compliance				
	<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>					
<p>53) Provide support services to all migrant students who are considered low income based on the completed district survey by providing school supplies.</p>	Migrant staff	Increase STAAR Scores and increase in meeting promotion requirements				
	<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 25000.00</p>					
<p>54) Implement &amp; purchase a management system, develop district procedures and utilize the NGS system to assist migrant students in consolidation of partial credits, credit recovery, &amp; make up coursework needed, as well as the deployment of technology.</p>	Migrant Staff	Increase grade promotion rates and graduation rates				
	<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 10000.00</p>					

55) Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer State Assessment remediation/acceleration.		Migrant Staff	100% participation on STAAR tests				
	<b>Problem Statements:</b> Student Academic Achievement 2						
56) Coordinate and provide student, parent/family, and community events that engage migrant parents.	3.1		5% Increase in parental attendance. Increase in STAAR scores.				
	<b>Problem Statements:</b> School Processes & Programs 1						
57) Allocate and utilize local, state and federal funds to support student success.							
	<b>Problem Statements:</b> School Processes & Programs 1						
58) Pregnant students have the right to continue their education during pregnancy and may choose to exercise that right by: Remaining in the regular school program, participating in any other special program the District may provide for pregnant students. The student may also choose to request a leave of absence.	2.6	Director of Student Services Campus Principal Counseling Department Teachers and Staff	Increase STAAR Scores, increase in graduation rates				
	<b>Problem Statements:</b> Student Academic Achievement 1						
59) In order to maintain accurate PEIMS documentation, all teacher information and teacher schedules are accurately reported to PEIMS thus ensuring correlation of the data tracking system in order to provide the best educational opportunities for teachers.		Assistant Superintendent of Academic Services PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers	Meet compliance requirements				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2						
60) Recruit students to participate in the afterschool program that are homeless, at risk, and/or low performing.	2.4, 2.5, 2.6	After School director, coordinators and tutors	Increase STAAR Scores				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00						

61) In order to ensure accountability with the 21st Century Community Learning Centers, the afterschool program will keep accurate attendance procedures and all other corresponding documentation on TEAL.		Afterschool director and site coordinators.	Meet compliance Requirements.				
	<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1						
62) Conduct periodic lesson plan reviews to ensure the after-school program is in alignment with the regular school day.	2.4, 2.5	after-school director, site coordinators, and after-school instructors.	Horizontal alignment with the regular school day. Increase the following scores: STAAR/EOC TELPAS PBMAS Attendance rate Graduation rate				
	<b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00						
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> 63) The after-school program will provide technology driven academic and enrichment activities where academic tools such as computer software, smart boards, drones, and robotics kits are utilized.		After-school director and site coordinators.	Increase technology usage.				
	<b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Student drop out rate in 7th through 12th grades fluctuates yearly. <b>Root Cause 2:</b> Outline specific procedures for secondary schools in locating students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments. <b>Root Cause 1:</b> Lack of alignment and rigor in district curriculum.
<b>Problem Statement 2:</b> The district results show significant gaps in the performance of sub-populations in comparison to all students. <b>Root Cause 2:</b> Interventions and strategies are not addressing the student needs necessary to close the gap in performance.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Processes and procedures are not specifically defined in all service areas. <b>Root Cause 1:</b> All departments need written procedures to ensure procedural information is delineated.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Student code of conduct is not being implemented consistently. <b>Root Cause 1:</b> Lack of system-wide administrative implementation.




# Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.




**Performance Objective 1:** ESSA: Quality professional development during the 2018-2019 school year will be provided to 100% of instructional staff thus ensuring student success.




**Evaluation Data Source(s) 1:** Professional development attendance, surveys, and feedback




**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) San Benito CISD Professional Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that all stakeholders have a better understanding of the TEKS.</p>		Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Instructional Coaches Principals Asst. Principals Teachers Support Staff	Increase the scores on: STAAR/EOC PBMAS ISIP				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 60000.00, 255 - Title II, Part A, TPTR - 60000.00, 211 - Title I, Part A - 60000.00</p>							




<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>2) In order to meet the academic needs of all students, administrators and Special Education Teachers will be provided the tools through Training Academies for Special Populations. (i.e. Writing TEKS based IEPS, ARD Committee Decision Making Process as it relates to the state assessment etc.)</p>	<p align="center">2.4</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Principal Asst. Principals Teachers Support Staff</p>	<p>Increase the scores on: STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199 - State Special Education (State SpEd) - 10000.00</p>							







<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) In order to facilitate the instruction provided to all San Benito CISD students, the district will provide professional development in instructional strategies for English learners, linguistic accommodations, and iStation to all campus staff including administrators.</p>	<p>2.4, 2.5, 2.6</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Instructional Coaches Principals Asst. Principals Teachers Support Staff</p>	<p>Increase the scores on: STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 199 - State Bilingual/ESL - 45000.00</p>							




<p style="text-align: center;"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 7</p> <p>4) In order to increase teacher participation, the Professional Development Department will develop professional staff development calendars for summer, fall, and spring sessions.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff</p>	<p>Increase the scores on: STAAR/EOC PBMAS ISIP</p>				
<p><b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 199 - General Fund - 75000.00, 199 - State Compensatory Education (SCE) - 75000.00, 211 - Title I, Part A - 75000.00</p>						













<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>5) In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Director of Assessment Special Education Staff Bilingual Staff Principals Asst. Principals Teachers Support Staff</p>	<p>Increase scores on: STAAR/EOC ISIP TELPAS PBMAS</p>				
<p><b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 10500.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers on technology use in the classroom, including but not restricted to, assistive technology.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Special Services Instructional Coaches Instructional Technologists Principals Asst. Principals Teachers Support Staff</p>	<p>Increase scores on: STAAR/EOC ISIP TELPAS PBMAS</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 5500.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) To provide educational rigor to all students, GT teachers will be required to complete a yearly six-hour update after the initial 30 hour training. Training will have an emphasis on the Texas Performance Standards. Extra duty pay will be provided at the rate noted in the Compensation Plan.</p>		Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principals Asst. Principals Teachers Support Staff	Increase in scores on: STAAR/EOC ISIP PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 199 - State Gifted and Talented (G/T) - 250000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) To ensure that students attending Summer School receive the greatest opportunity, Professional Development will be provided to all summer school teachers, including but not limited Bilingual, Title 1, Migrant and Special Education.</p>	2.5	Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Bilingual Education Director of Federal Programs PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers	Increase in scores on: STAAR/EOC ISIP PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2</p> <p><b>Funding Sources:</b> 199 - State Bilingual/ESL - 5000.00, 199 - State Compensatory Education (SCE) - 15000.00, 211 - Title I, Part A - 25000.00</p>							

<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 7</p> <p>9) To ensure that new teachers to our district receive the proper foundation in order to provide the highest level of education to the students of San Benito CISD during the first year, new teachers will receive additional professional development and be provided a mentor.</p>	2.6	Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Education Teacher Mentor Facilitator Mentor Teachers Instructional Coaches Principals Asst. Principals Teachers Support Staff	Increase scores on: STAAR/EOC ISIP PBMAS				
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1							

<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>10) Professional development opportunities will be provided to all staff members throughout the calendar year in order to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD. Instructional staff will have the opportunity to attend local, state, and out of state conferences to stay abreast of current best practices.</p>	2.6	Superintendent Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Director of Bilingual Education Director of Special Services Instructional Coaches Principals Asst. Principals Teachers Support Staff	Increase scores on: STAAR/EOC TELPAS ISIP PBMAS				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 100000.00, 199 - State Special Education (State SpEd) - 15000.00, 199 - State Bilingual/ESL - 15000.00, 211 - Title I, Part A - 50000.00</p>							

<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 7</p> <p>11) In order to provide quality professional development, a director and secretary will be designated by the district to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers</p>	<p>increase scores on: STAAR/EOC ISIP PBMAS</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 225000.00</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments. <b>Root Cause 1:</b> Lack of alignment and rigor in district curriculum.</p>
<p><b>Problem Statement 2:</b> The district results show significant gaps in the performance of sub-populations in comparison to all students. <b>Root Cause 2:</b> Interventions and strategies are not addressing the student needs necessary to close the gap in performance.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Processes and procedures are not specifically defined in all service areas. <b>Root Cause 1:</b> All departments need written procedures to ensure procedural information is delineated.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 2:</b> One third of instructional staff feel that they are not included in the decision making process. <b>Root Cause 2:</b> Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.</p>




**Goal 2:** SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.




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

**Evaluation Data Source(s) 2:** SBEC Certification Records




**Summative Evaluation 2:**







**TEA Priorities:** 1. Recruit, support, retain teachers and principals.








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>                      CSF 3 CSF 7</p> <p>1) In order to attract highly qualified teachers, the district will implement the Recruitment Retention Plan to hire teachers that meet certification criteria.</p>		Assistant Superintendent of Administrative Services Principals HR Director of Recruitment and Employee Engagement Campus administrations Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation	Teacher retention rate increases by 10%				
<b>Problem Statements:</b> School Processes & Programs 1							

<p><b>Equity Plan Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  <b>Critical Success Factors</b>  CSF 1 CSF 7</p> <p>2) To ensure that low income and minority students are taught by qualified, in-field, and/or experienced teachers, all candidates will be vetted by district HR before they can be interviewed.</p>		Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus administration Teacher	At Risk student STAAR Scores will increase by 10% Economically Disadvantaged student STAAR Scores will increase by 10%				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>							



<p style="text-align: center;"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>3) In order to provide a varied pool of applicants, the District will provide recruitment opportunities through job fairs by the District, Region One ESC, Universities/Colleges and other employment agencies. Job postings will be available on various job search engines.</p>	<p>Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators</p>	<p>Increase teacher/staff retention rate by 10%</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>						

<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>4) SBCISD will increase teacher retention by 10% by implementing a district level mentoring program, offering annual professional development and support, and offering teacher incentives for academic performance.</p>		<p>Assistant Superintendent of Administrative Services Assistant Superintendent of Academic Services HR Director of Recruitment and Employee Engagement Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators</p>	<p>Increase teacher/staff retention rate by 10%</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1 - Perceptions 2</p>							
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 1</p> <p>5) In order to attract and retain highly qualified teachers, a stipend will be paid to Bilingual, Special Education , Math , and Science according to the board approved district compensation plan.</p>	<p>2.5</p>	<p>Assistant Superintendent of Academic Services Director of Professional Development Director of Special Services Director of Bilingual Education Special Education Staff Bilingual Staff Principal Asst. Principal Teachers</p>	<p>Increase scores on: STAAR/EOC ISIP TELPAS PBMAS</p>				
<p><b>Problem Statements:</b> Demographics 1, 2</p>							

<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>6) In order to provide the students of the district with a gold standard education, only qualified teachers will be allowed to interview for teaching positions. Qualifications will be based on program requirements.</p>	<p>Assistant Superintendent of Academic Services PEIMS Coordinator PEIMS Clerks Principal Asst. Principal Teachers</p>	<p>Increase in scores on: STAAR/EOC ISIP PBMAS</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>						
<p align="center">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 2 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 1:</b> Student enrollment has decreased at SBCISD. Students zoned to SBCISD are enrolling in neighboring districts and charter schools. <b>Root Cause 1:</b> Students residing in SBCISD have additional schools of choice.</p>
<p><b>Problem Statement 2:</b> Student drop out rate in 7th through 12th grades fluctuates yearly. <b>Root Cause 2:</b> Outline specific procedures for secondary schools in locating students.</p>
<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments. <b>Root Cause 1:</b> Lack of alignment and rigor in district curriculum.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Processes and procedures are not specifically defined in all service areas. <b>Root Cause 1:</b> All departments need written procedures to ensure procedural information is delineated.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 2:</b> One third of instructional staff feel that they are not included in the decision making process. <b>Root Cause 2:</b> Inconsistent implementation of Site Based Decision Making (SBDM) procedures and processes.</p>




# Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

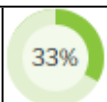
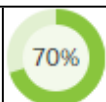
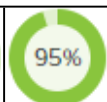
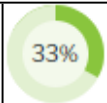
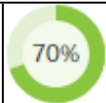
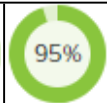

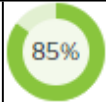
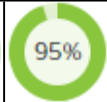
**Performance Objective 1:** ESSA: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

**Evaluation Data Source(s) 1:** TSI scores, SAT scores, ACT scores, and CTE coherent sequence completion, Dropout Rate Data

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Tutorial sessions will be held to prepare students to take the TSI, ACT, SAT, PSAT.</p>		Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Higher Education Coordinator Campus administrators Teachers	Increase rate of students passing: TSI, PSAT, SAT,ACT Increase number of students taking Dual enrollment Increase number of students completing university application Increase number of students accepted into University				
<p><b>Problem Statements:</b> Student Academic Achievement 3</p> <p><b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 15000.00, 199 - State High School Allotment - 25000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Multiple testing opportunities on TSI, SAT, and ACT will be provided for students to ensure that a large percentage of students test in a timely manner.</p>		<p>Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principals Higher Education Coordinator Campus administrators Teachers</p>	<p>Increase rate of students passing: TSI, SAT,ACT Increase number of students taking Dual enrollment Increase number of students completing university application Increase number of students accepted into University</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - State High School Allotment - 50000.00, 199 - General Fund - 50000.00</p>							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 7</p> <p>3) In order to provide a multitude of opportunities to the students of San Benito CISD, the district will provide a director and secretary to guide and monitor this process.</p>		<p>Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Higher Education Coordinator Counselors Principals Campus administrators Teachers</p>	<p>Increase rate of students passing: TSI, PSAT, SAT,ACT Increase number of students taking Dual enrollment Increase number of students completing university application Increase number of students accepted into University</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - General Fund - 175000.00</p>							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>4) FAFSA nights will be held monthly where students and parents receive information and an opportunity to complete the FAFSA application.</p>	<p>2.5</p>	<p>Higher Education Coordinator High School Campus Administrators High School Counselors</p>	<p>Increase percent of students entering college Increase in university 2 year and 4 year graduation rates [Student ClearingHouse]</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 3</p>							

<p><b>TEA Priorities</b> Connect high school to career and college Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>5) SBCISD will commit to administer the SAT, ACT, PSAT, and AP assessments.</p>	2.4, 2.5, 2.6	Higher Education Coordinator Director of Secondary Instructional Implementation District and campus administration teachers, counselors	Increase in SAT/ACT scores Increase in TSI passing rates				
<b>Problem Statements:</b> Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) College and Career outreach to students and parents will be available at all SBCISD campuses.</p>		Higher Education Coordinator District and campus administrators	Increase in graduation rates				
<b>Problem Statements:</b> Student Academic Achievement 3							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>7) Provide post secondary events district wide. [college fairs, college nights, financial aid awareness etc.]</p>	2.4, 2.5	Campus Administration District Administration	Increase in Post secondary readiness exams				
<b>Problem Statements:</b> Student Academic Achievement 3							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>8) In order to provide a better understanding of CTE programs and the Ind. Cert. that can be earned while in SBCISD, the CTE program will host CTE Showcase at schools.</p>	2.5	CTE Dir. CTE Teachers Campus administrators	Increase enrollment in the CTE programs that offer Ind. Cert.				
<b>Problem Statements:</b> Student Academic Achievement 3							
<b>Funding Sources:</b> 199 - State Career & Technical Education (State CT - 500.00)							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>9) The after-school program will create partnerships with local universities (internships, college fairs, college night, financial aid awareness, etc.)</p>	2.5	afterschool director and site coordinators	Prepare students to be college ready.				
<b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00							
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**Performance Objective 1 Problem Statements:**

## Student Academic Achievement

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

**Goal 3:** SBCISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

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

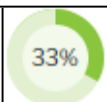
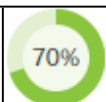
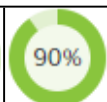
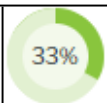
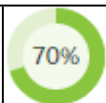
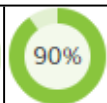
**Evaluation Data Source(s) 2:** Lesson Plans, Post-secondary Readiness assessments

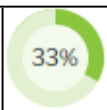
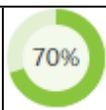
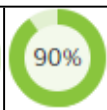
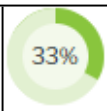
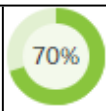
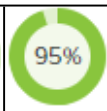
**Summative Evaluation 2:**

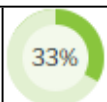
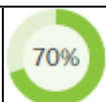
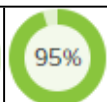
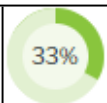
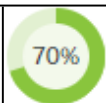
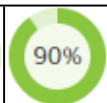
**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) In order to increase the number of students graduating college and career ready, SBCISD will provide resources and staff development opportunities to ensure courses are up to date and relevant.</p>	2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Director of Professional Development Principal Asst. Principal Teachers Higher Ed Coordinator	Increase scores in: STAAR/EOC PBMAS ISIP  Increase: Graduation Rates				
<p><b>Problem Statements:</b> Student Academic Achievement 3</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 15000.00, 255 - Title II, Part A, TPTR - 50000.00, 199 - State Compensatory Education (SCE) - 20000.00</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) To provide all interested San Benito Middle and High School students the needed assistance with the university application process, the College and Career program will be used with all students 6-12 to assist them in planning for their university education.</p>		Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	Increase scores in: STAAR/EOC PBMAS TPRI ISIP  Increase: Graduation Rates				
<p><b>Problem Statements:</b> Student Academic Achievement 3  <b>Funding Sources:</b> 211 - Title I, Part A - 55000.00</p>							
<p align="center"><b>TEA Priorities</b> Build a foundation of reading and math</p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) VMA, San Benito High School, and Gateway will continue to be a testing center for TSI so that students may have more opportunities to test, which will increase their opportunities for taking dual enrollment classes. In addition, Gateway to Graduation high school will be come a TSI testing center.</p>	2.5, 2.6	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	Increase scores in: STAAR/EOC PBMAS TPRI ISIP  Increase: Graduation Rates Number of student taking dual credit classes				
<p><b>Problem Statements:</b> Student Academic Achievement 3  <b>Funding Sources:</b> 199 - State High School Allotment - 15000.00</p>							

<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) In order to increase the number of students performance on the SAT/ACT, and TSI tutorial classes will be offered to students prior to offering the tests.</p>	2.5, 2.6	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	<p>Increase scores in: STAAR/EOC PBMAS TPRI ISIP</p> <p>Increase: Graduation Rates Number of student taking dual credit classes</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - State High School Allotment - 78000.00</p>							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) To increase the number of students graduating college and career, military ready students will be given the opportunity to test for the TSI, ACT and/or SAT.</p>	2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	<p>Increase scores in: STAAR/EOC PBMAS TPRI ISIP</p> <p>Increase: Graduation Rates Number of student taking dual credit classes Number of students that are accepted at a University/College</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - General Fund - 70000.00</p>							

<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>6) In order to increase the number of migrant students that graduate college and career military ready, SBCISD will provide a migrant Go Center will be available to assist migrant students after academic school hours.</p>	2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Higher Ed Coordinator Coordinator of Migrant	Increase scores in: STAAR/EOC PBMAS TPRI ISIP  Increase: Graduation Rates Number of student taking dual credit classes				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 150000.00							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>7) In order to increase the number of students that are college, career military ready, the San Benito CISD will provide students with a Go Center focused on assisting students with meeting all requirements for attending a University/College</p>	2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	Increase scores in: STAAR/EOC PBMAS TPRI ISIP  Increase: Graduation Rates Number of student registering for University/College				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - State Gifted and Talented (G/T) - 5000.00, 199 - State High School Allotment - 155000.00							

<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) In order to increase the number of migrant students that are college, career military ready, the San Benito CISD will provide students with a Go Center focused on assisting students with meeting all requirements for attending a University/College</p>	2.5	Assistant Superintendent of Academic Services Director of Secondary Instructional Implementation Principal Asst. Principal Teachers Department Directors Higher Ed Coordinator	Increase scores in: STAAR/EOC PBMAS TPRI ISIP  Increase: Graduation Rates Number of student registering for University/College				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 212 - Title I, Part C, Migrant - 160000.00</p>							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>9) SBCISD will provide transition services through coordinated sets of activities that will prepare students for post secondary endeavors.</p>	2.4, 2.5, 2.6	Curriculum Directors, Campus Administrators, Teachers Special Education Coordinator Special Services Director	100% of students will be college, career or military ready				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - State High School Allotment - 50000.00, 352 - 21st Century Grant (9) - 10000.00, 199 - General Fund - 25000.00, 224 - IDEA B, Formula SpEd - 5000.00</p>							
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>10) SBCISD will coordinate and provide student, parent/family, and community events that engage students. This would include, Fish Camp, 8th Grade Parent Transition Night, Meet the Teacher Nights, FAFSA Nights, College Seminar, and Go Centers Activities.</p>	2.4, 2.5, 2.6, 3.2	Curriculum Directors, Campus Administrators, and Teachers	100% of students will be college, career or military ready				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - State High School Allotment - 25000.00, 199 - General Fund - 20000.00</p>							

<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>11) Campus counselors will coordinate field lessons for 5th and 8th graders to institutions of higher education.</p>	2.5	Campus Principal District Counseling Administrator Assistant Superintendent of Academic Services	Increase in number of college/ career ready seniors				
<b>Problem Statements:</b> Student Academic Achievement 3							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>12) Students in grades 8 twill be able to tour institutions of higher education through the use of a computer base programs.</p>	2.5	Campus Principal District Counseling Administrator Assistant Superintendent of Academic Services	Increase in number of college/ career ready seniors				
<b>Problem Statements:</b> Student Academic Achievement 3							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>	
<b>Problem Statement 3:</b> The district has not met the post secondary readiness standard as per state accountability requirements. <b>Root Cause 3:</b> The percent of students meeting the meets grade level performance is below the state standard.	

# Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.







**Performance Objective 1:** ESSA: By July 2019, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.







**Evaluation Data Source(s) 1:** Disciplinary Referrals, Disciplinary PEIMS Reports , Graduation Rates

**Summative Evaluation 1:**




**TEA Priorities:** 4. Improve low-performing schools.

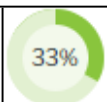
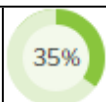
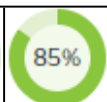
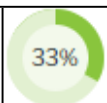
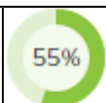
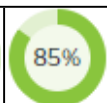
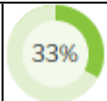
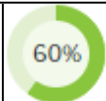
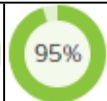
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) In order to decrease the number of disciplinary referrals, SBCISD will provide staff development on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.</p>		Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principals Campus Administrators Counselors Parent Liaisons	Decrease: number of disciplinary referrals				
<p><b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> 265 - Title IV, Part A - 25000.00, 255 - Title II, Part A, TPTR - 10000.00</p>							

<p><b>Critical Success Factors</b> CSF 6</p> <p>2) To create a safe and secure environment for the students of SBCISD, all students and staff will receive training on safety and security measures and the effective implementation of these.</p>	<p>1, 2, 4, 6 Assistant Superintendent of Academic Services Director of Professional Development Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Parent Liaisons</p>	<p>Decrease number of disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 265 - Title IV, Part A - 1000.00</p>						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) To establish a collaboration between students and staff, SBCISD will conduct orientation meetings with students and staff to solicit feedback on the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Parent Liaisons</p>	<p>decrease number of disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 1500.00</p>						
















<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) SBCISD counselors will offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, drug awareness, to include drugs and alcohol, and dating violence.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Principals Campus Administrators Counselors Parent Liaisons</p>	<p>decrease number of disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 1515000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Establish a School Health Advisory Council (SHAC) to provide assistance and direction in informing students, parents/families, and the community of current issues regarding wellness, health, and safety. This will include nutrition programs, bullying awareness, alcohol/drug prevention, sex education programs, and the student dating violence policy.</p>	<p>1, 2, 4, 6 Executive Director of Academic Services Director of Elementary Education Director of Secondary Education Director of Professional Development Directors Principals Campus Administrators Counselors Parent Liaisons</p>	<p>decrease number of disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00</p>						










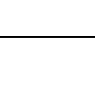
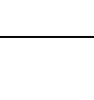
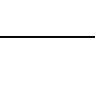






<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Through the use of the Raptor System, the Access Control System, and school-established campuses will maintain a safe and secure environment for each instructional facility.</p>	<p>Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Directors Principals Campus Administrators Counselors Parent Liaisons</p>	<p>Increase safety procedures for the SBCISD students</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 15000.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) The SBCISD will provide staff development for the adoption and implementation of the PBIS disciplinary program on the district campuses.</p>	<p>1, 2, 4, 6 Assistant Superintendent of Academic Services Director of Elementary Instructional Implementation Director of Secondary Instructional Implementation Director of Professional Development Principals Campus Administrators Counselors Parent Liaisons Parental Engagement Coordinator</p>	<p>Decrease number of disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 10000.00</p>						
<p>8) Plan, conduct, and coordinate the Health/Wellness events that promote healthy lifestyles through community organizations and district departments that provide health and wellness activities.</p>	<p>PE Teachers Coaches Classroom Teachers</p>	<p>Fitness Gram results will indicate students are physical fitness levels are in normal range.</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>						
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) Continue to enforce policies and procedures that promote a safe, orderly and secure environment.</p>	<p>District and Campus Administrators</p>	<p>10% decrease in violent incidences referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>						

<p><b>Critical Success Factors</b> CSF 6</p> <p>10) Provide programs, resources and professional development to improve school conditions for student learning including personal hygiene items, drug and violence prevention, bullying and harassment prevention and mentoring for at-risk students.</p>	District and campus administration	10% reduction in school discipline referrals				
	<b>Problem Statements:</b> Perceptions 1					
<p><b>Critical Success Factors</b> CSF 5</p> <p>11) Conduct orientation meetings with students and staff regarding the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures.</p>	District and Campus Administrators	Decrease in students referrals				
	<b>Problem Statements:</b> Perceptions 1					
<p>12) Ensure that students and staff are effectively educated on safety and security measures and that all measures are effectively followed to protect students, faculty, and staff.</p>	District and Campus Administrators, Counselors	Decrease in incident reports				
	<b>Problem Statements:</b> Perceptions 1					
<p>13) The After-School Program will coordinate and provide health/wellness opportunities for students and parents through academic and enrichment activities.</p>	After school staff and campus administration					
	<b>Problem Statements:</b> Perceptions 1					
<p>14) The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be PK through 5th grade and secondary classification shall be grades 6th through 12th.</p>	District and Campus administration	Decrease in discipline referrals				
	<b>Problem Statements:</b> Perceptions 1					

<p>15) To introduce a campaign on how to recognize, report and prevent Dating Violence, Sexual Abuse and Sex Trafficking and introduce methods for increasing staff, student and parent awareness.</p>		<p>Director of Student Services Campus Principal Counseling Department Teachers and Staff District PD and Security</p>	<p>To protect students from Dating Violence, Sexual Abuse and Sex Trafficking. / To bring an awareness to establishing channels of communication to report these criminal acts to law enforcement through their schools.</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>16) School counselors will provide four parent education sessions throughout the year, to include drug awareness information, drug prevention strategies, drug intervention resources, bullying prevention/intervention (David's Law), dating violence, sexual abuse, and sex trafficking resulting in a 5% decrease in referrals.</p>	<p>2.6</p>	<p>Campus Administrators Counselors</p>	<p>% of occurrences to decrease by 5%</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>							
<p>17) The San Benito CISD counselors will receive Dating Violence: Identification and Intervention training in order to provide this training to 100% of the SBCISD staff.</p>	<p>2.6</p>	<p>Campus Administrators Counselors</p>	<p>% of occurrences to decrease by 5%</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>							
<p>18) The San Benito CISD will host an inaugural "Red Ribbon Week" district-wide Kick-off Rally for students, parents, and community stakeholders in October, to promote a safe and drug free learning environment.</p>		<p>Director of Student Services Campus Principal Counseling Department Teachers and Staff</p>	<p>Decrease in disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>							
<p><b>Funding Sources:</b> 265 - Title IV, Part A - 5000.00</p>							
<p>19) The San Benito CISD will offer 100% of our parents and students, especially at-risk students and their guardian, family counseling after school hours at designated campuses in order to assist students who are referred by their campus administrators and/or counselors.</p>	<p>2.6</p>	<p>Director of Student Services Campus Principal Counseling Department Teachers and Staff</p>	<p>Increase STAAR Scores, increase in graduation rates</p>				
<p><b>Problem Statements:</b> Perceptions 1</p>							

<p>20) The San Benito CISD Restorative Discipline Practices team will provide RDP training to all Rangerville Elementary, Berta Cabaza Middle School, Fred Booth Elementary, Ed Downs Elementary, Frank Roberts Elementary, and PRC teachers and administrative team members to decrease discipline referrals by 25% when compared with the 2017-2018 school year referral data.</p>	<p>2.6</p>	<p>Director of Student Services Campus Principal Counseling Department Teachers and Staff</p>	<p>Decrease in disciplinary referrals</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 265 - Title IV, Part A - 25000.00</p>							
<p>21) The after-school program will launch a campaign to reduce substance abuse and gang affiliation at the middle schools and high school</p>		<p>after school director/ site coordinators UTRGV social worker program (internship)</p>	<p>Reduce substance abuse and gang affiliation district wide.</p>				
<p><b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00</p>							
<p>22) The after-school program will lounge a campaign to reduce substance abuse and gang affiliation at the middle schools and high school</p>		<p>after-school director and site coordinators.</p>	<p>reduce gang violence/affiliation</p>				
<p><b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00</p>							
<p>23) Improve the mental health of a child through team building activities (low ropes) and a youth advisory committee.</p>	<p>3.1, 3.2</p>	<p>After-school director, site coordinators, social work interns.</p>	<p>Reduce bullying, violence, and gang affiliation. Increase parental involvement. Promote teamwork.</p>				
<p><b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 265 - 21st Century Grant (8) - 0.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> Student code of conduct is not being implemented consistently. <b>Root Cause 1:</b> Lack of system-wide administrative implementation.




# Goal 5: SBCISD will collaborate with parents and community to ensure all students receive a gold standard education.

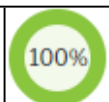
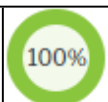
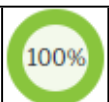
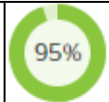

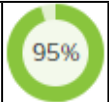



**Performance Objective 1:** By May 2019, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

**Evaluation Data Source(s) 1:** Review district and campus documentation to include: invitations, sign in sheets, agendas, and meeting notes.  
 Review the parent policies and compacts both at the district and campus level.  
 Review methods used to distribute the compliance information.  
 Review assessment and achievement data.

**Summative Evaluation 1:** Met Performance Objective

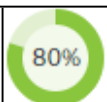
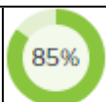
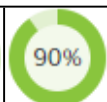
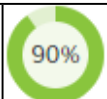
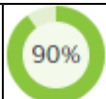
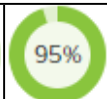
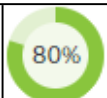
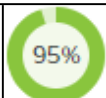
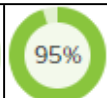
**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b>                      CSF 1 CSF 5 CSF 6</p> <p>1) Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. Monitor that parents and family received compact.</p>	3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	Increase community engaged by 5%; validated through parent/community session sign in sheets.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 1000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Provide a district-wide Back to School Fair and a Family and Community Engagement Conference for parents, families, and the community. The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator</p>	<p>Provide awareness in the areas of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 3 <b>Funding Sources:</b> 199 - General Fund - 50000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Provide supplemental assistance to Campus Parent Centers and Parent Educator to provide educational-related services to parents and families of Title I students. Coordinate through the district Family and Community engagement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in SBCISD.</p>	<p>2.4, 2.6, 3.1, 3.2</p>	<p>Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator</p>	<p>The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 3 <b>Funding Sources:</b> 199 - General Fund - 30000.00, 211 - Title I, Part A - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Conduct an annual Title I meeting district-wide and at each Title I campus.</p>	<p>2.4, 2.6, 3.1, 3.2</p>	<p>Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator</p>	<p>Ensure ESSA Title I Part A Parental Engagement requirements for all SBCISD Campuses are met.</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 1000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Actively invite and recruit parents to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), School Health Advisory Committee (SHAC), and Campus Level Site Based Decision Making Committees (SBDM), PTA/PTO, and Task-force or Focus Groups. Also assist with inviting and recruiting parents for in the Migrant Parent Advisory Council for Migrant Education, Federal and Title Programs, Bilingual Parent Committees including serving as a members of LPACC.</p>	2.4, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00, 211 - Title I, Part A - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>6) Promote district and campus programs to parents and families, to include educational programs, college career readiness, and social/mental health awareness.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.				
<p><b>Problem Statements:</b> Student Academic Achievement 3 - School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 5000.00, 211 - Title I, Part A - 5000.00, 265 - Title IV, Part A - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>7) The District Homeless Liaison and the Family and Community Engagement Department staff will conduct an assessment of each student and family that is referred for MV homeless services.</p>	2.4, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator District Homeless Liaison	Ensure all homeless students receive the resources necessary.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 3 <b>Funding Sources:</b> 211 - Title I, Part A - 20000.00</p>							



<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>8) The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.</p>	2.4, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 199 - General Fund - 2000.00, 244 - Perkins Career and Technical Education (Fed - 10000.00)</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>9) The Family and Community Engagement Department Staff will attend staff development and trainings within the district, within the Region One ESC area, and State Level Title I Statewide Conferences and Sessions.</p>	2.4, 2.6, 3.1	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	Ensure all FACE staff receives PD				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 10000.00, 211 - Title I, Part A - 5000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>10) Provide parent sessions on State STAAR and EOC testing requirements, LPAC, TELPAS, TEKS Resource System (South Texas Curriculum Project framework), and college prep PSAT and SAT/ACT testing information. These sessions also include information on academic interventions for at-risk students such as RtI, extended day tutorials, and school day intervention sessions.</p>	2.4, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	Increase STAAR/EOC scores				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3</p> <p><b>Funding Sources:</b> 199 - General Fund - 2000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>11) Provide district level parenting classes for parents and families of Title I schools using a researched-based program or curriculum (ex.- PRACTICAL PARENTING EDUCATION).</p>	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator	The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 199 - General Fund - 5000.00, 211 - Title I, Part A - 5000.00</p>							
<p>12) Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities.</p>	3.1, 3.2	Assistant Superintendent of Academic Services Principals Campus Administrators Parent Specialists Parental Engagement Coordinator Afterschool Program.	The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 1500.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> District students performing below the state average. SBCISD performance is at 70 percent approaches, 38 percent meets, 14 percent masters on the 2018 all subjects STAAR assessments. <b>Root Cause 1:</b> Lack of alignment and rigor in district curriculum.
<b>Problem Statement 3:</b> The district has not met the post secondary readiness standard as per state accountability requirements. <b>Root Cause 3:</b> The percent of students meeting the meets grade level performance is below the state standard.
<b>Problem Statement 2:</b> The district results show significant gaps in the performance of sub-populations in comparison to all students. <b>Root Cause 2:</b> Interventions and strategies are not addressing the student needs necessary to close the gap in performance.
<b>School Processes &amp; Programs</b>

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

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 26A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$540,948.00
199 28A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,230,670.00
199 30A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,573,250.00
199 32A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000,150.00
<b>6100 Subtotal:</b>		<b>\$5,345,018.00</b>
<b>6200 Professional and Contracted Services</b>		
199 30A	6216 Professional Services - Locally Defined	\$141,982.00
<b>6200 Subtotal:</b>		<b>\$141,982.00</b>
<b>6300 Supplies and Services</b>		
199 30A	6390 Supplies and Materials - General	\$536,551.00
<b>6300 Subtotal:</b>		<b>\$536,551.00</b>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The comprehensive school improvement planning process began with collecting data for all district campuses. This step is critical in creating a profile of the district's successes and areas of improvement. The data has been analyzed in the Comprehensive Needs Assessment, and then the process to outline problem statements that lead to root causes was thoroughly examined. Professional Learning needs were determined within the analysis of our data. An action Plan that includes how the Leadership Team will develop focused and streamlined SMART goals in the three areas that are of greatest need. Actions, strategies and interventions were identified in this process. Research tells us that our focus must be on instruction for our ultimate goal of improved academic success for our students.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The DIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, pupil services personnel, technical assistance providers, and school staff. This was accomplished through SAC meetings.

### **2.2: Regular monitoring and revision**

The DIP will be revised as data is evaluated throughout the school year in order to best support student TEKS acquisition and STAAR mastery. Formative reviews of the district improvement plan will be conducted in October, January, and March. While the summative evaluation will be completed in June.

### **2.3: Available to parents and community in an understandable format and language**

The District Improvement Plan will be posted on the district website. Campus Improvement Plans will be posted on campus websites.

### **2.4: Opportunities for all children to meet State standards**

TIER I Instruction: TEKS Resource System, Exemplar Lessons, Formative Assessments, ICLE strategies, Istation

TIER II: Tutorials and credit recovery

Afterschool Program Academic Support

### **2.5: Increased learning time and well-rounded education**

District wide Programs to support student learning:

Istation

ICLE

Lead4ward

Elementary and Secondary Instructional Coaches

Instructional Deans at Middle and High School Levels

## **2.6: Address needs of all students, particularly at-risk**

- At Risk student scores are significantly lower than all students scores. The greatest variance is in U.S. History at meets and masters grade level and for 8th grade at all performance levels.
- Supplemental services: tutorials, academic advisory period in middle schools, credit recovery opportunity built into the school day
- Supplemental Programs: ENIL, IRLA, Istation, Study Island, Edmentum
- RtI teacher at every campus: directly serves TEIR II and III students 30% to 50% of the day

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. And, monitor that each campus has provided annually, to parents and families, the campus parental engagement policy and school/parent compact.

### **3.2: Offer flexible number of parent involvement meetings**

The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.

# DIP Planning and Review Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Gina Ortiz	Assessment
District-level Professional	Libby Flores	Elementary Ed
District-level Professional	Jessica Morado	PEIMS
District-level Professional	Luis Gonzales	Parental Involvement
District-level Professional	Patricia Quesada	Bilingual/ESL
District-level Professional	Stephanie Ramirez	Professional Development
District-level Professional	Theresa Servellon	Federal Programs\Migrant
District-level Professional	Ernesto Manriquez	Special Services
District-level Professional	Rolando Guerra	CTE Director
Administrator	Hector Madrigal	Asst. Superintendent
District-level Professional	Rodrigo Pena	Secondary
Parent	Rebecca Vega	Parent
Parent	Maria Quintanilla	Parent
Administrator	Belinda Gonzales	Principal
Administrator	Gracie Martinez	Principal
Community Representative	Juan Quintanilla	Community Rep.

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Dyslexia teacher FTEs		\$500,000.00
1	1	20	Printing		\$10,000.00
2	1	4	consultant		\$75,000.00
2	1	11	Professional FTE		\$150,000.00
2	1	11	Paraprofessional FTE		\$75,000.00
3	1	2	Testing		\$50,000.00
3	1	3	Professional FTE		\$100,000.00
3	1	3	Paraprofessional FTE		\$75,000.00
3	2	5	Testing materials		\$50,000.00
3	2	5	Extra Duty pay		\$20,000.00
3	2	9			\$25,000.00
3	2	10			\$20,000.00
4	1	3	supplies		\$1,500.00
4	1	4	Counselors FTE		\$1,500,000.00
4	1	4	supplies		\$15,000.00
4	1	5	Supplies		\$1,000.00
4	1	6	Raptor System		\$15,000.00
4	1	7	PBIS Training		\$10,000.00
5	1	2			\$50,000.00
5	1	3			\$30,000.00
5	1	5			\$1,000.00
5	1	6			\$5,000.00
5	1	8			\$2,000.00
5	1	9			\$10,000.00



5	1	10			\$2,000.00
5	1	11			\$5,000.00
<b>Sub-Total</b>					\$2,797,500.00
<b>199 - State Career &amp; Technical Education (State CT</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	15		199 11A	\$20,000.00
1	1	39	FTEs		\$100,000.00
3	1	8			\$500.00
<b>Sub-Total</b>					\$120,500.00
<b>199 - State Compensatory Education (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Tutorials		\$300,000.00
1	1	26	Job Descriptions		\$0.00
1	1	27	Staff FTE	199 30A	\$200,000.00
1	1	28	CIS Staff	199 30 A	\$150,000.00
1	1	39	supplies		\$25,000.00
1	1	40	Summer School		\$200,000.00
1	1	43			\$25,000.00
1	1	49	Lead teacher stipends		\$500,000.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	4	Consultant		\$75,000.00
2	1	8	staff development		\$15,000.00
3	2	1	Resources		\$20,000.00
<b>Sub-Total</b>					\$1,570,000.00
<b>199 - State High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	Tutorial		\$25,000.00
3	1	2	Testing		\$50,000.00

3	2	3	TSI testing Center		\$10,000.00
3	2	3	Supplies		\$5,000.00
3	2	4	SAT/ACT tutorial		\$75,000.00
3	2	4	supplies		\$3,000.00
3	2	7	Go Center		\$150,000.00
3	2	7	General Supplies		\$5,000.00
3	2	9			\$50,000.00
3	2	10			\$25,000.00
<b>Sub-Total</b>					\$398,000.00
<b>199 - State Special Education (State SpEd)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Resources/Services		\$500,000.00
1	1	18	supplies		\$400,000.00
1	1	40	Summer School		\$50,000.00
2	1	2	staff development and supplies		\$10,000.00
2	1	10	staff development		\$15,000.00
<b>Sub-Total</b>					\$975,000.00
<b>199 - State Gifted and Talented (G/T)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	47	GT testing Materials		\$75,000.00
1	1	48	Naviance College Readiness		\$5,000.00
1	1	48	Encore Summer Camp Program		\$50,000.00
1	1	48	GT staff development		\$10,000.00
1	1	48	GT Stipends		\$10,000.00
2	1	7	stipends		\$100,000.00
2	1	7	staff development		\$150,000.00
3	2	7	Go Center		\$5,000.00
<b>Sub-Total</b>					\$405,000.00

<b>199 - State Bilingual/ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	21	Testing Program		\$10,000.00
1	1	21	LPAC Training and meeting		\$5,000.00
1	1	23	ELLevation	199	\$23,900.00
1	1	23	FTE - clerks		\$50,000.00
1	1	24	LUCHA Teacher		\$50,000.00
1	1	25	Extra Duty		\$200,000.00
1	1	30	training		\$25,000.00
1	1	32	Consultant - Evaluator		\$5,000.00
1	1	34	Training Supplies		\$1,500.00
1	1	36	ENIL		\$20,000.00
1	1	40	Summer School		\$50,000.00
2	1	3	staff development and supplies		\$45,000.00
2	1	8	staff development		\$5,000.00
2	1	10	staff development		\$15,000.00
<b>Sub-Total</b>					<b>\$505,400.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	RtI Teachers		\$900,000.00
1	1	4	TEKS Resource System		\$55,000.00
1	1	4	Eduphoria		\$40,000.00
1	1	5	Benchmark printing		\$2,000.00
1	1	6	Reading Resources		\$200,000.00
1	1	8			\$5,000.00
1	1	9	resources and supplies		\$10,000.00
1	1	10	CNA/CIP meetings	211	\$8,000.00
1	1	11	Walk through documents, Eduphoria		\$0.00

1	1	12	Resources	Part B, Delinquent Youth	\$225,000.00
1	1	14	Software	Writing	\$35,000.00
1	1	16	Hardware		\$600,000.00
1	1	16	software		\$10,000.00
1	1	26	Job Descriptions		\$500,000.00
1	1	27	Staff FTE	211 30A	\$200,000.00
1	1	29	Funding for Campuses	Part B	\$120,000.00
1	1	33	Parental specialist FTE		\$400,000.00
1	1	35	TITLE II		\$50,000.00
1	1	38	Eye exams and glasses		\$5,000.00
1	1	39	FTEs		\$150,000.00
1	1	40	Summer School		\$200,000.00
1	1	43	Consumable Supplies		\$25,000.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	4	Consultant		\$75,000.00
2	1	8	staff development		\$25,000.00
2	1	10	staff development		\$50,000.00
2	2	2	Professional Development		\$0.00
3	2	1	Staff Development		\$15,000.00
3	2	2	Naviance		\$50,000.00
3	2	2	staff development supplies		\$5,000.00
5	1	1			\$1,000.00
5	1	3			\$5,000.00
5	1	4			\$1,000.00
5	1	5			\$5,000.00
5	1	6			\$5,000.00
5	1	7			\$20,000.00
5	1	9			\$5,000.00

5	1	11			\$5,000.00
5	1	12			\$1,500.00
<b>Sub-Total</b>					\$4,068,500.00

**212 - Title I, Part C, Migrant**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials	100000	\$0.00
1	1	26	Job Descriptions		\$0.00
1	1	33	Parental Specialists FTE		\$125,000.00
1	1	42	FTE		\$300,000.00
1	1	42	General Supplies		\$30,000.00
1	1	44	NGS		\$40,000.00
1	1	45	Supplies		\$75,000.00
1	1	46	Summer School		\$200,000.00
1	1	50	Staff		\$85,000.00
1	1	53	supplies		\$25,000.00
1	1	54			\$10,000.00
3	2	6	Migrant Go Center		\$150,000.00
3	2	8	Migrant Go Center Extra Duty Pay and supplies		\$150,000.00
3	2	8	computer programs		\$10,000.00
<b>Sub-Total</b>					\$1,200,000.00

**224 - IDEA B, Formula SpEd**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials		\$0.00
1	1	17	Resources		\$50,000.00
1	1	18	Diagnosticians FTE		\$600,000.00
1	1	26	Job Descriptions		\$0.00
1	1	40	ESY		\$25,000.00
1	1	43			\$20,000.00

3	2	9			\$5,000.00
<b>Sub-Total</b>					\$700,000.00
<b>244 - Perkins Career and Technical Education (Fed)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	8			\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>255 - Title II, Part A, TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Professional Development	255	\$10,000.00
1	1	22	teacher training		\$250,000.00
1	1	24	LUCHA Program		\$20,000.00
2	1	1	Staff Development and supplies		\$60,000.00
2	1	5	Staff Development		\$10,000.00
2	1	5	general supplies		\$500.00
2	1	6	Staff Development		\$5,000.00
2	1	6	General Supplies		\$500.00
2	1	10	staff development		\$100,000.00
3	1	1	Tutorial		\$15,000.00
3	2	1	staff development		\$50,000.00
4	1	1	Staff Development		\$10,000.00
<b>Sub-Total</b>					\$531,000.00
<b>263 - Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	30	teacher training		\$25,000.00
1	1	31	Stipends		\$200,000.00
1	1	37	PACE program		\$60,500.00
<b>Sub-Total</b>					\$285,500.00
<b>265 - 21st Century Grant (8)</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Afterschool Coordinators		\$20,000.00
1	1	6	Afterschool students		\$0.00
1	1	7	AfterSchool Program		\$50,000.00
1	1	26	Job Descriptions		\$0.00
1	1	41	After School Program		\$750,000.00
1	1	60			\$0.00
1	1	62			\$0.00
1	1	63			\$0.00
3	1	9			\$0.00
4	1	21			\$0.00
4	1	22			\$0.00
4	1	23			\$0.00
<b>Sub-Total</b>					\$820,000.00

**265 - Title IV, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Staff Development		\$25,000.00
4	1	2	supplies		\$1,000.00
4	1	18			\$5,000.00
4	1	20			\$25,000.00
5	1	6			\$5,000.00
<b>Sub-Total</b>					\$61,000.00

**276 - Texas Title I Priority Schools**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Eudophoria		\$125,000.00
<b>Sub-Total</b>					\$125,000.00

**352 - 21st Century Grant (9)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	41	After School Program		\$750,000.00
3	2	9			\$10,000.00
<b>Sub-Total</b>					\$760,000.00
<b>Grand Total</b>					\$15,332,400.00